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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, 1878. The corporate charter was formally changed to reflect university status on December 27, 1878.

The provisions of this catalog describe programs and policies of the College of Arts and Sciences, the Erivan K. Haub School of Business and the College of Liberal and Professional Studies within Saint Joseph's University as of time of publication. They are regarded as an irrevocable contract between the student and the University. The University reserves the right to change any provision or requirement at any time.

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 Groaton, 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. Groaton'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, 1878. 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 in 2008 or 2009. Maguire's gift was later matched by a donation of the same amount by Brian Dupreau '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 new 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 and the challenge of ideals to matter at the regional, the national, the continental, the global level.

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 commited 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 in Business Administration and graduate programs leading to the degrees of Master of Business Administration and Master of Science.
- **The College of Professional and Liberal Studies**, 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.

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, 267-204-5000. 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. Saint Joseph’s University is approved 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

In compliance with applicable law and its own policy, Saint Joseph’s University is committed to recruiting and retaining a diverse student and employee population and does not discriminate in its admission of students, hiring of employees, or in the provision of its employment benefits to its employees and its educational programs, activities, benefits and services to its students, including but not limited to scholarship and loan programs, on the basis of race, color, religion, national origin, age, sex/gender, marital status, ancestry, sexual orientation, medical condition, physical or mental disability, veteran status or any other basis prohibited by applicable law.

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) 660-3338.
The following system of grades, with their grade point equivalent in parenthesis, is used in all courses offered by the University:

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<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>FA</td>
<td>Failure, Absence</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>NP</td>
<td>No Penalty</td>
</tr>
<tr>
<td>NA</td>
<td>Never Attended</td>
</tr>
<tr>
<td>VF</td>
<td>Unofficial Withdrawal</td>
</tr>
<tr>
<td>NG</td>
<td>No Grade</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
</tr>
<tr>
<td>WA</td>
<td>Administrative Withdrawal</td>
</tr>
</tbody>
</table>

In addition, as provided by the Campus Sex Crimes Prevention Act, the Philadelphia and Lower Merion Sheriffs' Offices maintain a Megan's Law database of sex crime offenders, which information may be obtained from these offices located at [addresses to be inserted here by John Henfey].

### 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.
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 No grade points. No credit.

Graduate Level Grades

The following system of grades, with their grade point equivalent in parenthesis, is used in all courses offered by the University:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Point Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Distinguished: exceptional performance in all aspects of the course</td>
<td>(4.0)</td>
</tr>
<tr>
<td>A–</td>
<td>Exceptional performance, but somewhat less than that rated as A</td>
<td>(3.7)</td>
</tr>
<tr>
<td>B+</td>
<td>Very good; meritorious work; exceptional performance in several aspects of</td>
<td>(3.3)</td>
</tr>
<tr>
<td></td>
<td>the course; notably above average expected of students</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Good; passing performance in all aspects of a course; completely fulfilling</td>
<td>(3.0)</td>
</tr>
<tr>
<td></td>
<td>and satisfying the requirements of the course</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Passing; marginal work; acceptable, sound performance in some aspects of</td>
<td>(2.0)</td>
</tr>
<tr>
<td></td>
<td>the course, but below the level of expected competence in other areas</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Failure; not evidencing significant grasp of subject matter or techniques;</td>
<td>(0.0)</td>
</tr>
<tr>
<td></td>
<td>Failure remains on record even if course is repeated and the original</td>
<td></td>
</tr>
<tr>
<td></td>
<td>grade still affects the cumulative average</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Pass (lab or thesis)</td>
<td>(2.0)</td>
</tr>
<tr>
<td>NP</td>
<td>No penalty (lab or thesis)</td>
<td>(2.0)</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>(2.0)</td>
</tr>
<tr>
<td>FA</td>
<td>Failure, Absence</td>
<td>(2.0)</td>
</tr>
<tr>
<td></td>
<td>Failure, absence; equivalent of F; given by the instructor when the student</td>
<td></td>
</tr>
<tr>
<td></td>
<td>completed the course, but did not comply with the instructor’s stated</td>
<td></td>
</tr>
<tr>
<td></td>
<td>attendance policy. This grade can not be changed by an administrative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>withdrawal</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>(2.0)</td>
</tr>
<tr>
<td>NP</td>
<td>No Penalty</td>
<td>(2.0)</td>
</tr>
<tr>
<td>NA</td>
<td>Never Attended</td>
<td>(2.0)</td>
</tr>
<tr>
<td></td>
<td>Equivalent of F; given by the instructor when the student never attended</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or did not attend after the add/drop period. This grade may be</td>
<td></td>
</tr>
<tr>
<td></td>
<td>changed by an administrative withdrawal only within one calendar year from</td>
<td></td>
</tr>
<tr>
<td></td>
<td>when it is issued.</td>
<td></td>
</tr>
<tr>
<td>VF</td>
<td>Unofficial Withdrawal</td>
<td>(2.0)</td>
</tr>
<tr>
<td></td>
<td>Equivalent of F; given by the instructor when the student stopped attending</td>
<td></td>
</tr>
<tr>
<td></td>
<td>after the add/drop period. This grade may be changed by an</td>
<td></td>
</tr>
<tr>
<td></td>
<td>administrative withdrawal only within one calendar year from when it is</td>
<td></td>
</tr>
<tr>
<td></td>
<td>issued.</td>
<td></td>
</tr>
<tr>
<td>NG</td>
<td>No Grade</td>
<td>(2.0)</td>
</tr>
<tr>
<td></td>
<td>A grade that is only used by the University Registrar to indicate that no</td>
<td></td>
</tr>
<tr>
<td></td>
<td>grade has been submitted by the instructor. Just as with an I or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>incomplete grade, this grade will automatically turn to an F grade, if it</td>
<td></td>
</tr>
<tr>
<td></td>
<td>is not resolved within four weeks from of the last day of the final</td>
<td></td>
</tr>
<tr>
<td></td>
<td>examination period for the semester in question.</td>
<td></td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
<td>(2.0)</td>
</tr>
<tr>
<td></td>
<td>A temporary grade assigned to all students of a given course that</td>
<td></td>
</tr>
<tr>
<td></td>
<td>extends meeting requirements beyond the grading period for a traditional</td>
<td></td>
</tr>
<tr>
<td></td>
<td>semester. Other grades on the scale will be assigned by the appropriate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>faculty member at the conclusion of the given course or within 180 days</td>
<td></td>
</tr>
<tr>
<td></td>
<td>from the initial issuance of the IP grade. At that point, the University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Registrar is instructed to change all outstanding IP grades to F.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extensions may only be granted by the Dean of the college through which</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the course is offered.</td>
<td></td>
</tr>
<tr>
<td>WA</td>
<td>Administrative Withdrawal</td>
<td>(2.0)</td>
</tr>
<tr>
<td></td>
<td>Equivalent to W, given by the Dean of the college to which the student</td>
<td></td>
</tr>
<tr>
<td></td>
<td>belongs in consultation with the University Registrar or with the Vice-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>President of Student Life in selected involuntary cases, or both,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>following consideration of exceptional situations where a standard</td>
<td></td>
</tr>
<tr>
<td></td>
<td>withdrawal from all courses is or was not possible. Students who must</td>
<td></td>
</tr>
<tr>
<td></td>
<td>withdraw from the university after the end of the last day to withdraw</td>
<td></td>
</tr>
<tr>
<td></td>
<td>should consult with their academic advisors for appropriate procedures,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>justification, and documentation to request an administrative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>withdrawal. Further, Administrative withdrawals are approved only in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>circumstances with sufficient documentation of impacted academic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>performance because of medical illness, death or critical illness of an</td>
<td></td>
</tr>
<tr>
<td></td>
<td>immediate family member, or military service, or when it is deemed that</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the University can no longer provide education services to a given student</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(involuntary withdrawal). Administrative withdrawal petitions based upon</td>
<td></td>
</tr>
<tr>
<td></td>
<td>extraordinary circumstances are only considered for all courses in a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>semester (not selected courses) and are only considered for courses in the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>calendar year immediately preceding the date of the petition. Petitions for</td>
<td></td>
</tr>
<tr>
<td></td>
<td>withdrawal from a second successive semester based on the same circumstances</td>
<td></td>
</tr>
<tr>
<td></td>
<td>will not be approved.</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>(2.0)</td>
</tr>
<tr>
<td></td>
<td>A temporary grade which may be assigned when a student has permission of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the instructor to complete requirements within a short time after the end</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of the course. (This grade is not used when a student’s work is</td>
<td></td>
</tr>
<tr>
<td></td>
<td>qualitatively deficient.) The I grade must normally be resolved within</td>
<td></td>
</tr>
<tr>
<td></td>
<td>four weeks of the final examination period for the semester in question.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I grades may not appear on a final record. At the end of the stated period</td>
<td></td>
</tr>
<tr>
<td></td>
<td>unresolved incomplete grades become Failures. Extensions may be granted</td>
<td></td>
</tr>
<tr>
<td></td>
<td>only by the Dean of the appropriate college.</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Audit; see Audit Students</td>
<td>(2.0)</td>
</tr>
</tbody>
</table>
Pass/No Penalty

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 (Undergraduate Level)

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 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 and WA). Only courses taken at Saint Joseph’s after matriculation are included in this calculation, even if transfer credit has been given.

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 or program, the department or program name is indicated in parentheses.

ACC Accounting
ADM Public Administration (Political Science)
AER Aerospace Studies
ART Fine and Performing Arts
ASC Actuarial Science (Mathematics)
BIO Biology
BUS Business (Management/Marketing)
CHM Chemistry
CHN Chinese (Foreign Languages and Literatures)
CLA Classics (Foreign Languages and Literatures)
CDM Communications (English)
CRJ Criminal Justice (Sociology)
CSC Computer Science
DSS Decision and System Sciences
ECE Early Childhood Education (Teacher Education)
ECN Economics
EDL Education Leadership
EDU Education
ENG English
ENV Environmental Science
ESL English as a Second Language (Foreign Languages and Literatures)
FIN Finance
FMK Food Marketing
FPL Financial Planning (Finance)
FRE French (Foreign Languages and Literatures)
GEN Gender Studies
GRA Nurse Anesthesia (Graduate Health Services)
GRG Graduate Gerontology
GRK Greek (Foreign Languages and Literatures)
GRM German (Foreign Languages and Literatures)
HAD Health Administration (Health Services)
HCE Health Care Ethics
HED Health Education (Health Services)
HIS History
HDN Honors Program
HSV Health Services
IBU International Business
IHS Interdisciplinary Health Services (Health Services)
INT Interdisciplinary Courses
IRT International Relations
ITA Italian (Foreign Languages and Literatures)
ITS Instructional Technology (Teacher Education)
JPN Japanese (Foreign Languages and Literatures)
LAT Latin (Foreign Languages and Literatures)
LAW Legal Studies
LIN Linguistics (Foreign Languages and Literatures)
LRN Learning Institute
LTT Literature in Translation
MAT Mathematics
MED Mathematics Education (Mathematics)
MGT Management
MKT Marketing
MPE Pharmaceutical Marketing (Executive Program)
ODL Organization Development & Leadership
PHL Philosophy
Course Numbering System

In 2009 the university governance system approved a mandate that alters the course catalog numbering system. The new coding structure calls for the following general outline for course numbering:

- **100s:** Courses that are designed primarily for but not limited to first-year students or that otherwise are the first undergraduate courses in a sequence in a field of study.
- **200s:** Courses designed primarily for but not limited to sophomores.
- **300s:** Courses designed primarily for but not limited to juniors.
- **400s:** Courses designed primarily for but not limited to seniors.
- **500s:** Lower-level graduate courses.
- **600s & 700s:** Upper-level graduate courses.
- **800s:** Courses open only to doctoral students.

Undergraduate Course Numbers:

At the undergraduate level, the following types of course offerings are available across many disciplines and the numbers across from them classify each group appropriately:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Course No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen Seminar (New GEP)</td>
<td>150 (satisfies GEP FYS requirement; special topics will be presented in most academic departments offering this course)</td>
</tr>
<tr>
<td>Cooperative Education</td>
<td>488, 489 &amp; 490</td>
</tr>
<tr>
<td>Internship</td>
<td>490, 491</td>
</tr>
<tr>
<td>Special Topics</td>
<td>170, 270, 370 or 470 (can be repeated for credit; topic will vary when offered)</td>
</tr>
<tr>
<td>Independent Research</td>
<td>493, 494</td>
</tr>
<tr>
<td>Lab Courses</td>
<td>Add an &quot;L&quot; to the end of the number of the course to which the lab corresponds wherever possible (e.g. CHM 101 &amp; 101L)</td>
</tr>
<tr>
<td>Capstone (only as required by some)</td>
<td>495</td>
</tr>
<tr>
<td>Transfer Courses without SJU</td>
<td>186 to 199, 296 to 299, 396 to 399, 496 to 499 (used for transfer articulation where course transferring in is not part of the SJU catalog of offerings)</td>
</tr>
<tr>
<td>equivalent</td>
<td></td>
</tr>
</tbody>
</table>

Course numbers for remaining courses are left to the department’s discretion. Some additional notes about certain undergraduate course types and offerings:

**Independent Study:** Special topic independent study courses can be offered using the Special Topics numbers outlined above. An independent study for an existing course can use the existing number. There is no need for special independent study numbers.

**Traditional Undergraduate Program Courses vs. College of Professional and Liberal Studies Courses:** Courses will no longer be differentiated by the last digit in the catalog number to distinguish these offerings.

**Graduate (Masters Coursework):**

Due to the large numbers of graduate catalog entries in certain areas of the university, it has been determined that graduate course numbers will follow this convention which is a modification of that approved by academic governance:

- **500s:** Lower-level graduate courses.
- **600s & 700s:** Upper-level graduate courses.
- **800s:** Courses open only to doctoral students.

Curriculum at the graduate level is typically divided along the lines of foundation, care, and major or specialization coursework. Some programs have a thesis/research course, some do not. Some programs have a capstone course, some do not. These items are defined as follows:

- **Foundation:** that part of a graduate program that may be waived given a student’s prior undergraduate or graduate education. Waivers are granted at the time of admission to a given program. Transfer credit is not awarded for Foundation courses. Foundation courses cover fundamental concepts to the specific discipline. Foundation courses are not counted in the minimum credits needed to graduate.
- **Core:** that part of a graduate program required of all students pursuing the degree. Core courses provide additional depth beyond foundation work for fundamental concepts in the specific discipline.
- **Major/Specialization:** that part of a graduate program that allows the development of expertise in a specific area of interest.
- **Thesis/Research:** a course designed to allow the student to pursue independent research with a faculty member in a specific area of interest within the discipline. Often, it serves as a prelude to doctoral study.
- **Capstone:** a course that serves as the culmination of the academic program, pulling together concepts from across the entire discipline.

At the graduate level, the following numbers are proposed to classify each group and selected other course types appropriately:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Course No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>500 to 549</td>
</tr>
<tr>
<td>Core</td>
<td>550 to 599</td>
</tr>
<tr>
<td>Major/Specialization</td>
<td>600 to 785</td>
</tr>
<tr>
<td>Special Topics</td>
<td>770</td>
</tr>
<tr>
<td>Internship</td>
<td>791 &amp; 792</td>
</tr>
<tr>
<td>Thesis/Research</td>
<td>793 &amp; 794</td>
</tr>
<tr>
<td>Capstone</td>
<td>795</td>
</tr>
<tr>
<td>Lab Courses</td>
<td>Add an &quot;L&quot; to the end of the number of the course to which the lab corresponds wherever possible (e.g. BIO 500L)</td>
</tr>
<tr>
<td>Transfer Courses without SJU</td>
<td>796 to 799 (graduate programs have transfer credit limitations; numbers are not used for regular SJU offerings)</td>
</tr>
</tbody>
</table>

Some additional notes about certain course types and offerings:
Independent Study: Special topic independent study courses can be offered using the Special Topics numbers outlined above. An independent study for an existing course can use the existing number. There is no need for special independent study numbers.

Graduation Requirement: Pennsylvania Department of Education regulations stipulate that a masters degree must be comprised of a minimum of 30 credits. Certain SJU programs have a minimum of more than 30. Commonly accepted academic protocol indicates that Foundation courses are not part of the announced minimum number of credits required to graduate. Foundation courses, if required, add to the student’s number of credits required to graduate.

**Section Naming Conventions:**

In order to readily identify different types of offerings, the following conventions be used when naming certain sections –

<table>
<thead>
<tr>
<th>Section Type</th>
<th>Naming Convention</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergrad Day Program</td>
<td>starts with &quot;D&quot;</td>
<td>&quot;D01&quot;, &quot;D02&quot;, etc.</td>
</tr>
<tr>
<td>College of Prof. &amp; Liberal Studies (formerly UC)</td>
<td>starts with &quot;P&quot;</td>
<td>&quot;P01&quot;, &quot;P02&quot;, etc.</td>
</tr>
<tr>
<td>Graduate/Doctoral Programs</td>
<td>starts with &quot;G&quot;</td>
<td>&quot;G01&quot;, &quot;G02&quot;, etc.</td>
</tr>
<tr>
<td>Off-Campus Sections</td>
<td>starts with &quot;X&quot;</td>
<td>&quot;XUR&quot; - Ursinus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;XEN&quot; - Einstein</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;XSD&quot; - Southeast Delco</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N. B - Additional site abbreviations will be made by Registrar personnel as the schedule develops -- the codes will be on our website</td>
</tr>
<tr>
<td>Independent Study Sections</td>
<td>starts with &quot;IS&quot;</td>
<td>&quot;IS1&quot;, &quot;IS2&quot;, etc.</td>
</tr>
<tr>
<td>Honors</td>
<td>starts with &quot;HN&quot;</td>
<td>&quot;HN1&quot;, &quot;HN2&quot;, etc.</td>
</tr>
<tr>
<td>On-Line</td>
<td>starts with &quot;OL&quot;</td>
<td>as above</td>
</tr>
<tr>
<td>Hybrid</td>
<td>starts with &quot;HY&quot;</td>
<td>as above</td>
</tr>
<tr>
<td>Service Learning</td>
<td>starts with &quot;SL&quot;</td>
<td>as above</td>
</tr>
</tbody>
</table>

**N.B.** Additional abbreviations will be made as the schedule develops and will be posted comprehensively on the Registrar’s Office webpage.
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.

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 no longer 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.

**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. No student may carry more than six courses in any semester. Additional tuition is charged for this overload.

**College of Professional and Liberal Studies Courses**

Day students wishing to register for College of Professional and Liberal Studies (PLS) courses must obtain permission from the chair of the department in which the PLS course is offered. A dean’s signature is not required. Juniors and seniors may take a maximum of two PLS courses per year. Sophomores are generally discouraged from taking PLS courses, although exceptions may be made at the discretion of the appropriate department chair. Freshmen may not take PLS courses. Day student enrollment in PLS courses is limited to 20% of the class; some day students who wish to take a specific PLS 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. Morris Danielson for Finance classes, and Mr. Patrick O’Brien for all other classes can register online using their personal identification number (PIN). They should discuss with their academic advisor, prior to registering for the course, how the course(s) fits into their overall academic plan.

**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 College of Professional and Liberal Studies 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).

**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 through the College of Professional and Liberal Studies only when the student has secured in advance written permission from the appropriate Dean. Summer school courses that are a part of the GER/GEP 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, i.e., courses failed or not completed during a regular semester;
- to make up course deficits, 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

Academic Advising in the College of Arts and Science

The academic advising functions in the College of Arts & Sciences are shared between faculty advisors and the staff of the CAS Advising Support Center. In this shared model, faculty advisors and the Advising Support Center have distinct roles in the advising process, but they work collaboratively to help students to be academically successful and to benefit fully from the collegiate experience.

Faculty advisors have the primary role in providing students with information about courses, the requirements of their major, graduate education, and careers. They also serve as mentors and guides in the intellectual development of students. The Advising Support Center (ASC) has the supporting role of providing students with information about the General Education Requirement (GER) and the new General Education Program (GEP), declaring a major, course registration, and college and university academic policies and procedures. The ASC can assist students in identifying the forms needed to change majors, to add or drop a course, to withdraw from a course, and it can also provide information about important advising and registration deadlines.

Incoming first-year students who have declared a major are assigned an advisor in their major. Incoming first-year students who are undeclared are usually assigned an advisor in their division or unit (Education, Humanities, Natural Sciences/Math/Computer Science, or Social Sciences). Once they have declared a major, these students will be assigned to a faculty advisor in that major. Transfer students are assigned a faculty advisor in their major.

All students are encouraged to develop an ongoing relationship with their advisors and to be in contact with them during the school year, either during the advisor’s posted office hours or at some other mutually convenient time. First-year students are required to meet with their advisors twice each semester— to view and discuss mid-semester grades and to receive approval of course selections for pre-registration for the following semester. Sophomores, juniors, and seniors are required to meet with their advisors once each semester for pre-registration for the following semester; they are also encouraged to meet with their faculty advisors at other times to discuss their academic progress and future plans for graduate school or careers. Any change of major requires consultation with the chair/director of the student’s current major and the chair/director of their prospective major as well as approval of the relevant associate dean.

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 is necessary to ensure that the proper set of courses will be taken in the senior year and that graduation can occur at the expected time. Although faculty advisors and the ASC provide information and counsel, it is ultimately the student’s responsibility to ensure that he/she has completed all of the requirements for his/her major and/or minor.

The CAS Advising Support Center is an especially important resource for assisting students in navigating the transition to Saint Joseph’s University and in understanding the registration process. First-year students, in particular, are expected to participate in advising workshops that might be offered by the Center prior to registration for spring classes. In addition to covering important topics like academic planning for the GEP and registration procedures, such workshops can also provide an introduction to special programs, academic support services (such as the Learning Resource Center, the Writing Center, etc.), other resources (such as the Career Development Center), and other academic opportunities available at Saint Joseph’s University. Students may direct questions to Maria Beazley, Director of the CAS Advising Support Center, at mbeazley@sju.edu.

Academic Advising in the Haub School of Business

In the Haub School of Business (HSB), academic advising functions are shared between faculty advisors and the staff in the William F. Leahy Advising Center (LAC). In this shared model, faculty advisors and the LAC 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 LAC is a primary resource for general advising questions, especially during the first two years of college when students are mastering the course selection and registration process, navigating the transition to Saint Joseph’s University, and making decisions about their major. As a way to orient students to the Haub School of Business, 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 the new General Education Program and Business Foundation courses, course selection and registration procedures, and an introduction to special programs, resources, and academic opportunities available at Saint Joseph’s University.

Every student in the HSB also has a faculty advisor whose role focuses primarily on mentoring and academic/career planning. Each student who has declared a major is assigned a faculty advisor from the department in which they are majoring and will work with his/her advisor to plan a curriculum and explore potential career opportunities. 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. Students may direct questions to Fr. Bruce Bidinger, S.J., Director of the William F. Leahy Advising Center, at bbidinger@sju.edu.

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 probation, 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.

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 (1910). 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 Sigma (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.

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

The General Education Requirement and the General Education Program

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 Catholic Jesuit tradition.

Beginning in the Fall of 2010, Saint Joseph's University will launch a new curriculum program known as the General Education Program (GEP). All freshmen students entering the university at that time will be required to follow the GEP for their graduation requirements. Students who entered the university prior to the Fall of 2010 will be required to follow the General Education Requirement (GER) for their graduation requirements. In each of the curricula there are two parts—a General Education component and the Major component.

The General Education component enables students to examine the principal issues and achievements of the major fields of human learning, providing 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 component 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.

Listed below are the specific requirements for both the GER and GEP curricula.

General Education Requirement (GER)

For Students Who Entered the University PRIOR to the Fall of 2010 or Transfer Students Who Entered SJU in the Fall of 2010 with 15 or More Credits

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 component includes six courses, distributed as follows:

- ENG 101 (1011) The Craft of Language
- ENG 102 (1021) Texts and Contexts
- PHL 101 (1011) The Human Person
- PHL 103 (1031) Moral Philosophy
- HIS 101-102 (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 (201-202, former 121-122) 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, GER, ITA, SPA 101 (101), 102 (102), 113 (1031) or SPA 115 (1051), 116 (1061), 117 (1071) which is designed to result in a comparable level of proficiency. The initial course (101) 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 101 (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 101 (1011) and ECN 102 (1021) may be taken independently; each course is prerequisite to a specified group of upper division courses. ECN 450 (2201), ECN 460 (2221), ECN 480 (2681) and ECN 485 (2691) satisfy the GER requirement for Economics for non-Economics and Business majors.

  - Education—EDU 150 (1011) and EDU 151 (2031) satisfy the GER requirement.

  - Political Science—POL 101 (1011) and POL 103 (1031) may be taken independently. All upper division political science courses are open to non-majors.

  - Psychology—All psychology courses numbered 100 (1011) to 121 (1371) 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 101 (1001).

  - Sociology—SOC 101 (1011) and SOC 102 (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 of 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.

General Education Program (GEP)

For Students Who Entered the University DURING or AFTER the Fall of 2010 or Transfer Students who Entered SJU in the Fall of 2010 with 14 or Fewer Credits

The General Education Program (GEP) includes 40 courses distributed across three components: A General Education component divided into Signature Courses, Variable Courses, and an Integrative Learning requirement; a Major and Divisional component; and Free Electives. In addition to course requirements as specified in each area, students must complete a series of overlay courses addressing each of the following three categories: 1) Diversity, Globalization or Non-Western Studies, 2) Ethics Intensive, and 3) Writing Intensive course as part of the forty-course requirement.

GEP Signature Courses

The Jesuit Tradition Common Core

PHL 154  Morals of Foundations
THE 154  Faith, Justice, and the Catholic Tradition

The Cultural Legacy Common Core

ENG 102 Texts and Contexts
HIS 154 Forging the Modern World

The Signature Variable Core

One Faith and Reason Course

This requirement can be satisfied by any course certified as a “faith and Reason” course. Such courses provide students with appropriate intellectual and epistemological frameworks for exploring both the tension and cohesion of faith and reason in the contemporary world. Moral Foundation (PHL 154) and Faith, Justice, and the Catholic Tradition (THE 154) are prerequisites.

One First-year Seminar Course

The First-Year Seminar is designed to introduce students to the adventures of learning in a college context. The challenge and excitement of intellectual exploration of a topic of shared interest is its prime purpose. Its only prerequisites are a genuine interest in the topic and a willingness to contribute to the success of the course through diligent individual effort and enthusiasm. First-Year Seminars, which are limited in enrollment size, focus in depth on a question or topic of disciplinary or interdisciplinary interest. By means of its specific focus, the seminar will explore the thinking, research, and writing practices in a particular field(s). Discussion based on careful reading of texts, writing assignments, both reflection and research types, and in-class student presentations will be supplemented, as appropriate, with activities including guest lecturers, museum trip, attendance at local cultural events and other field excursions.

Note: Texts and Contexts, Forging the Modern World, and the First-Year Seminar are Signature Courses only for non-transfer students.

Variable Courses

One Fine Arts or Literature Course
One Mathematics-Beauty Course
One 4-credit Lab-Based (or two 3-credit lecture only) Natural Science course
Non-native Language Requirement (0-2 courses)
One Social/Behavioral Science Course
One Philosophical Anthropology Course (PHL 250-PHL 299)
One Religious Difference Theology Course
Writing Requirement (ENG 101 or AP credit)

Integrative Learning

This component includes three courses determined by the major departments. These courses must be College of Arts and Sciences courses outside of the major department to foster integration of the major with general education.

Electives

All students will have no fewer than six free elective courses.

GEP Overlay Courses

One course from any of the following three areas of Diversity, Globalization or Non-Western Studies:

Diversity

Diversity courses analyze the construction and maintenance of social categories such as race, class, religion, sexual orientation, gender, age, ability as well as the material, political, economic, social and ethical consequences of these identities. Each diversity course employs theoretical frameworks that provide sustained analytical inquiry. Each course emphasizes the ways in which social categories overlap and intersect to produce multiple identities and attend to the complex consequences of these intersections. Diversity courses are not purely empirical, though they contain empirical components; rather, they are critical-seeking to account for and understand the significance of such social categories and, where appropriate, to investigate methods of challenging social institutions that promote injustice.

Globalization

Courses in this area will address the theoretical foundations (economic, political, historical, cultural, environmental and ethical) of the international framework that is increasingly linking countries, cultures and peoples around the world. These courses will examine the ways in which global processes and interactions among nation states, societies, international organizations and individuals shape human experience, both in the past and present. These courses will focus on the forms of interaction and interdependence among the world’s peoples and the social structures that bring us closer to one another.

Non-Western Areas Studies

In identifying courses in this category, the “West” is used primarily in its cultural sense. This broad usage extends beyond the narrow geographical boundaries of “western Europe”. These courses therefore focus primarily on cultures different from those emphasized in courses on “Western Civilization”. Non-Western Area courses do have a geographical component because they concentrate on the language, culture, history, society, economics and politics of one or more regions outside of North America and Europe. These courses emphasize understanding a region and its cultures on their own terms and from the perspectives of their own peoples rather than in the context of the West or as part of global comparative systems. This may also include appropriate language courses above the intermediate level.
**One Ethics Intensive Course**

Ethics-intensive courses may be any approved course in any department in any college that includes both explicit and critical evaluation of ethical issues in a particular discipline or field. Such critical evaluation requires applying to the disciplinary material some of the theoretical frameworks and conceptual tools that students have acquired in their signature/core courses. Ethics-intensive courses will thus push beyond professional ethics (where “the good” is determined only by the rules of the discipline or field) and will rigorously investigate the subject matter of a course in light of more fundamental moral values and ethical principles (e.g., justice, human dignity, vacation, beneficence, utility, double effect, proportionality). Through this study, students will come to a deeper understanding of a moral life and will be enabled to better act with self-agency in their lives beyond.

**One Writing Intensive**

Writing is a means of communication and a skill that develops with structured practice. It is grounded in the foundations of proper punctuation, grammar and thesis statement and development. This requirement can be satisfied by any course certified as writing intensive except for the First-Year Seminar course. If so certified, any GEP Variable Course, any Concentration or Major course, or any Free Elective can satisfy this requirement.
Arts and Sciences Programs

College of Arts and Sciences

Dean: William Moadjes, Ph.D.
Associate Dean, Humanities Division: Paul F. Aspian, Ph.D.
Associate Dean, Education: Jeanna Brady, Ph.D.
Associate Dean, Social Sciences Division: Nancy Ruth Fox, Ph.D.
Associate Dean, Natural Sciences, Mathematics & Computer Science Division: Michael P. McGann, Ph.D.

Mission

The College of Arts and Sciences (the College), through its General Education Program (GEP) 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 GEP. 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

All students are assigned an advisor when they matriculate. Major departments and programs assign faculty to first year students who have declared a major in that area. Undeclared students are paired with faculty from the College.

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, Ancient Studies, Asian Studies, 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, Religious Studies (Theology and Religious Studies), Spanish (Foreign Languages and Literatures), and Theology (Theology and Religious Studies)

Bachelor of Science
Actuarial Science, Biology, Chemical Biology, Chemistry, Criminal Justice (Sociology), Computer Science, Elementary, Elementary Education, Special Education, Environmental Science (Chemistry), Interdisciplinary Health Services (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, Environmental and Sustainability Studies, 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 Secondary Education; B.S. in Chemistry/M.S. in Secondary 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 Mathematics/M.S. in Secondary Mathematics Education; B.S. in Physics/M.S. in Secondary Education; B.S./M.S. in Psychology.

Actuarial Science

Director: Cavaliere

Committee on Actuarial Science: Baba, Deliberata, 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 Science 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
struensous 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.

Goals
1. Maintaining a high level of analytical training while providing business perspectives and love of learning necessary for success in the actuarial science profession.
2. Having majors take the first two actuarial science exams by the end of their senior year.
3. Ensuring that students’ performance in the three areas covered by the Validation by Educational Experience (VEE) is sufficient to receive VEE credit upon completion.

After completing the curriculum in the Actuarial Science Program students should be able to accomplish the following:

1. Apply the fundamentals tools of calculus such as derivatives, integrals and series to the study of probability.
2. Understand the terminology and basic concepts and laws of probability and be able to write simple mathematical proofs involving these basic principles.
3. Demonstrate mastery of the basic computational skills necessary to compute probabilities and mathematical expectations involving discrete or continuous random variables.
4. Be able to apply both discrete and continuous probability distributions to various applications in the natural sciences, engineering, finance, insurance and the social sciences.
5. Have a detailed understanding of the concepts of financial mathematics and to demonstrate how these concepts are applied in the calculation of present and accumulated values of cash flows.
6. Be prepared for the first professional actuarial examination which is jointly sponsored by the Casualty Actuarial Society (Part I) and the Society of Actuaries (Part P/I).
7. Be prepared for the second professional actuarial examination, which is jointly sponsored by the Casualty Actuarial Society (Part 2) and the Society of Actuaries (Part FM).
8. Be able to use data to inform decisions.
9. Be able to use statistical models to make predictions in the business environment.
10. Attain basic competency in the cognate fields of economics, finance and insurance.

Requirements for the Actuarial Science Major

Due to the implementation of the new General Education Program, there are currently two programs of study for the Actuarial Science major:

For students who entered SJU before the fall of 2010, or transfer students who entered SJU in the fall of 2010 with 15 or more credits:

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

Mathematics:
- MAT 161 Calculus I
- MAT 162 Calculus II

Natural Science:
- a 2-semester sequence of a laboratory science

Satisfactory completion of the Actuarial Science major automatically qualifies the student to apply for a minor in mathematics, subject to the Mathematics minor GPA restrictions (see the Mathematics section of this catalog). 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.

For students who entered SJU in the fall of 2010 or later, or transfer students who entered SJU in the fall of 2010 with 14 or fewer credits:

GER Signature Courses (See Curricula): six courses
GER Variable Courses (See Curricula): six to nine courses, including

Mathematics:
- MAT 161 Calculus I

Natural Science:
- one semester of any lab-based natural science course (see ILC below)

Social Science:
- ECN 101 Introductory Economics (Micro)

GER Overlays (See Curricula): three courses
GER Integrative Learning Component: three courses

Economics:
- ECN 102 Introductory Economics (Macro)
Mathematics:
MAT 162 Calculus II

Natural Science:
the second semester of the lab-based natural science course (see GEP Variable Courses above)

GER Electives: any seven courses

Major Concentration: fifteen courses, including

CSC 120 Introduction to Computer Programming
MAT 213 Calculus III
MAT 225 Fundamental Ideas of Mathematics
MAT 226 Introduction to Linear Algebra
MAT 321 Probability
MAT 322 Mathematical Statistics
MAT 423 Applied Statistical Methods
FIN 200 Introduction to Finance
FIN 300 Intermediate Finance
RMI 200 Introduction to Insurance
ACC 101 Financial Accounting
ASC 301 Actuarial Probability
ASC 401 Mathematics of Finance
DSS 330 Database Management

And one Mathematics elective chosen from MAT 238, MAT 311, MAT 313, MAT 316 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, subject to the Mathematics minor GPA restrictions (see the Mathematics section of this catalog). 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 a minor in actuarial science must take the following courses:

- ECN 101 and ECN 102
- MAT 161 and MAT 162
- MAT 213, MAT 321, MAT 322, ASC 301, ACC 101, FIN 200

ASC 301 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 I) and the Society of Actuaries (Part P).

Prerequisite: MAT 321.

ASC 401 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 213.

Aerospace Studies

AIR FORCE RESERVE OFFICER TRAINING CORPS (AFROTC)

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

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 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. 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 Lab 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:

AER 301-302 Air Force Leadership Studies
AER 401-402 National Security Affairs and Preparation for Active Duty
ENG Composition-oriented course

Upper Level Foreign Language course

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

AER 101-102 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, officer and professionalism, military customs and courtesies, Air Force officer opportunities, group leadership problems, and an introduction to communication skills. Leadership Laboratory (AER 251-252) is mandatory for Air Force ROTC cadets, and it complements this course by providing cadets with fellowship experiences.

AER 201-202 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 (AER 251-252) is mandatory for Air Force ROTC cadets, and it complements this course by providing cadets with their first opportunity to apply leadership experiences discussed in class.

AER 301-302 Air Force Leadership Studies (6 credits)
This course is a study of the 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 (AER 351-352) 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.
Prerequisite: Successful completion of Air Force Field Training

AER 401-402 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, officer scale, 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 (AER 351-352) complements this course by providing advanced leadership experiences, giving students the opportunity to apply leadership and management principles of this course.
Prerequisite: Successful completion of Air Force Field Training

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 360 Colonial America
HIS 361 America in the Age of Revolutions
HIS 362 The Civil War Era
HIS 364 Ethnic America
HIS 365 Urban America
HIS 366 Progressive Era to New Deal
HIS 367 Postwar America, 1945 to the Present
HIS 368 American Ideas: From the Colonial Era to the Civil War
HIS 369 American Ideas: From the Gilded Age to the Present
HIS 370 Foundations of American Foreign Policy, 1775-1914
HIS 381 U.S. as a Global Power, 1914 to the Present
HIS 384 The Civil Rights Movement in America
HIS 385 History of Women in America Since 1820
HIS 386 American Environmental History
HIS 387 Popular Culture in the United States
HIS 291 Colloquium in American History
HIS 471 Seminar in American History

ENGLISH GROUP:
ENG 270 American Colonial and Federal Literature
ENG 271 American Romantic and Transcendental Literature
ENG 272 American Literature, 1865-1915
ENG 421 Nineteenth Century American Fiction
ENG 423 American Poetry
ENG 425 American Drama
ENG 420 American Authors
ENG 421 Twentieth Century American Novel
ENG 282 Southern Literature
ENG 283 Contemporary American Literature
ENG 426 Nature Writing in America
ENG 424 Contemporary American Poetry
ENG 482 Literature and Culture

GENERAL GROUP:
ART 104 Experience of Architecture
ART 206 American Art and Architecture
ART 257 American Music
ART 269 American Theatre
ECN 440 United States Economic History
HDN 1273-1283 America: Myths, Images, Realities
HDN 1633 Philadelphia: In Black and White
PHL 267 Philosophy of Cornell West
PHL 269 Philosophy of Martin Luther King
PHL 450 American Philosophy
POL 303 American Political Thought
POL 313 Public Policy
POL 308 Congress and the Legislative Process
POL 309 The Presidency
POL 316 State and Local Government
POL 310 Constitutional Politics
POL 311 Constitutional Law: Civil Rights and Liberties
POL 323 Women, Gender, and American Politics
POL 329 Suburban Government and Problems
POL 223 Practical Politics
POL 327 Environmental Politics in America
POL 319 Political Parties, Pressure Groups and Voting Behavior
Honors courses are different. Introductory level (100 level) in an ancient language cannot easily accommodate advanced studies in mathematics and is usually equivalent to one course; location as appropriate.

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 Courses**

**Art and Archaeology**
- CLA 301: Art and Archaeology of Greece
- CLA 302: Art and Archaeology of Italy
- CLA 303: Pompeii and Herculaneum: Life in the Roman Empire
- CLA 304: Etruscan Art and Archaeology
- CLA 305: Cleopatra Through Ancient and Modern Eyes

**History**
- HIS 316: The Grandeur That Was Rome: 709 BCE-476 CE
- HON 320: The Golden Age of Rome

**Language**
- GRK 101-102: Beginning Ancient Greek
- GRK 201-202: Intermediate Ancient Greek
- LAT 101-102: Beginning Latin
- LAT 201-202: Intermediate Latin
- LAT 301: Oratory
- LAT 302: Republican Prose
- LAT 303: Historiography
- LAT 304: Drama
- LAT 305: Lyric Poetry
- LAT 401: Silver Age Latin
- LAT 402: Golden Age Latin
- LAT 403: Epic Poetry
- LAT 404: Horace
- LAT 410: Research Materials and Methods

**Literature in Translation**
- CLA 201: Classical Mythology
- CLA 202: Classical Epic: Gods and Heroes in Homer and Virgil
- CLA 203: Classical Tragedy
- CLA 306: Ancient Medicine in Context
- HON 321: Sexuality and Gender in the Ancient World
- CLA 493-494: Independent Research in Classics

**Philosophy**
- PHL 401: Ancient Philosophy
- PHL 402: Plato and Aristotle
- PHL 404: Love and Friendship in the Ancient World

**Religion**
- REL 221: Introduction to the New Testament
- REL 211: Hebrew Bible
- REL 251: Religions of Ancient India
- REL 323: The Psalms
- REL 212: Israelite Religion
- REL 321: Origins of Law & the Bible
- REL 322: Myth and History in the Bible
- REL 382: Women and Religion in the Ancient World
- REL 381: Apocalypticism in the Ancient World
- REL 322: Letters of Paul
- REL 321: Synoptic Gospels
- REL 332: Archaeology of Tel Dor
- REL 335: Christian Origins

Students may also obtain credit by participating in one of the three options listed below.

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). Recommended in this category is REL 332 Archaeology of Tel Dor (fieldwork in Israel).

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 an approved overseas university.

**Ancient Studies**

**Director:** Marsilio

**Ancient Studies Advisory Board:** Kerkeslager, Lewin, Nikoloutsos, Payne, Wells

**Program Overview**

The Ancient Studies program provides students with the opportunity to complete a major or a minor in Ancient Studies. The major is separated into two different concentrations. The Classics concentration combines courses in intermediate/upper level Latin and Greek language and literature, Classical literature in translation, Hebrew language, Bible and religious studies, ancient history of the Mediterranean and Near East, and ancient material culture. As such, it prepares students for secondary school teaching in Latin and can also serve well as preparation for graduate study in Classical Studies and Classical Archaeology. A second concentration in Ancient Cultures is interdisciplinary and flexible in order to allow specialization in a variety of areas (e.g., Classics, Ancient Near East, Bible, Ancient History, Archaeology).

**Requirements**

The major requires 10 courses. All majors must take at least one course in archaeology and attain at least intermediate proficiency in at least one ancient language (the equivalent of completing the second year of university study in the language). Additional requirements are distributed according to each student's concentration within the major. Students with an interest in teaching in Latin or in graduate studies related to Classics (including Classical archaeology) should choose the Classics concentration. The strong emphasis on ancient languages in the Classics concentration is essential for these goals. The Ancient Cultures concentration is an interdisciplinary program that may be appropriate for students who have other career goals but share an interest in the study of antiquity. The Ancient Cultures concentration also more easily accommodates advanced studies in mathematics and computer science, which are vital to archaeology. In both concentrations, courses at the intermediate level (200 level) in an ancient language cannot
be counted among the ten courses unless it is a student’s second ancient language and a student satisfies the requirement for intermediate proficiency in another ancient language.

**GEP Non-Native Language Requirement**

Students may satisfy this requirement through testing (obtaining a score of 5 on an AP Latin Examination) or through successful completion of any of the following courses: Latin/Greek 101/102 (2 courses, 4/4, 8 credits) or Latin/Greek 102/201 (2 courses, 4/3, 7 credits) or Latin/Greek 201/202 (2 courses, 3/3, 6 credits) or Latin/Greek 202/300-400 (2 courses, 3/3, 6 credits) or Latin/Greek 300-400 (1 course, 3 credits).

**Classics Concentration**

Ten courses in the archaeology, literature, and languages of Classical antiquity. At least one must be an appropriate archaeology course. Six courses must be in Latin above the intermediate level (i.e., LAT 300 level or above). The remaining three courses should be chosen from courses in ancient studies that deal with Classical cultures (CLA, LAT, GRK, HON, HIS, PHL, REL).

**Learning Goal**

Students will gain an appreciation and understanding of Latin and Greek language, literature, history, and material culture and their connections with other academic disciplines such as history, archaeology, philosophy, theology, gender studies, and the social and natural sciences. They will understand the significant ways in which the Classics have influenced and shaped the modern world.

**Objectives**

- Students will develop a proficiency in translating and reading aloud Greek and Latin poetry and prose.
- Students will achieve greater understanding and mastery of Greek and Latin vocabulary, morphology, grammar and syntax.
- Students will explore and discuss major themes and ideologies in the literature and material culture of Greece and Rome.
- Students will understand the social, political, religious, philosophical, economic, and legal dimensions of Greek and Roman civilization.
- Students will develop cogent, well organized and thoroughly researched written and oral presentations of Greek and Latin language, literature, and civilization.

**Ancient Cultures Concentration**

Ten courses in ancient studies, at least six of which must be at the 300 level or above. At least one must be an archaeology course. The remaining courses may be chosen from any of the groups below. To ensure the interdisciplinary nature of the program, students must take courses from at least three groups. No more than three of these ten courses may be chosen from any one group except in the case of the language group, where no such restriction applies. In addition to achieving intermediate proficiency in at least one ancient language, students must take at least two additional courses in either an ancient language or an appropriate symbolic language. These two courses may be any two advanced courses (above the intermediate level) in the first ancient language; any two courses at any level in a second ancient language; or any two courses in mathematics and/or computer science above MAT 162 (Calculus II) and CSC 120 (Computer Science I). Students who use a symbolic language (mathematics or computer science) instead of an ancient language for this two-course requirement still must take at least ten courses in ancient studies.

**Learning Goal**

Achieve a critical awareness of (a) important historical and social dimensions of multiple cultures from the ancient world; (b) various tools and methods used in the study of those cultures; and (c) the relevance of these issues, tools, and methods for the study of humans in other cultures and time periods.

**Objectives**

- Students will study and demonstrate an appreciation for the material culture of the ancient world and the significance of such study for understanding an ancient society.
- Students will read extensively in primary textual sources (in translation) and demonstrate competency in the use of those sources for the study of historical and social developments in the ancient world.
- Students will explore scholarly points of view on the ancient world and demonstrate an ability to utilize and assess such scholarship.
- Students will study one or more relevant languages and demonstrate an intermediate proficiency in at least one ancient language.
- Students will become familiar with broader theoretical frameworks that help to integrate the study of ancient cultures into research in other relevant fields.

**Integrated Learning Requirement**

Majors in Ancient Studies must strengthen their skills in the study of antiquity by taking three complementary courses in the College of Arts and Sciences. No more than two of these courses may be taken in any one department. Students have considerable flexibility in choosing these courses because familiarity with a wide variety of issues, methods, and tools is vital to the study of antiquity. Given the interdisciplinary nature of the major (especially the Ancient Cultures concentration), the boundary between courses in the major and courses in the integrated learning requirement is inherently fluid. The three courses needed for the integrated learning requirement may be drawn from programs and departments that focus on (1) relevant cultural and historical contexts; (2) methodologies that are applied in the study of antiquity; (3) research tools that are employed in the study of antiquity. More specific recommendations are below, but students should consult with their advisors to determine what courses are best suited to their own interests. Courses listed in some departments may have prerequisites.

1. **Recommended for students in the Classics concentration interested in certification in Latin for Secondary Education:** Students should take the required courses for certification. These include at least one linguistics course, which may be chosen from the following: LIN 101 Introduction to Linguistics; LIN 420 Education and Selected Topics: Linguistics. Students should also take the necessary educational courses, which include: EDU 150 Schools in Society; EDU 151 Educational Psychology; EDU 444-445 Instructional Techniques for Foreign Languages. Note that prerequisites for EDU 151 include PSY 100 Introductory Psychology.

2. **Recommended for other students in the Classics concentration:** Any three courses in ART, CSC, HIS, LIN, MAT, PHL, REL, or SOC that may complement the major concentration, chosen in consultation with the student’s advisor. These courses may include other courses in ancient studies that are outside the field of Classics.

3. **Recommended for students in both the Classics concentration and Ancient Cultures concentration interested in archaeology:** Students may take any courses in BIO, CHM, CSC, MAT, PHY, SOC beyond the courses used to satisfy the GEP and major requirements.

4. **Recommended for other students in the Ancient Cultures concentration:** Any three courses in relevant cultures, history, language, methodologies, or research tools that may complement the major concentration.

**Asian Studies**

**Director:** Carpenter

Asian Studies is an interdisciplinary major and minor 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,
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 and Religious Studies, Foreign Languages, and Economics offer Asian Studies courses. Students are encouraged to study abroad in the region as part of their university program. The program offers a limited number of scholarships in support of such study.

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

**Major**

**Requirements for the Asian Studies Major**

Because of the implementation of the new General Education Program, there are currently two programs of study for the Asian Studies major:

For students who entered SJU before the fall of 2010, or transfer students who entered SJU in the fall of 2010 with 15 or more credits:

- GER University Distribution (See Curricula): fourteen courses
- GER Electives (See Curricula): six to nine courses, including
  - Social Sciences (e.g., Asian Economies; Japanese Politics) and Business
  - Philosophy and Theology and Religious Studies (e.g., Mahayana Buddhism)
  - Art (e.g., Asian Cinemas), Literature (e.g. Literature of South Asia) and Language (e.g., Japanese Film and Culture)

For students who entered SJU in the fall of 2010 with 14 or fewer credits:

- GEP Signature Courses (See Curricula): six courses
- GEP Variable Courses (See Curricula): six courses
- GEP Overlays (See Curricula): six courses
- GEP Electives (See Curricula): fourteen courses

**Major Concentration:**

The core of the Asian Studies program is the major. The Asian Studies major requires the following:

- Intermediate language competency in an Asian language
- Seven electives courses
- A Senior Seminar in Asian Studies

**Foundational Heritage**

HIS 206 Historical Introduction to East Asia
HIS 207 Historical Introduction to South Asia

These courses provide a broad overview of Asia, and will emphasize the fundamental background on which students will build in their later courses, including the basic linguistic, geographic, cultural, religious, and historical trends that have shaped East and South Asia.

**Electives and Concentration**

Students must complete a minimum of seven elective courses, reflective of their geographical area of concentration and exclusive of language courses at or below the intermediate level.

- Geographic concentration: students must complete a geographical focus, with four elective classes in one of two geographical concentrations: East Asia or South Asia. This requirement may also be satisfied by at least one semester of study abroad in the area of concentration.
- To insure interdisciplinary breadth, elective courses must be selected from at least four different departments. In addition, electives must be distributed to ensure breadth of study, with at least one course taken from each of three categories:
  - Art (e.g., Asian Cinemas), Literature (e.g. Literature of South Asia) and Language (e.g., Japanese Film and Culture)
  - Philosophy and Theology and Religious Studies (e.g., Mahayana Buddhism)
  - Social Sciences (e.g., Asian Economies; Japanese Politics) and Business
- To insure geographical breadth at least two elective courses must be taken outside the student’s concentration (whether East Asia or South Asia).

For students who entered SJU in the fall of 2010 or later, or transfer students who entered SJU in the fall of 2010 with 14 or fewer credits:

**GEP Signature Courses (See Curricula): six courses**

**GEP Variable Courses (See Curricula): six to nine courses, including**

**GEP Overlays (See Curricula)**

**GEP electives**

**Major Concentration:**

The core of the Asian Studies program is the major. The Asian Studies major requires the following:

- Intermediate language competency in an Asian language
- Two “Foundational Heritage” courses
- Seven electives courses
- A Senior Seminar in Asian Studies

**Foundational Heritage**

HIS 206 Historical Introduction to East Asia
HIS 207 Historical Introduction to South Asia

These courses provide a broad overview of Asia, and will emphasize the fundamental background on which students will build in their later courses, including the basic linguistic, geographic, cultural, religious, and historical trends that have shaped East and South Asia.

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Students must complete a minimum of seven elective courses, reflective of their geographical area of concentration and exclusive of language courses at or below the intermediate level.

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  - Philosophy and Theology and Religious Studies (e.g., Mahayana Buddhism)
  - Social Sciences (e.g., Asian Economies; Japanese Politics) and Business
- To insure geographical breadth at least two elective courses must be taken outside the student’s concentration (whether East Asia or South Asia).

**Asian Studies Integrated Learning Requirement**

Asian Studies majors are required to take three integrated learning courses. Two of these courses must be Area Studies courses dealing with areas outside Asia. A third course must focus on methodology.

**Area Studies Courses (2):**

These classes, which parallel the interdisciplinary nature of the major, afford students the opportunity to explore other major Area Studies fields (Africana Studies, Latin American Studies, European Studies) taught at SJU. This component complements the major by exposing students to comparative perspectives on history, culture, politics and economics, broadening their understanding of the world and of the place of Asia within it. Note that some of these courses have pre-requisites. These two courses should be selected from any two of the following three areas:
African Studies:

ECN 460: African Economies
ENG 482: Literature of South Africa
HIS 357: Colonialism & Culture
PCL 335: South Africa and the Politics of Transition
THE 197I: African and Caribbean Religions
THE 281I: Themes in African Theology

Latin American Studies:

HIS 203: Historical Introduction to Latin America
HIS 302: Colonial Mexico
HIS 303: History of Modern Mexico
HIS 206I: The Modern Caribbean
HIS 207I: Religion and Politics in Latin America
HIS 208I: Identity and Power in the Americas, 1350-1650
HIS 320: Social Protest in Latin American History
THE 356: Liberation and Political Theologies

European Studies:

HIS 217: Medieval Experience
HIS 318: Italian Renaissance
HIS 319: Revolutions 1517-1648
HIS 320: Absolutism and Enlightenment
HIS 321: French Revolution and Napoleon
HIS 322: Europe in the Twentieth Century, 1914-39
HIS 323: Europe in the Twentieth Century Since 1939
HIS 324: Modern International Socialism
HIS 325: France 1814-1914
HIS 328: European Diplomatic History 1814-1914
HIS 326: The Age of Empire
HIS 333: Victorian Britain, 1814-1901
HIS 334: Twentieth-Century Britain
HIS 335: Germany: From the French Revolution through World War I
HIS 336: The Weimar Republic and Nazi Germany
HIS 337: History of Russia, 1682-1881
HIS 338: History of Russia, Since 1881
POL 334: Russian Politics

Methodology Course (I)

Asian Studies majors must also take a methodology course. Students will select from a menu of courses designed to introduce them to fundamentals of social science theory. The intent of this course will be to equip students with analytic tools that they may make use of in their Asian Studies courses. Note that some of these courses have pre-requisites. This course may be selected from the following:

ECN 101: Intro. Micro
ECN 102: Intro. Macro
ECN 311: Economic Statistics
ECN 321: International Trade
ECN 322: International Macroeconomics
ENG 415: Past Colonial Studies
ENV 101: Environmental Science
ENV 102: Environmental Theory and Ethics
MAT 11B: Intro. Statistics
POL 103: Intro. Comparative Politics

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.

List of Approved Courses

| ART 173I | International Cinema: Asia and Australia |
| CHN 101-102 | First-year Chinese |
| CHN 201-202 | Second-year Chinese |
| CHN 301-302 | Chinese conversation and composition |
| CHN 310 | Selections in Chinese literature |
| JPN 101-102 | First-year Japanese |
| POL 105 | Intro. International Politics |
| POL 107 | Intro. Political Thought |
| POL 302 | Modern Political Thought |
| POL 232I | Fundamentalism, Religion and Politics |
| POL 366 | Global Gender Issues |
| POL 341 | Revolution and Development |
| POL 342 | Nationalism |
| POL 343 | Internal War |
| POL 351 | International Law & Organization |
| POL 361 | Theories of International Relations |
| POL 265I | Ethics and Globalization |
| POL 269I | Global Environmental Politics |
| SOC 211 | Classical Sociological Theory |

Senior Seminar in Asian Studies

The senior experience is designed to enable students to synthesize what they have learned during their time at SJU, and will typically take the form of a research seminar and/or thesis. The expectation is that these papers would be nominated to be presented at the Greater Philadelphia Asian Studies consortium conference each spring.

Language Requirement

All majors are required to attain intermediate language competency in their area of concentration. The language requirement may be satisfied in one of three ways:

- Two sequential intermediate classes (1200-level) in the same Asian language (each course consisting of a minimum of three semester credit hours) at SJU or another US institution.
- Language examination confirming intermediate-level competency
- One semester-language intensive study-abroad experience.

This requirement is seen as a minimum. The program encourages majors to attain fluency in an Asian language. Ideally, students will augment language study at SJU with an immersion experience of a semester or more. Part of the program’s endowment will be dedicated to funding student needs for study abroad.

For languages not offered at SJU (Hindi, Urdu, Korean, etc.), the program will help interested students find appropriate instruction at other institutions or abroad, unless and until SJU is able to offer these languages on campus.

Study Abroad

The Asian Studies program considers experience in Asia to be an essential means of understanding. All Asian Studies majors are expected to spend at least one term (fall, spring, or summer) in a study-abroad program in Asia. This requirement can frequently be met through programs with existing ties to SJU, including The Beijing Center (operated by a consortium of Jesuit universities) and Sofia University in Tokyo.

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| POL 269I | Global Environmental Politics |
| SOC 211 | Classical Sociological Theory |
After completing the Biology curriculum students should be able to accomplish the following:

1. Describe evolution and the basic mechanisms of evolutionary change.
2. Demonstrate knowledge of the major domains of life on earth and the distinctive characteristics of major groups.
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 respond to physiological, environmental and physical challenges.
6. Describe the role of genetics at both cellular and organismal levels.

Program Overview
The undergraduate Biology curriculum begins with a core of courses that present 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, 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 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 an MS or an 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.

Program Mission
The Biology program 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 program has always been known as a training ground for individuals pursuing professional careers in the life sciences. Many graduates from the Biology program have gone on to professional schools, pursued graduate studies, or entered the work force directly in academic, government, and industrial labs. This requires that our students be 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 cell structure and function, the organization of biological systems, and the evolution of biological diversity.
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 Biology curriculum students should be able to accomplish the following:

1. Demonstrate knowledge of the major domains of life on earth and the distinctive characteristics of major groups.
2. Demonstrate knowledge of anabolic and catabolic pathways used by living organisms to provide energy and macromolecules for synthesis.
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Biology
Professors: Grogan, King, Smith, McCann, McRobert, Snetselaar (Chair), Tudor, Watrous
Associate Professors: Tofft
Assistant Professors: Arango, Braverman, S.J., Fingerut, Lee-Saety, Li, Springer
Core Lab Coordinator: Ritterman

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Objectives
After completing the Biology curriculum students should be able to accomplish the following:

1. Demonstrate knowledge of the major domains of life on earth and the distinctive characteristics of major groups.
2. Demonstrate knowledge of anabolic and catabolic pathways used by living organisms to provide energy and macromolecules for synthesis.
3. Describe the components of the major trophic levels and diagram the flow of nutrients through food webs in the environment.
4. Describe how organisms respond to physiological, environmental and physical challenges.
5. Describe the role of genetics at both cellular and organismal levels.
7. Demonstrate an understanding of the importance of protein structure and function.
8. Demonstrate competency in operating basic laboratory equipment.
9. Demonstrate competency in data reduction and presentation, 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**

Due to the implementation of the new General Education Program, there are currently two programs of study for the Biology major:

For students who entered SJU before the fall of 2010, or transfer students who entered SJU in the fall of 2010 with 15 or more credits:

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

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

- MAT 128 Applied Statistics
- MAT 155 Fundamentals of Calculus
  or
- MAT 161 Calculus I

**Natural Science (freshman year):**

- BIO 101 Biology I: Cells
- BIO 102 Biology II: Genetic and Evolutionary Biology

**GER Electives: any four to six courses**

**Major Concentration: fourteen courses**

**Biology**

- BIO 201 Biology III: Organismic Biology (first semester sophomore year)
- BIO 390 Seminar (Required each semester for sophomores, juniors, and seniors.)

One course from each of the following groups:

**Group A**

- BIO 402 Advanced Cell Biology
- BIO 404 Biochemistry
- BIO 408 Histology
- BIO 410 Light and Electron Microscopy
- BIO 411 Molecular Genetics
- BIO 415 Immunology
- BIO 416 Microbiology
- BIO 421 Molecular and Cellular Biophysics

**Group B**

- BIO 405 Biomechanics
- BIO 406 Comparative Anatomy
- BIO 407 Developmental Biology
- BIO 412 Neurobiology
- BIO 414 Plant Systematics
- BIO 417 Systemic Physiology
- BIO 419 Invertebrate Zoology

**Group C**

- BIO 401 Animal Behavior
- BIO 403 Biometrics and Modeling

- BIO 409 Ecology
- BIO 413 Plant Physiological Ecology
- BIO 420 Bioinformatics

Four additional 400-level biology courses

- BIO 101, 201, 202 and CHM 120, 125 are prerequisite for all 400-level BIO courses:

**Chemistry**

- CHM 120 General Chemistry I - II (freshman year)
- CHM 120L-125L Analytical-General Chemistry Laboratory I - II (freshman year)
- CHM 210-215 Organic Chemistry I - II (sophomore year)
- CHM 210L-215L Organic Chemistry Laboratory I - II (sophomore year)

**Physics**

- PHY 101-102 General Physics I - II (junior year)
- PHY 101L-102 General Physics Laboratory I - II (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.

For students who entered SJU in the fall of 2010 or later, or transfer students who entered SJU in the fall of 2010 with 14 or fewer credits:

**GEP Signature Courses (See Curricula): six courses**

**GEP Variable Courses (See Curricula): six to nine courses, including Mathematics:**

- MAT 155 Fundamentals of Calculus
  or
- MAT 161 Calculus I

**Natural Science:**

- BIO 101 Biology I: Cells (first semester freshman year)
- CHM 120 General Chemistry I (first semester freshman year)
- CHM 120L Analytical-General Chemistry Laboratory I (first semester freshman year)
- CHM 210 Organic Chemistry I (first semester sophomore year)
- CHM 210L Organic Chemistry Laboratory I (first semester sophomore year)

**Physics:**

- PHY 101 General Physics I (first semester junior year)
- PHY 101L General Physics Laboratory I (first semester junior year)

**GEP Overlays (See Curricula): three courses**

**GEP Integrative Learning Component: three courses**

**Chemistry:**

- CHM 120 General Chemistry I (first semester freshman year)
- CHM 120L Analytical-General Chemistry Laboratory I (first semester freshman year)
- CHM 210 Organic Chemistry I (first semester sophomore year)
- CHM 210L Organic Chemistry Laboratory I (first semester sophomore year)

**Physics:**

- PHY 101 General Physics I (first semester junior year)
- PHY 101L General Physics Laboratory I (first semester junior year)

**GEP Electives: at least six courses**

**Major Concentration: at least thirteen courses**

**Biology**

- BIO 102 Biology II: Genetic and Evolutionary Biology (second semester freshman year)
- BIO 201 Biology III: Organismic Biology (first semester sophomore year)

**Major Concentration: at least thirteen courses**

**Biology**

- BIO 102 Biology II: Genetic and Evolutionary Biology (second semester freshman year)
- BIO 201 Biology III: Organismic Biology (first semester sophomore year)

- BIO 390 Seminar (Required each semester for sophomores, juniors, and
pursuing departmental honors can count two semesters of research toward the required four 400-level Biology electives.

**Teacher Certification for Secondary Schools**

For students who entered SJU before the fall of 2010, or transfer students who entered SJU in the fall of 2010 with 15 or more credits:

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 157 (Schools in Society and the accompanying lab); PSY 100 (Introduction to Psychology); and EDU 151 (Educational Psychology and the accompanying lab).

For students who entered SJU in the fall of 2010 or later, or transfer students who entered SJU in the fall of 2010 with 14 or fewer credits:

Pennsylvania’s Secondary (referred to as “secondary” or “7-12”) preparation program guidelines require a Professional Core of courses, early and varied field experiences (190 hours), and student teaching. In addition to the subject-specific content requirements for secondary programs that are met by the student’s major, candidates for the 7-12 teaching certificate in Pennsylvania must complete a prescribed sequence of coursework which includes the specific requirements for Accommodations and Adaptations for Diverse Learners in Inclusive Settings and Meeting the Needs of English Language Learners under 49.13(4)(i).

Below is the recommended program for students who will be eligible for a PA Level I teaching certificate AFTER August 31, 2013 pending approval from the Pennsylvania Department of Education.

- **EDU 150** Schools in Society (3 credits)
- **EDU 152** Field Experience Schools in Society (1 credit)
- **EDU 157** Adolescent Development (3 credits)
- **EDU 158** Field Experience Adolescent Development (1 credit)
- **SPE 230** Introduction to Special Education (3 credits)
- **EDU 231** Assessment & Evaluation in Education (3 credits)
- **EDU 233** Field Experience Assessment & Evaluation in Education (1 credit)
- **SPE 350** Teaching in Inclusive Environments (3 credits)
- **SPE 352** Field Experience Teaching in Inclusive Environments (1 credit)
- **EDU 353** Reading in the Content Area (3 credits)
- **EDU 354** Literacy, Language and Culture (3 credits)
- **EDU 418/419** Instructional Tech for Science + F.E. (4 credits)
- **EDU 497** Student Teaching (12 credits)

Note: Students may or may not be able to complete the requirements for certification within the normal 8 semesters. This will be largely controlled by the number of GEP variable core courses the student has to take. AP credit received and other factors. Given the complexity of the requirements it is essential that students interested in pursuing secondary education certification speak with their academic advisor about this early in their program of study.
FIVE YEAR COMBINED B.S. IN BIOLOGY/M.S. IN EDUCATION OPTION

For students who entered SJU before the fall of 2010, or transfer students who entered SJU in the fall of 2010 with 15 or more credits:

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.

For students who entered SJU in the fall of 2010 or later, or transfer students who entered SJU in the fall of 2010 with 14 or fewer credits:

The Pennsylvania Department of Education requirements and program of study sequence for students under the GEP have not yet been finalized. This section of the catalog will be updated as soon as the requirements are in place. Students interested and program of study sequence for students under the GEP have not yet been finalized. This section of the catalog will be updated as soon as the requirements are in place. Students interested and program of study sequence for students under the GEP have not yet been finalized. This section of the catalog will be updated as soon as the requirements are in place. Students interested

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 120, 125, 120L, 125L, BIO 101, 102, and 201, along with three additional courses in the 400 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.

BIOLOGY IN THE GER (SEE CURRICULA)

The GER requires that all students complete TWO semesters of natural science courses, with or without a lab component. Students who entered SJU before the fall of 2010, or transfer students who entered SJU in the fall of 2010 with 15 or more credits and wish to satisfy the natural science GER by completing courses in Biology may do so by taking the two-semester introductory course sequence for Biology majors, BIO 101 and BIO 102. Alternatively, students may fulfill one or both semesters of the natural science GER by completing one or two of the special one-semester Biology courses designed for non-science majors listed below.

Non-science majors Biology GER courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 160</td>
<td>Heredity and Evolution</td>
</tr>
<tr>
<td>BIO 161</td>
<td>The Human Organism</td>
</tr>
<tr>
<td>BIO 162</td>
<td>Plants and Civilization</td>
</tr>
<tr>
<td>BIO 163</td>
<td>Unseen Life on Earth</td>
</tr>
<tr>
<td>BIO 164</td>
<td>Introductory Pharmacology (Pharmaceutical Marketing majors only)</td>
</tr>
</tbody>
</table>

BIOLOGY IN THE GEP (SEE CURRICULA)

The GEP requires that all students take EITHER one semester of a lab-based natural science course (4 contact hours) OR two semesters of lecture-only natural science courses. Students who entered SJU in the fall of 2010 or later, or transfer students who entered SJU in the fall of 2010 with 14 or fewer credits and who wish to satisfy the natural science GEP by completing courses in Biology may do so by taking the first semester of the Biology majors, lab-based course sequence, BIO 101, or one of the lab-based, one-semester courses for non-science majors, as they become available. Alternatively, students may fulfill one or both semesters of the natural science GEP by completing one or two of the special one-semester lecture-only Biology courses designed for non-science majors listed below.

Non-science majors Biology GEP lecture-only courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>BIO 160</td>
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</tr>
<tr>
<td>BIO 161</td>
<td>The Human Organism</td>
</tr>
<tr>
<td>BIO 162</td>
<td>Plants and Civilization</td>
</tr>
<tr>
<td>BIO 164</td>
<td>Introductory Pharmacology (Pharmaceutical Marketing majors only)</td>
</tr>
</tbody>
</table>

Non-science majors Biology GEP lab-based courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 163</td>
<td>Unseen Life on Earth</td>
</tr>
<tr>
<td>BIO 165</td>
<td>Exploring the Living World (Currently for Education majors only)</td>
</tr>
</tbody>
</table>

BIOLOGY COURSES

BIO 101 Biology I: Cells (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. Three lecture periods, one three-hour laboratory period. First of three courses in the core program.

BIO 102 Biology II: Genetic and Evolutionary Biology (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. Three lecture periods, one three-hour laboratory period. Prerequisite: BIO 101.

BIO 160 Heredity and Evolution (3 credits)

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 why scientists study genes using genetic engineering techniques. Successful completion of this course satisfies one of the Natural Science requirements in the GER/GEP. Open to all students except biology majors. Biology majors need permission of the Biology Chair to take this course. Three lecture periods.

BIO 161 The Human Organism (3 credits)

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. Successful completion of this course satisfies one of the Natural Science requirements in the GER/GEP. Open to all students except biology majors. Biology majors need permission of the Biology Chair to take this course. Three lecture periods.

BIO 162 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. Successful completion of this course satisfies one of the Natural Science requirements in the GER/GEP. Open to all students except biology majors. Biology majors need permission of the Biology Chair to take this course. Three lecture periods.

BIO 163 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. Successful completion of this course satisfies one of the Natural Science requirements in the GER; it fully satisfies the GEP Natural Science requirement. This course is recommended for Elementary Education majors who might be teaching science in the future. Three lecture periods, one two-hour laboratory.
**BIO 164 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. Successful completion of this course satisfies one of the Natural Science requirements in the GER/GEP for Pharmaceutical Marketing majors only, and will serve as a free-elective for all other majors.
Prerequisite: BIO 161. Open to Pharmaceutical Marketing Majors only or by permission of the Chair.

**BIO 165 Exploring the Living World (4 Credits)**
Students in this course will learn about the scientific world view and experience the methods of science in the context of the life sciences. This course is designed for students not planning to major in science. The course includes a survey of plat and animal life, an overview of bioenergetics, and selected topics in genetics and evolutionary biology. Successful completion of this course satisfies one of the Natural Science requirements in the GER; it fully satisfies the GEP Natural Science requirement. This course is currently restricted to Elementary Education majors.
Three lecture periods, one three-hour laboratory.

**BIO 201 Biology III: Organismic Biology (4 credits)**
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 101 and 102.

**BIO 260 Anatomy and Physiology for Nursing/Allied Health I (4 credits)**
This course is designed for students needing preparation in human anatomy and physiology as required for nursing and some allied health programs. It does not fulfill a requirement for a Biology major or minor, nor does it fulfill general education requirements. Students may count either BIO 260 plus BIO 261 or BIO 417 toward graduation, but not both.
Prerequisites: BIO 101 or BIO 185. Three 50-minute lecture periods and one three-hour lab period.

**BIO 261 Anatomy and Physiology for Nursing/Allied Health II (4 credits)**
Continuation of BIO 260. This course is designed for students needing preparation in human anatomy and physiology as required for optimal care for nursing and some allied health programs. It does not fulfill a requirement for a Biology major or minor, nor does it fulfill general education requirements. Students may count either BIO 260 plus BIO 261 or BIO 417 toward graduation, but not both.
Prerequisite: BIO 260. Three 50-minute lecture periods and one three-hour lab period.

**BIO 320 Science Education Service Learning Seminar (1 credit)**
Optional Service Learning course can be taken in conjunction with any Biology course. Guided experience in preparing and presenting hands-on science lessons to K-12 children. Time commitment is 3 hrs per week.

**BIO 390 Seminar Non-credit**
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.
Prerequisite for all 400-level BIO courses: BIO 101, 102, 201, and CHM 120/120L and 125/125L or permission of the Chair.

**BIO 401 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 50-minute lecture periods, one four-hour laboratory period.

**BIO 402 Advanced Cell Biology (4 credits)**
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. Three 50-minute lecture periods; one three-hour laboratory period.

**BIO 403 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 50-minute lecture periods; one three-hour laboratory period.

**BIO 404 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 405 Biomechanics (4 credits)**
The role of physics in biological systems and the organismal and super-organismal level. Lectures will cover a range of biomechanics disciplines, presenting underlying physical principles and their biological ramifications. Laboratories will provide experience with the experimental techniques available to measure forces relevant to biological systems. Two 75-minute lecture periods, one three-hour laboratory period. Additional prerequisite: one semester of University or General Physics.

**BIO 406 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 407 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 50-minute lecture periods; one four-hour laboratory period.

**BIO 408 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 5-hour sessions per week.

**BIO 409 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 50-minute lecture periods, one four-hour laboratory period.

**BIO 410 Light and Electron Microscopy (4 credits)**
A course in techniques of light and electron microscopy, including aspects of technique, theory, and operation through lecture, demonstration, and student exercises. Time for individual use of the confocal and electron microscopes will be provided. A special fee will be assessed. Two 50-minute lecture periods, one four-hour laboratory period.

**BIO 411 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 50-minute lecture periods, one four-hour laboratory period.

**BIO 412 Neurobiology (4 credits)**
A study of neuron 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 50-minute lecture periods, one four-hour laboratory period.

BIO 413 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 50-minute lecture periods, one four-hour laboratory period.

BIO 414 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 50-minute lecture periods, one four-hour laboratory period.

BIO 415 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. Two 50-minute lecture periods, one four-hour laboratory period.

BIO 416 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 50-minute lecture periods, one four-hour laboratory period.

BIO 417 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 50-minute lecture periods, one four-hour laboratory period.

BIO 419 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 50-minute lecture periods, one four-hour lab period.

BIO 420 Bioinformatics (4 credits)
Introduction to the use of computers in biology. Students learn about important scientific questions and the contemporary tools used to answer them. Topics include genome sequence assembly and annotation, database mining, genome organization, phylogenetics and genetics of human disease. Two 50-minute lecture periods, one four-hour lab period.

BIO 421 Molecular and Cellular Biophysics (4 credits)
The course is designed to show students how the integration of physics, chemistry and molecular biology are used to explain and predict molecular and cellular processes such as protein-protein interactions, protein folding, diffusion, and signaling. The course will also provide students with a basic understanding and hands-on experience of several biophysical and biochemical laboratory techniques. Two 50-minute lecture periods, one four-hour lab period

BIO 422 Applied and Environmental Microbiology (4 credits)
The course will introduce us to the complex relationships between microbes and their environment, including other organisms. In the frame of these relationships, we will explore how microbial activities are key to geochemical cycles and to human-engineered processes that are essential part of our lives. Two 50-minute lecture periods, one four-hour lab period.

BIO 470 Special Topics in Biology (formerly Independent Study) (3 credits)
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 491-492 Biology Internship (3 credits)
Internships enable the student to gain first-hand experience working in some field of biology. Interns should work a minimum of 10 hours weekly for 12 weeks to earn credit for a single course. Permission to take an internship for course credit must be obtained prior to beginning the internship. Open to juniors and seniors, with permission of the chair.

BIO 493-494 Undergraduate Research (6 credits)
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 (available in the Dean’s Office) and have the approval of the department chair and Associate Dean in order to register.

BIO 493-494 Honors Research (6 credits)
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. Students need to complete the application form for independent study (available in the Dean’s Office) and have the approval of the department chair, Associate Dean and the Honors Program Director in order to register.

Chemical Biology

Director: Reynolds
Chemical Biology Advisory Board: Berberian, Cerda, King Smith, Lee, Watrous

The major in Chemical Biology addresses the growing 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 an interdisciplinary and thorough training in both biology and chemistry so that they can understand and investigate the chemical processes that take place at the molecular level in living systems. Chemical Biology majors take a wide variety of chemistry and biology courses with the flexibility to focus on particular areas of their own interest. All students majoring in Chemical Biology engage in faculty-directed independent research projects as part of the major requirement. This gives students the opportunity to apply the principles that they have learned in the classroom and laboratory to the solution of real world scientific problems. In doing research, students gain hands-on experience in the use of state-of-the-art instrumentation, data analysis and interpretation. Students have presented their research at local and national conferences and in journal publications.

A major in Chemical Biology provides a strong academic background for students interested in pursuing graduate, professional and industrial careers at the interface between chemistry and biology. Students in the major benefit from the presence of pharmaceutical, chemical and biochemical industries, and many strong graduate and professional programs in the Philadelphia region. Chemical Biology majors have gone on to careers in cellular and molecular biology, biochemistry, genetics, pharmacy and pharmacology, medicine, biotechnology, forensic science and neuroscience.

Requirements for the Chemical Biology Major:
Due to the implementation of the new General Education Program, there are currently two programs of study for the Chemical Biology major:
For students who entered SJU before the fall of 2010, or transfer students who entered SJU in the fall of 2010 with 15 or more credits:
GER Common Courses (See Curricula): six courses
**GER University Distribution (See Curricula): fourteen courses, including**

**Mathematics:**
- MAT 155-156: Fundamentals of Calculus and Applied Calculus II
- MAT 161-162: Calculus I-II

**Natural Science:**
-PHY 101-102: General Physics I-II
-PHY 101L-102L: General Physics Laboratory I-II
-PHY 105-106: University Physics I-II
-PHY 105L-106L: University Physics Laboratory I-II

**GER Electives: any five courses**

**Major Concentration: fifteen courses**

**Biology**
- BIO 101: Biology I: Cells
- BIO 102: Biology II: Genetics and Evolutionary Biology
- BIO 201: Biology III: Organismic Biology

Any three of the following Biology courses:
- BIO 402: Advanced Cell Biology
- BIO 410: Light and Electron Microscopy
- BIO 411: Molecular Genetics
- BIO 412: Neurobiology
- BIO 415: Immunology
- BIO 416: Microbiology

**Chemistry**
- CHM 120-125: General Chemistry I-II
- CHM 121-126: General Chemistry Honors I-II
- CHM 120L-125L: General Chemistry Laboratory I-II
- CHM 210-215: Organic Chemistry I-II
- CHM 210L-215L: Organic Chemistry Laboratory I-II
- CHM 330: Instrumental Analysis
- CHM 330L: Instrumental Analysis Laboratory
- CHM 320: Physical Chemistry for Chemical Biology I

And one of the following in-depth Chemistry courses:
- CHM 400: Biochemistry
- CHM 420: Environmental Chemistry
- CHM 430: Mechanisms in Organic Chemistry
- CHM 440: Organometallic Chemistry
- CHM 480: Role of Metal Ions in Biology
- CHM 490: Spectroscopy

One course from the following:
- BIO 404: Biochemistry
- CHM 340: Biochemistry
- CHM 340L: Biochemistry Laboratory

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**One course from the following:**
- BIO 493 or 494: Undergraduate Research
- CHM 493: Senior Research I
- CHM 494: Senior Research II

A Chemical Biology major must register for BIO 390 Biology Seminar or CHM 390 Chemistry Seminar each semester as a junior and a senior.

For students who entered SJU in the fall of 2010 or later, or transfer students who entered SJU in the fall of 2010 with 14 or fewer credits:

**GEP Signature Courses (See Curricula): six courses**

**GEP Variable Courses (See Curricula): six to nine courses, including**

**Mathematics:**
- MAT 155: Fundamentals of Calculus
- MAT 161: Calculus I

**Natural Science:**
- PHY 101: General Physics I
- PHY 101L: General Physics Laboratory I
- PHY 105: University Physics I
- PHY 105L: University Physics Laboratory I

**GEP Overlays (See Curricula): three courses**

**GEP Integrative Learning Component: three courses**

Any one of the following Mathematics courses:
- MAT 156: Applied Calculus II
- MAT 128: Applied Statistics
- MAT 162: Calculus II

Any one of the following Physics courses:
- PHY 102: General Physics II
- PHY 102L: General Physics Laboratory II
- PHY 106: University Physics II
- PHY 106L: University Physics Laboratory II

**Biology:**
- BIO 101: Biology I: Cells

**GER Electives: at least six courses**

**Major Concentration: fourteen courses**

**Biology**
- BIO 102: Biology II: Genetics and Evolutionary Biology
- BIO 201: Biology III: Organismic Biology

Any three of the following Biology courses:
- BIO 402: Advanced Cell Biology
- BIO 410: Light and Electron Microscopy
of the major subdisciplines: analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, and physical chemistry. Throughout the program, emphasis is placed on chemistry as a laboratory science. Consequently, a student majoring in chemistry learns not only the basic theories of chemistry, but also how to use experimental techniques to solve chemical problems. The modern research-grade instrumentation in our laboratories enhances the experimental experiences of our students. Faculty members teach all of the sections of laboratory courses. In addition, chemistry majors are able to engage in faculty-directed independent research projects in the traditional subdisciplines of chemistry and environmental chemistry during the academic year and/or in the summer. Students often have the opportunity to present the results of their research in the chemical literature and at local, regional, and national scientific meetings. The curriculum for the chemistry major is designed to prepare students for continuing their educations in graduate and professional schools as well as for employment in the chemical and pharmaceutical industries and government laboratories. Our curriculum of the Bachelor of Science degree in Chemistry is certified by the American Chemical Society.

Departmental Mission
The Department of Chemistry trains students in both the theoretical and experimental aspects of the major subdisciplines of chemistry. Our modern research-grade instrumentation makes it possible for students to explore contemporary problems in all of these areas. Chemistry majors are encouraged to engage in faculty-directed independent research projects and to present the results of their studies in the chemical literature and at scientific meetings. The curriculum for a chemistry major prepares the graduates to continue their educations in graduate and professional schools or to work in the chemical and pharmaceutical industries and in government laboratories. Our alumni are aware that through chemistry they can continue to make contributions to society that are of service to others.

Learning Goals
- Students will develop an understanding of the theoretical and experimental methods that chemists use to explore and model the properties and behavior of matter.
- Students will understand that ethical conduct is fundamental to progress in science.
- Students will appreciate that the frontiers of science are expanding at an accelerating rate and that they must develop a commitment to life-long learning.
- Students will recognize the importance of service to others, and they will be aware that chemistry provides opportunities for them to address major issues in society.

Learning Objectives
- Students will demonstrate a mastery of the key concepts in the five major subdisciplines of chemistry: analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, and physical chemistry.
- Students will learn to apply the scientific method to study problems in chemistry.
- Students will learn to search the chemical literature for published work relevant to a problem of interest.
- Students will learn to use contemporary computer software to study problems in chemistry.
- Students will learn how to store, handle, and use chemicals safely.
- Students will be given ample opportunities to gain hands-on experience with the instruments that are used to study problems in chemistry. The students will learn how to interpret the data that they obtain from these instruments.
- Students will learn to work independently and in collaboration with others in the investigation of problems in chemistry.
- Students will learn how to assess experimental data critically.
- Students will learn to conduct research in an ethical manner.
- Students will learn to predict the behavior of a new substance based on the known behavior of related compounds.
- Students will learn to apply appropriate theoretical models to explain experimental observations.
- Students will learn to describe the results of a chemical investigation both orally and in writing to specialists and to a general audience.

**Requirements for the Chemistry Major with American Chemical Society Certification**

Due to the implementation of the new General Education Program, there are currently two programs of study for the Chemistry major:

For students who entered SJU before the fall of 2010, or transfer students who entered SJU in the fall of 2010 with IS or more credits:

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

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

<table>
<thead>
<tr>
<th>Mathematics:</th>
<th>Natural Science:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 161-162 Calculus I-II</td>
<td>PHYS 105L-106 University Physics Laboratory I-II</td>
</tr>
</tbody>
</table>

**GER Electives: any eight courses**

Major Concentration: twelve courses

**Foundation Course Requirements:**

<table>
<thead>
<tr>
<th>CHM 120-125 General Chemistry I-II</th>
<th>CHM 120L-125L General Chemistry Laboratory I-II</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 210-215 Organic Chemistry I-II</td>
<td>CHM 210L-215L Organic Chemistry Laboratory I-II</td>
</tr>
<tr>
<td>CHM 310-315 Physical Chemistry I-II</td>
<td>CHM 310L Physical Chemistry Laboratory</td>
</tr>
<tr>
<td>CHM 330 Instrumental Analysis</td>
<td>CHM 330L Instrumental Analysis Laboratory</td>
</tr>
<tr>
<td>CHM 340 Biochemistry</td>
<td>CHM 340L Biochemistry Laboratory</td>
</tr>
<tr>
<td>CHM 350 Inorganic Chemistry</td>
<td>CHM 350L Inorganic Chemistry Laboratory</td>
</tr>
</tbody>
</table>

**In-Depth Course Requirements:**

Three In-Depth Chemistry courses (see list below)
or
Two In-Depth Chemistry courses and Senior Research I-II
or
Two In-Depth Chemistry courses and one Math/Natural Science elective (see lists below, this option must be approved by the Chemistry Chair in advance)

**In-Depth Chemistry Courses:**

<table>
<thead>
<tr>
<th>CHM 400 Biogeochemistry</th>
<th>MAT 161 Calculus I</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 420 Environmental Chemistry</td>
<td>MAT 162 Calculus II</td>
</tr>
<tr>
<td>CHM 430 Mechanisms in Organic Chemistry</td>
<td>PHYS 105-106 University Physics I-II</td>
</tr>
<tr>
<td>CHM 440 Organometallic Chemistry</td>
<td>PHYS 105L-106L University Physics Laboratory I-II</td>
</tr>
<tr>
<td>CHM 480 Role of Metal Ions in Biology</td>
<td>PHY 105L University Physics Laboratory I-II</td>
</tr>
</tbody>
</table>

**GER Variable Courses (See Curricula): six to nine courses, including**

<table>
<thead>
<tr>
<th>CHM 125 General Chemistry II</th>
<th>MAT 161-162 Calculus I-II</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 125L General Chemistry Labor</td>
<td>MAT 161-162 Calculus I-II</td>
</tr>
<tr>
<td>CHM 210-215 Organic Chemistry I-II</td>
<td>MAT 161-162 Calculus I-II</td>
</tr>
<tr>
<td>CHM 210L-215L Organic Chem Lab I-II</td>
<td>MAT 161-162 Calculus I-II</td>
</tr>
<tr>
<td>CHM 310-315 Physical Chemistry I-II</td>
<td>MAT 161-162 Calculus I-II</td>
</tr>
<tr>
<td>CHM 310L Physical Chem Lab I-II</td>
<td>MAT 161-162 Calculus I-II</td>
</tr>
<tr>
<td>CHM 330 Instrumental Analysis</td>
<td>MAT 161-162 Calculus I-II</td>
</tr>
<tr>
<td>CHM 330L Instrumental Analysis Laboratory</td>
<td>MAT 161-162 Calculus I-II</td>
</tr>
<tr>
<td>CHM 340 Biochemistry</td>
<td>MAT 161-162 Calculus I-II</td>
</tr>
<tr>
<td>CHM 340L Biochemistry Laboratory</td>
<td>MAT 161-162 Calculus I-II</td>
</tr>
</tbody>
</table>

**Math and Natural Science Electives:**

<table>
<thead>
<tr>
<th>BIO 101 Biology I Cells</th>
<th>MAT 213 Calculus II</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 225 Fundamental Ideas of Mathematics</td>
<td>MAT 230 The Mathematics of Music</td>
</tr>
<tr>
<td>MAT 232 Chaos, Fractals, and Dynamical Systems</td>
<td>MAT 233 History of Mathematics</td>
</tr>
<tr>
<td>MAT 334 Combinatorics and Graph Theory</td>
<td>PHY 251 Modern Physics I</td>
</tr>
<tr>
<td>MAT 336 Logic and Foundations</td>
<td>PHY 253 Survey of Nanotechnology</td>
</tr>
<tr>
<td>PHY 255 Linear Systems in Physics</td>
<td>PHY 257 Mathematical Methods in Physics</td>
</tr>
<tr>
<td>PHY 258 Electronics I</td>
<td>PHY 301 Classical Mechanics</td>
</tr>
</tbody>
</table>

Enrollment in CHM 390 Chemistry Seminar is required each semester for junior and senior chemistry majors. Students planning to go into industry or attend graduate school should take Senior Research I-II. All students who meet the above requirements satisfactorily will be certified by the American Chemical Society.

For students who entered SJU in the fall of 2010 or later, or transfer students who entered SJU in the fall of 2010 with 14 or fewer credits:

**GEP Signature Courses (See Curricula): six courses**

**GEP Variable Courses (See Curricula): six to nine courses, including**

<table>
<thead>
<tr>
<th>CHM 120 General Chemistry I</th>
<th>MAT 161 Calculus I</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 120L General Chemistry Labor</td>
<td>MAT 162 Calculus II</td>
</tr>
</tbody>
</table>

**GEP Overlays (See Curricula): three courses**

**GEP Integrative Learning Component: three courses**

<table>
<thead>
<tr>
<th>MAT 161 Calculus I</th>
<th>PHY 105 University Physics I</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 162 Calculus II</td>
<td>PHY 105L University Physics Laboratory I-II</td>
</tr>
</tbody>
</table>

**GEP Electives: any eleven courses**

Major Concentration: eleven courses

**Foundation Course Requirements:**

<table>
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<tr>
<th>CHM 125 General Chemistry II</th>
<th>MAT 161-162 Calculus I-II</th>
</tr>
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<tr>
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<tr>
<td>CHM 310-315 Physical Chemistry I-II</td>
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<tr>
<td>CHM 310L Physical Chem Lab I-II</td>
<td>MAT 161-162 Calculus I-II</td>
</tr>
<tr>
<td>CHM 330 Instrumental Analysis</td>
<td>MAT 161-162 Calculus I-II</td>
</tr>
<tr>
<td>CHM 330L Instrumental Analysis Laboratory</td>
<td>MAT 161-162 Calculus I-II</td>
</tr>
<tr>
<td>CHM 340 Biochemistry</td>
<td>MAT 161-162 Calculus I-II</td>
</tr>
<tr>
<td>CHM 340L Biochemistry Laboratory</td>
<td>MAT 161-162 Calculus I-II</td>
</tr>
</tbody>
</table>

**In-Depth Chemistry Courses:**

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<td>MAT 161-162 Calculus I-II</td>
</tr>
<tr>
<td>CHM 490 Spectroscopy</td>
<td>MAT 161-162 Calculus I-II</td>
</tr>
</tbody>
</table>
Major Concentration: Chemistry (ten courses)

CHM 120-125  General Chemistry I-II
CHM 120L-125L General Chemistry Laboratory I-II
CHM 210-215  Organic Chemistry I-II
CHM 210L-215L Organic Chemistry Laboratory I-II
CHM 310-315  Physical Chemistry I-II
CHM 330    Instrumental Analysis
CHM 330L  Instrumental Analysis Laboratory
CHM 340  Biochemistry
CHM 350  Inorganic Chemistry
CHM 420  Environmental Chemistry

Enrollment in CHM 390 Chemistry Seminar is required each semester for junior and senior chemistry education majors.

Minor Concentration: Secondary Education Certification

EDU 151  Educational Psychology  4
EDU 160  Schools in Society  4
SPE 230 Education of the Special Learner  3
EDU 353  Reading in the Content Areas  3
EDU 418-419 Instructional Techniques Science  4
EDU 491 Secondary School Student Teaching  12

For students who entered SJU in the fall of 2010 or later, or transfer students who entered SJU in the fall of 2010 with 14 or fewer credits:

GEP Signature Courses (See Curricula): six courses

GEP Variable Courses (See Curricula): six to nine courses, including

Mathematics:
MAT 161  Calculus I

Natural Science:
CHM 120  General Chemistry I
CHM 120L General Chemistry Laboratory I

GEP Overlays (See Curricula): three courses

GEP Integrative Learning Component (See Curricula): three courses

Mathematics:
MAT 162  Calculus II

Physics:
PHY 105-106 University Physics I-II
PHY 105L-106L University Physics Laboratory I-II

GEP Electives: any ten courses (nine are used for the minor in education)

Major Concentration: Chemistry: nine courses

CHM 125  General Chemistry II
CHM 125L General Chemistry Laboratory II
CHM 210-215  Organic Chemistry I-II
CHM 210L-215L Organic Chemistry Laboratory I-II
CHM 310-315  Physical Chemistry I-II
CHM 330    Instrumental Analysis
CHM 330L  Instrumental Analysis Laboratory
CHM 340  Biochemistry
CHM 350  Inorganic Chemistry

Enrollment in CHM 390 Chemistry Seminar is required each semester for junior and senior chemistry education majors.

Requirements for the Chemistry Major: Education Option

Due to the implementation of the new General Education Program, there are currently two programs of study for the Chemistry Major: Education Option:

For students who entered SJU before the fall of 2010, or transfer students who entered SJU in the fall of 2010 with 15 or more credits:

GER Common Courses (See Curricula): six courses

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

Mathematics:
MAT 161-162  Calculus I-II

Natural Science:
PHY 105-106 University Physics I-II
PHY 105L-106L University Physics Laboratory I-II

GER Electives: any ten courses (nine electives are used for the minor in education)
CHM 42D  Environmental Chemistry

Enrollment in CHM 390 Chemistry Seminar is required each semester for junior and senior chemistry education majors.

MINOR CONCENTRATION: SECONDARY EDUCATION CERTIFICATION

Pennsylvania’s Secondary (referred to as “secondary” or “7-12”) preparation program guidelines require a Professional Core of courses, early and varied field experiences (180 hours), and student teaching. In addition to the subject-specific content requirements for secondary programs that are met by the student’s major, candidates for the 7-12 teaching certificate in Pennsylvania must complete a prescribed sequence of coursework which includes the specific requirements for Accommodations and Adaptations for Diverse Learners in Inclusive Settings and Meeting the Needs of English Language Learners under §49.13(4)(i).

Below is the recommended program for students who will be eligible for a PA Level I teaching certificate AFTER August 31, 2013 pending approval from the Pennsylvania Department of Education.

EDU 150  Schools in Society (3 credits)
EDU 152  Field Experience Schools in Society (1 credit)
EDU 157  Adolescent Development (3 credits)
EDU 158  Field Experience Adolescent Development (1 credit)
SPE 230  Introduction to Special Education (3 credits)
EDU 231  Assessment & Evaluation in Education (3 credits)
EDU 233  Field Experience Assessment & Evaluation in Education (1 credit)
SPE 350  Teaching in Inclusive Environments (3 credits)
SPE 352  Field Experience Teaching in Inclusive Environments (1 credit)
EDU 353  Reading in the Content Area (3 credits)
EDU 354  Literacy, Language and Culture (3 credits)
EDU 618/619  Instructional Tech for Science + F.E. (4 credits)
EDU 497  Student Teaching (12 credits)

Note: Students may or may not be able to complete the requirements for certification within the normal 8 semesters. This will be largely controlled by the number of GEP variable core courses the student has to take. AP credit received and other factors. Given the complexity of the requirements it is essential that students interested in pursuing secondary education certification speak with their academic advisor about this early in their program of study.

FIVE YEAR COMBINED B.S. IN CHEMISTRY EDUCATION/M.S. IN EDUCATION OPTION

For students who entered SJU before the fall of 2010, or transfer students who entered SJU in the fall of 2010 with 15 or more credits:

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.

For students who entered SJU in the fall of 2010 or later, or transfer students who entered SJU in the fall of 2010 with 14 or fewer credits:

The Pennsylvania Department of Education requirements and program of study sequence for students under the GEP have not yet been finalized. This section of the catalog will be updated as soon as the requirements are in place. Students interested in the five year program should speak to their academic advisors and to Chair of the Department of Chemistry as early in their academic careers as possible.

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 101-102.

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 120-125  General Chemistry I-II
CHM 201L-251L  General Chemistry Laboratory I-II
CHM 210-215  Organic Chemistry I-II
CHM 210L-251L  Organic Chemistry Laboratory I-II

Any two non-research chemistry courses beyond CHM 215

CHEMISTRY IN THE GER (SEE CURRICULA)

The GER requires that all students complete TWO semesters of natural science courses, with or without a lab component. Students who entered SJU before the fall of 2010, or transfer students who entered SJU in the fall of 2010 with 15 or more credits and who wish to satisfy the natural science GER by completing courses in Chemistry may do so by taking the two-semester introductory course sequence for Chemistry majors, CHM 120 and CHM 125. Alternatively, students may fulfill one or both semesters of the natural science GER by completing one or two of the special one-semester Chemistry courses designed for non-science majors listed below.

Non-science majors Chemistry GER courses

CHM 100  Chemistry for the Consumer
CHM 110  Food Chemistry I (Food Marketing majors only)
CHM 111  Food Chemistry II (Food Marketing majors only)

CHEMISTRY IN THE GEP (SEE CURRICULA)

The GEP requires that all students take EITHER one semester of a lab-based natural science course (8 contact hours) OR two semesters of lecture-only natural science courses. Students who entered SJU in the fall of 2010 or later, or transfer students who entered SJU in the fall of 2010 with 14 or fewer credits and who wish to satisfy the natural science GEP by completing courses in Chemistry may do so by taking the first semester of the Chemistry majors, lab-based course sequence, CHM 120 and CHM 120L, or one of the lab-based, one-semester chemistry courses for non-science majors, as they become available. Alternatively, students may fulfill one or both semesters of the natural science GEP by completing one or two of the special one-semester lecture-only Chemistry courses designed for non-science majors listed below.

Non-science majors Chemistry GEP lecture-only courses

CHM 100  Chemistry for the Consumer
CHM 110  Food Chemistry I (Food Marketing majors only)
CHM 111  Food Chemistry II (Food Marketing majors only)

CHEMISTRY COURSES

CHM 100 Chemistry for the Consumer (3 credits)

This course is designed to help students understand the chemistry that affects them throughout their lives. Topics include: nuclear chemistry, heme products, food and drugs, acid rain, energy, climate control, and sustainability. May be taken for science or elective credit without previous chemistry courses. Successful completion of this course satisfies one of the Natural Science requirements in the GER.
CHM 110-111 Food Chemistry (6 credits)
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 110 (or equivalent) is required for registration for CHM 111. Previous chemistry background not required. Successful completion of both semesters satisfies the GER/GEP science requirement for Food Marketing majors only. It will serve as a free-elective for all other majors.

CHM 120-125 General Chemistry I-II (6 credits)
Topics included are chemical formulas, stoichiometry, balancing reactions, ideal gases, thermodynamics, atomic structure, chemical bonding and molecular structure, kinetics, equilibrium, the chemistry of acids and bases, entropy, free energy, and electrochemistry.
CHM 120 is a prerequisite to CHM 125.

CHM 121-126 General Chemistry (Honors) I-II (6 credits)
The material covered in this honors course is the same as CHM 120-125 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 120 or 121 is a prerequisite to CHM 126.

CHM 120L-125L General Chemistry Laboratory I-II (4 credits)
A lecture-laboratory course to accompany CHM 120-125 with emphasis upon concepts in chemistry, quantitative and qualitative analysis, and introduction to instrumental methods. One four-hour period.
Successful completion of CHM 120L is a prerequisite to CHM 125L.

CHM 210-215 Organic Chemistry I-II (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 125 or CHM 126 is a prerequisite to CHM 210. CHM 210 is a prerequisite to CHM 215.

CHM 210L Organic Chemistry Laboratory I I-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 210 is a co-requisite for CHM 210L.

CHM 215L Organic Chemistry Laboratory II 1-2 credits
A continuation of CHM 210L utilizing microscale laboratory techniques in organic chemistry for the preparation, purification and analysis of organic compounds.
CHM 210L is a prerequisite to CHM 215L. CHM 215L is a co-requisite for CHM 215L.

CHM 310-315 Physical Chemistry I-II (6 credits)
Thermodynamics as applied to gases, liquids, and solutions; thermodynamics of ideal systems; thermochernistry; chemical kinetics; gaseous equilibrium; colligative properties of solutions; quantum mechanics.
CHM 215 is a prerequisite to CHM 310. CHM 310 is a prerequisite to CHM 315.

CHM 310L Physical Chemistry Laboratory (2 credits)
Experiments are performed to reinforce the concepts learned in CHM 241L-242L. Laboratory reports are submitted for each experiment.
CHM 310 is a co-requisite to CHM 310L.

CHM 320 Physical Chemistry for Chemical Biology (3 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 215 is a prerequisite to CHM 320.

CHM 330 Instrumental Analysis (3 credits)
This course covers the theory, methodology, and instrumentation for the study of atomic and molecular species and/or processes.
CHM 215, CHM 310, and PHY 106 are prerequisites to CHM 330. Pre-requisites may be waived with permission of the instructor.

CHM 330L Instrumental Analysis Laboratory (2 credits)
CHM 330 is a co-requisite to CHM 330L.

CHM 340 Biochemistry (3 credits)
A basic introduction to the chemistry of living systems emphasizing their major metabolic activities. Structure and function of proteins, lipids, and carbohydrates.
Basic principles of intermediary metabolism and photosynthesis.
CHM 215 is a prerequisite for CHM 340.

CHM 340L Biochemistry Laboratory (1 credit)
Laboratory applications of the topics covered in CHM 340.
CHM 215L is a prerequisite to CHM 340L. CHM 340 is a co-requisite to CHM 340L.

CHM 350 Inorganic Chemistry (3 credits)
This course includes the study of atomic structure, bonding, molecular orbital theory, symmetry and group theory, the chemistry of the main group elements, and the structure and reactivity of transition metal complexes.
CHM 215 is a prerequisite to CHM 350.

CHM 350L Inorganic Chemistry Laboratory (2 credits)
This course focuses on synthetic inorganic chemistry and emphasizes the use of modern analytical techniques for the characterization of inorganic and organometallic compounds.
CHM 215L is a prerequisite to CHM 350L. CHM 350 is a co-requisite for CHM 350L.

CHM 370 Junior Special Topics in Chemistry (formerly Junior Independent Study) 3-6 credits
Advanced study on a topic that is arranged with a chemistry faculty member.

CHM 390 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 393-394 Junior Research Studies I-II 3-6 credits
Integrated literature and laboratory investigation of an assigned problem under the supervision of a departmental faculty member. Each credit of CHM 393-394 requires four hours each week in the research laboratory. Students need to complete the application form for independent study (available in the Dean’s Office) and have the approval of the department chair and Associate Dean in order to register.

CHM 400 Biogeochemistry (3 credits)
This course examines the chemical and biological processes that control the distribution, speciation, and transfer of essential elements and energy in natural systems. Topics include: the concept of the Earth as a biogeochemical system; the use of quantitative methods to model the chemical fluxes of elements on a global scale; dominant chemical reactions in natural environments, evolution of metabolic pathways; the biogeochemical cycling of water, carbon, nitrogen, phosphorus, sulfur, and select heavy metals under natural and anthropogenically-influenced conditions.
CHM 340 is a prerequisite or a co-requisite to CHM 400. This prerequisite may be waived with permission of the instructor.

CHM 420 Environmental Chemistry (3 credits)
Investigation of both pristine and polluted environments using chemistry as a foundation. Topics include: atmospheric chemistry, water quality, soil composition, fate of toxic metals and organic pollutants, and using chemistry as a solution for pollution.
CHM 215 is a prerequisite to CHM 420.
CHM 430 Mechanisms in Organic Chemistry (3 credits)
Application of the electron pushing formalism for manipulating Lewis structure representations of organic structures. Emphasis is placed on mechanistic rationalization of complex organic transformations. Classes of mechanisms include elimination, substitution, rearrangement, oxidation-reduction, enolate alkylation, and others.
CHM 216 is a prerequisite to CHM 430.

CHM 440 Organometallic Chemistry (3 credits)
This course will focus on the structure and reactivity of organometallic transition metal complexes. Topics include catalysis, reaction mechanisms, applications to organic chemistry, and characterization by spectroscopic methods.
CHM 350 is a prerequisite to CHM 440.

CHM 470 Senior Special Topics in Chemistry (formerly Senior Independent Study) (3 credits)
Advanced study on a topic that is arranged with a chemistry faculty member.

CHM 480 Role of Metal Ions in Biology (3 credits)
The chemical and biological properties of various metal ions in biological systems will be examined at the molecular level.
CHM 216 and CHM 340 are prerequisites to CHM 480.

CHM 490 Spectroscopy (3 credits)
This course provides an exposure to aspects of spectroscopic theory, methods, and instrumentation that are not covered in Instrumental Analysis.
CHM 350 is a prerequisite to CHM 490.

CHM 493-494 Senior Research Studies I-II 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 493 and CHM 494 requires four hours each week in the research laboratory.
CHM 493 is a prerequisite for CHM 494. Students need to complete the application form for independent study (available in the Dean’s Office) and have the approval of the department chair and Associate Dean in order to register.

CHM 493-494 Senior Honors Research I-II (3-6 credits)
Integrated literature and laboratory investigation of an assigned problem under the supervision of a departmental faculty member for a student enrolled in the honors program. Includes a seminar, a poster presentation, and written reports. Each credit of CHM 493 and CHM 494 requires four hours each week in the research laboratory.
CHM 493 is a prerequisite for CHM 494. Must be elected in junior year to allow adequate research time. Students need to complete the application form for independent study (available in the Dean’s Office) and have the approval of the department chair, Associate Dean and the Honors Program Director in order to register.

Classics

Director: Marsillo
Assistant Professor: Nikolaoutsos

Mission and Objectives
The Classics Program aims to be a model for visionary, interdisciplinary thinking, offering courses that serve the needs of multiple academic departments as well as the new General Education Program. The mission of the Classics Program is to offer courses in ancient languages including Greek, Latin and Hebrew, biblical texts, and ancient history. We offer a major in Ancient Studies in two concentrations. The Classics concentration will combine courses in intermediate/upper level Latin and Greek language and literature, Classical literature in translation, Hebrew language, Bible and religious studies, ancient history of the Mediterranean and Near East, and ancient material culture. As such, it will prepare students for secondary school teaching in Latin but it will also better prepare students for graduate study in Classical Studies and Classical Archaeology. A second concentration in Ancient


cultures is interdisciplinary and flexible to allow specialization in a variety of areas that complement existing programs (e.g., Classics, Ancient Near East, Bible, Ancient History, Archaeology). We also offer minors in Ancient Studies, Classical Humanities, and Latin. Our courses in ancient language, literature, and civilization complement courses in other disciplines so that students may combine their Latin major with a second major in English, fine and performing arts, history, languages, psychology, theology, philosophy, and elementary education.

The Classics program offers courses from the elementary to advanced levels of Latin and Greek language and literature. The program serves its majors and minors by offering a full range of advanced level Latin and Greek courses covering the works of major Latin and Greek authors and literary genres. These courses feature comprehensive exploration of Greek and Latin language and of classical society and culture and are designed to prepare majors and minors for graduate study in Classics. Our elementary and intermediate level Latin and Greek courses may be taken as prerequisite courses for advanced work in the languages, and they may also be taken to fulfill the non-native language general education program requirement. All Latin and Greek courses enable students to explore a wide variety of supplementary materials that focus upon mythology, religion, literacy and education, and political and social history.

We also offer courses in ancient culture and civilization, including Classical Mythology, Classical Epic, Classical Tragedy, Ancient Medicine, and survey courses in Art & Archaeology of Greece and Rome along with specialized topics in Pompai and Herculaneum, the Etruscans, and the Phoenicians. We offer two Honors courses that focus on Greece and Rome: Golden Age of Rome and Sexuality and Gender in the Ancient World. Knowledge of Greek and Latin are not required for any of these civilization courses, which may be taken to fulfill requirements for the major or minor, to fulfill the Art/Literature DER/GEP, or as free electives. These courses are interdisciplinary and stress connections with other disciplines such as history, literature, philosophy, theology, gender studies, and the social and natural sciences.

Requirements for the Ancient Studies Major

GEP Signature Core Courses (See Curricula): six courses

GEP Variable Courses (See Curricula): six to nine courses

Integrative Learning Courses (See Curricula): three courses

GEP Electives: any twelve courses

Major Concentration:
Ten approved courses. All majors must take at least one course in archaeology and attain at least intermediate proficiency in at least one ancient language. Additional requirements are distributed according to each student’s concentration within the major. Students with an interest in teaching in Latin or in graduate studies related to Classics (including Classical archaeology) should choose the Classics concentration. The strong emphasis on ancient languages in the Classics concentration is essential for these goals. The Ancient Cultures concentration is an interdisciplinary program that may be appropriate for students who have other career goals but share an interest in the study of antiquity. The Ancient Cultures concentration also more easily accommodates advanced studies in mathematics and computer science, which are vital to archaeology. In both concentrations, courses at the intermediate 200 level in any ancient language may count among the ten courses. Courses at the introductory 100 level in an ancient language cannot be counted among the ten courses unless it is a student’s second ancient language and a student satisfies the requirement for intermediate proficiency in another ancient language.

Classics in the GEP (See Curricula)
The non-native language portion of the GEP Variable Course Requirement may be satisfied by taking (obtaining a score of 5 on an AP Latin Examination) or through successful completion of any of the following course sequences: Latin/Greek 101/102 (2 courses, 4/4, 6 credits) OR Latin/Greek 102/201 (2 courses, 4/3, 7 credits) OR Latin/Greek 201/202 (2 courses, 3/3, 6 credits) OR Latin/Greek 202/300-400 (2 courses, 3/3, 6 credits) OR Latin/Greek 300-400 (1 course, 3 credits).
Any of the following courses will satisfy the Literature/Fine Arts portion of the GER/GEP:

CLA 301 The Art and Archaeology of Greece
CLA 302 The Art and Archaeology of Italy
CLA 201 Classical Mythology
CLA 202 Classical Epic: Gods and Heroes in Homer and Virgil
CLA 203 Classical Tragedy
CLA 303 Pompeii and Herculaneum: Life in the Roman Empire
CLA 304 Etruscan Art & Archaeology
CLA 305 Cleopatra Through Ancient and Modern Eyes
CLA 306 Ancient Medicine in Context
CLA 433-494 Independent Research in Classics
LAT 301 Oratory
LAT 302 Republican Prase
LAT 303 Historiography
LAT 304 Drama
LAT 305 Lyric Poetry
LAT 401 Silver Age Latin
LAT 402 Golden Age Latin
LAT 403 Epic Poetry
LAT 404 Greek

CLASSICS CONCENTRATION OF THE ANCIENT STUDIES MAJOR

Ten courses in the archaeology, literature, and languages of Classical antiquity. At least one must be an appropriate archaeology course. Six courses must be in Latin above the intermediate level (i.e., LAT 300 level or above). The remaining three courses should be chosen from courses in ancient studies that deal with Classical languages and cultures (CLA, LAT, GRK, HON, HIS, PHL, REL).

Objectives:

- Students will develop a proficiency in translating and reading aloud Greek and Latin poetry and prose.
- Achieve greater understanding and mastery of Greek and Latin vocabulary, morphology, grammar and syntax.
- Explore and discuss major themes and ideologies in the literature and material culture of Greece and Rome.
- Understand the social, political, religious, philosophical, economic, and legal dimensions of Greek and Roman civilization.
- Develop cogent, well organized and thoroughly researched written and oral presentations of Greek and Latin language, literature, and civilization.

Ancient Cultures Concentration of the Ancient Studies Major

Ten courses in ancient studies, at least six of which must be at the 300 level or above. At least one must be an archaeology course. The remaining courses may be chosen from any of the groups below. To ensure the interdisciplinary nature of the program, students must take courses from at least three groups. No more than three of these ten courses may be chosen from any one group except in the case of the language group, where no such restriction applies. In addition to achieving intermediate proficiency in at least one ancient language, students must take at least two additional courses in either an ancient language or an appropriate symbolic language. These two courses may be any two advanced courses (above the intermediate level) in the first ancient language; any two courses at any level in a second ancient language; or any two courses in mathematics and/or computer science above MAT 162 (Calculus II) and CSC 120 (Computer Science I). Students who use a symbolic language (mathematics or computer science) instead of an ancient language for this two-course requirement must still take at least ten courses in ancient studies.

Learning Goal and Objectives for the Ancient Cultures Concentration of the Ancient Studies Major

Learning Goal

Achieve a critical awareness of (a) important historical and social dimensions of multiple cultures from the ancient world; (b) various tools and methods used in the study of those cultures; and (c) the relevance of these issues, tools, and methods for the study of humans in other cultures and time periods.

Objectives:

- Students will study and demonstrate an appreciation for the material culture of the ancient world and the significance of such study for understanding an ancient society.
- Students will read extensively in primary textual sources (in translation) and demonstrate competency in the use of those sources for the study of historical and social developments in the ancient world.
- Students will explore scholarly points of view on the ancient world and demonstrate an ability to utilize and assess such scholarship.
- Students will study one or more relevant languages and demonstrate an intermediate proficiency in at least one ancient language.
- Students will become familiar with broader theoretical frameworks that help to integrate the study of ancient cultures into research in other relevant fields.

INTEGRATED LEARNING REQUIREMENT

Majors in Ancient Studies must strengthen their skills in the study of antiquity by taking three complementary courses in the College of Arts and Sciences. No more than two of these courses may be taken in any one department. Students have considerable flexibility in choosing these courses because familiarity with a wide variety of issues, methods, and tools is vital to the study of antiquity. Given the interdisciplinary nature of the major (especially the Ancient Cultures concentration), the boundary between courses in the major and courses in the integrated learning requirement is inherently fluid. The three courses needed for the integrated learning requirement may be drawn from programs and departments that focus on (1) relevant cultural and historical contexts; (2) methodologies that are applied in the study of antiquity; (3) research tools that are employed in the study of antiquity. More specific recommendations are below, but students should consult with their advisors to determine what courses are best suited to their own interests. Courses listed in some departments may have prerequisites.

1. Recommended for students in the Classics concentration interested in certification in Latin for Secondary Education: Students should take the required courses for certification. These include at least one linguistics course, which may be chosen from the following: LIN 101 Introduction to Linguistics; LIN 420 Education and Selected Topics: Linguistics. Students should also take the necessary educational courses, which include: EDU 150 Schools in Society; EDU 151 Educational Psychology; EDU 414 Instructional Techniques for Foreign Languages. Note that prerequisites for EDU 151 include PSY 100 Introductory Psychology.

2. Recommended for other Students in the Classics concentration: Any three courses in ART, CSC, HIS, LIN, MAT, PHL, REL, or SDC that may complement the major concentration, chosen in consultation with the student’s advisor. These
courses may include other courses in ancient studies that are outside the field of Classics.

3. Recommended for students in both the Classics concentration and Ancient Cultures concentration interested in archaeology. Students may take any courses in BIO, CHM, CSC, MAT, PHY, SDC beyond the courses used to satisfy the GEP and major requirements.

4. Recommended for other students in the Ancient Cultures concentration. Any three courses in relevant cultures, history, language, methodologies, or research tools that may complement the major concentration.

Additional Information:

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 201-202 Intermediate Latin
LAT 301 Oratory
LAT 302 Republican Prose
LAT 303 Historiography
LAT 304 Drama
LAT 305 Lyric Poetry
LAT 401 Silver Age Latin
LAT 402 Golden Age Latin
LAT 403 Epic Poetry
LAT 404 Horace
LAT 410 Research Materials and Methods
CLA 201 Classical Mythology
CLA 302 The Art and Archaeology of Italy
CLA 303 Pompeii and Herculaneum: Life in the Roman Empire
CLA 304 Etruscan Art and Archaeology
GRK 101-102 Beginning Ancient Greek
GRK 201-202 Intermediate 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 one course in linguistics.

Electives:
Two courses selected from

CLA 202 Classical Epic: Gods and Heroes in Homer and Virgil
CLA 301 Classical Tragedy
CLA 302 The Art and Archaeology of Greece
CLA 303 Cleopatra Through Ancient and Modern Eyes
CLA 306 Ancient Medicine in Context
CLA 493-494 Independent Research in Classics

MINOR IN LATIN
With the approval of the director of the Classics Program, students may elect a minor in Latin by taking six courses at LAT 201 level or higher.

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 selected from all CLA 201 or higher, GRK 201, GRK 202, and LAT 201 level or higher.

MINOR IN ANCIENT STUDIES
With the approval of the directors of the Classics or Ancient Studies Programs, students may elect a minor in Ancient Studies by taking six courses in ancient studies from any of the groups below with no more than three from any one group unless it is a language group. At least four must be at the 200 level or above.

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.

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). Recommended in this category is Archaeology of Tel Dor (fieldwork in Israel).

International Study Tour at a location as appropriate (e.g., Italy; Greece; Turkey; Israel; Egypt; and others), with advance approval of director.

Study Abroad at an approved overseas University. Classics Program majors and minors may participate in a semester-long program at the Intercollegiate Center for Classical Studies in Rome (ICCS), or may enroll in another accredited study abroad or study tour program in Greece and/or Italy (e.g., the CIP approved John Cabot University Program in Rome, Italy; and programs pending CIP approval such as the Fairfield University Program in Syracuse, Sicily and the American Institute of Roman Culture).

LATIN COURSES
LAT 101-102 Beginning Latin (8 credits)
In an interactive environment, students will learn basic Latin vocabulary, grammar, and syntax, with special attention to English and modern language derivatives. Students will develop reading ability through carefully selected Latin prose and verse texts, and they will discuss aspects of Roman culture illuminated in these texts.

LAT 201-202 Intermediate Latin (6 credits)
Students will engage in translation, discussion, and analysis of selected passages from the works of Cicero, Livy, Catullus, Virgil, and Ovid. Each author’s particular style and intent will be evaluated by examining his grammar, diction, and use of literary and rhetorical figures. Students will discuss aspects of Roman political and social history that are illuminated in our readings.

LAT 301 Oratory (3 credits)
We will engage in translation, discussion, and analysis of selected passages of Cicero’s Pro Caecilia. We will explore Cicero’s rhetorical style and tactics, including his personal conflict with Clodius and his attack on the character of Clodius’ sister Clodia Metelli, who has been identified with Catullus’ “Lesbia”. We will also examine the political charges against Cælius within the complex political and social systems of late Republican Rome. Fulfills the Art/Literature requirement of the GER/GEP.

LAT 302 Republican Prose (3 credits)
We will engage in reading and discussion of selections from Sallust’s Bellum Catilinae and Julius Caesar’s De Bello Civile. Among the topics we will explore are Sallust’s Latin style and his reputation as a historian, his political stance and his connections to Julius Caesar, the conspircacy of Catiline and its significance within the context of Roman political history. Catiline’s aims and associates. Sallust’s depiction of the famous debate in the Senate about the fate of the captured Catilinarian conspirators (in which Cato and Caesar take opposing viewpoints), the questions surrounding the legality of the decision to execute the conspirators, and Cicero’s responsibility for this decision. Fulfills the Art/Literature requirement of the GER/GEP.

LAT 303 Historiography (3 credits)
We will engage in translation, discussion, and literary/historical analysis of selected passages from Livy’s Ab Urbe Condita. We will consider Livy’s use of sources and his approach to historiography, with particular attention to his stress on the didactic purpose of history. We will also examine how Livy’s own background promoted his
concern with the development of the Roman national character and with the designation of moral values as a factor in history. Evaluation will be made of Livy’s "Augustan" and a “literary” historian. We will also discuss Livy’s treatment of religion and the significant themes of fratricide and the rape of women in Rome’s early political and social development. Fulfills the Art/Literature requirement of the GER/GEP.

LAT 304 Drama (3 credits)
The class will engage in daily translation, discussion, literary and metrical analysis of Plautus’ Menandri. We will explore the following topics: the development of comedy at Rome and its debt to Greek “New Comedy,” its staging and performance, and its conventional themes and stock characters. We will also develop an appreciation for the principal features of Plautus’ language, including colloquialisms, Grecisms, puns, and double entendres. Fulfills the Art/Literature requirement of the GER/GEP.

LAT 305 Lyric Poetry (3 credits)
This course in Latin lyric poetry will engage us in translation, discussion, and literary and historical analysis of selected passages from the poems of Catullus and the Odes of Horace. We will consider poems within the “Lesbia” cycle, exploring the principal themes and images of these poems. We will also consider how Catullus exploits these themes and images in the rest of the corpus. Exploration will also be made of the historical background of Catullus by examining the clues which the poems provide for our understanding of the poet’s social environment. Does the evidence contained in these poems, along with Cicero’s testimony in the Pro Caecilia, form a coherent and reliable “history” of the Catullus/“Lesbia” affair? We will also read selected Odes of Horace, exploring Horace’s indebtedness to his Greek models in lyric, Sappho and Alcaeus. We will also consider topics such as literary patronage in Rome, Augustan social and political policy, Alexandrian poetics, generic composition, and metrical and structural principles of Latin poetry. Fulfills the Art/Literature requirement of the GER/GEP.

LAT 401 Silver Latin (3 credits)
The class will engage in daily translation, discussion, literary and metrical analysis of selections from Silver Age authors Juvenal (Satires), Martial (Epigrams), Petronius (Satyricon), and Apuleius (Metamorphoses). We will explore the following topics: literary patronage; the social and financial status of poets; the identity of the poet’s friends and patrons; questions of historical accuracy in depicting elements of everyday life in imperial Rome; the social divide between rich and poor; the generic conventions of satire, epigram, and novel; the use of allegory in Latin poetry; Platonic philosophy, myth, and religion as reflected in Roman novel. Fulfills the Art/Literature requirement of the GER/GEP.

LAT 402 Golden Age Latin (3 credits)
The class will engage in daily translation, discussion, literary and metrical analysis of selections from Golden Age authors Virgil (Eclogues and Aeneid), Horace (Odes and Satires), and Ovid (Metamorphoses and Amores). We will explore the following topics: literary patronage, Augustan social and political policy reflected (both approved and critiqued) in the literature of the Augustan period, Alexandrian poetics, generic composition, and structural and stylistic principles of Latin poetry. Fulfills the Art/Literature requirement of the GER/GEP.

LAT 403 Epic Poetry (3 credits)
Translation, discussion, literary and historical and metrical analysis of selected passages from Vergil’s Aeneid. Highlighted passages will include Aeneas’ arrival in Carthage and encounters with Venus and Dido (Aeneid book 1), Aeneas’ narration of Troy’s final hours (Aeneid book 2), the tragedy of Dido and Aeneas (Aeneid book 4), and the paeon of future Roman heroes (Aeneid book 6). We will explore the following topics: the development of Roman epic, Vergil’s indebtedness to Homer, Augustan policy as viewed in the Aeneid the quality of pietas as embodied in Vergil’s hero Aeneas, the role of women in epic and Augustan Rome as exemplified in Aeneas’ treatment of Creusa and Dido, and Vergil’s focus on human suffering and personal sacrifice. Fulfills the Art/Literature requirement of the GER/GEP.

LAT 404 Horace (3 credits)
This course in the poetry of Horace will engage us in translation, discussion, and literary and historical analysis of selections from the Satires and Odes. We will explore topics such as the development of satire as a genre at Rome, Horace’s debt to Lucullus, his use of autobiographical material and creation of the Horatian persona in his poems, his introduction into the circle of Maecenas and his defense against accusations about his social and political ambitions, his indebtedness to his Greek models in lyric (chiefly Sappho and Alcaeus), and his literary and aesthetic principles and ideals. We will also consider topics such as literary patronage in Rome, Augustan social and political policy (both approved and critiqued) in the literature of the Augustan period, Alexandrian poetics, generic composition, and metrical and structural principles of Latin poetry.

LAT 410 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 COURSES

GRK 101-102 Beginning Ancient Greek (6 credits)
In an interactive environment, students will learn basic Attic Greek vocabulary, grammar, and syntax, with special attention to English and modern language derivatives. Students will develop reading ability through sentences and short passages adapted from Greek authors such as Menander, Aeschylus, Sophocles, Euripides, Sappho, and Theognis. They will also discuss aspects of Greek culture and civilization illuminated in these texts.

GRK 201-202 Intermediate Ancient Greek (6 credits)
In an interactive environment, students will learn Attic Greek vocabulary, grammar, and syntax. They will achieve greater understanding and mastery of ancient Greek morphology and syntax. Students will develop reading ability through original selections from Plato’s Apology; which deals with the trial of Socrates. Students will learn about the political, philosophical, religious, and literary dimensions of Plato’s account of the trial of Socrates and Socratic thought.

CLASSICAL HUMANITIES COURSES

CLA 201 Classical Mythology (3 credits)
Study and interpretation of the sources, nature, and function of Greek and Roman mythology, including its major story patterns, divine and human figures, and recurrent themes; exploration of the significance and uses of mythology and mythic symbolism; understanding and appreciation of the continuing significance of classical mythology in literature, the arts, and modern popular culture. Fulfills the Art/Literature requirement of the GER/GEP.

CLA 202 Classical Epic: Gods and Heroes in Homer and Virgil (3 credits)
We will engage in reading, discussion and analysis of the Greek epic poems of Homer (Iliad and Odyssey), Hesiod (Works and Days), and the Roman epic of Virgil (Aeneid). We will consider important questions and topics arising from a reading of Homer; such as the identity of the poet and his society, his depiction of Late Bronze Age “heroic” values, the “oral” and “formular” nature of Homeric language, Homeric theology, Mycenean civilization and the historical/archaeological evidence for the Trojan War. We will then consider Hesiod’s response to Homer’s warrior society and values in his Works and Days, and Virgil’s reshaping of Homeric epic conventions and promotion of Augustan policy and ideals in his Aeneid. Fulfills the Art/Literature requirement of the GER/GEP.

CLA 203 Readings in Classical Tragedy (3 credits)
This course studies seven ancient tragedies. The class will focus on the language and style, themes, dramaturgical devices, as well as the political, societal, religious and philosophical outlook that find expression through these plays. We will be watching three films showing modern performances of some of these plays. Some of these performances attempt to capture the mood of an ancient Greek theater and others
reinterpret the plays in a modern style and, occasionally, in a modern setting. fulfills the Art/Literature requirement of the GER/GEP.

CLA 301 The Art and Archaeology of Greece (3 credits)
This course examines the cultural remains of various cities prominent in the history of Greece. Knossos, the main city of the island of Crete, Troy, and Mycenae are among the sites studied for their importance in the Bronze Age (3000–1200 BCE). After a detailed study of Greek architecture and the evolution of key building types such as the temple, the stoa, and the theater, students explore the material remains of Olympia, Delphi, and Athens. The myths associated with these cities are also included. fulfills the Art/Literature requirement of the GER/GEP.

CLA 302 The Art and Archaeology of Italy (3 credits)
An introduction to the art and archaeology of Roman Italy, which will explore through digital images 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/GEP.

CLA 303 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 121 Art and Archaeology of Italy. fulfills the Art/Literature requirement of the GER/GEP.

CLA 304 Etruscan 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 Italian 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/GEP.

CLA 305 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 Ptolemaic, 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. fulfills the Art/Literature requirement of the GER/GEP.

CLA 306 Ancient Medicine in Context (3 credits)
After a brief look at medicine in Egypt and the ancient Near East, this course will examine medicine in the Greek and Roman world. We will read and analyze ancient medical texts, principally from the Hippocratic Corpus and the writings of Galen, and literary and philosophical texts contemporary with them. We will attempt to understand the cultural contexts of ancient medicine, the thought and practices of ancient physicians, and the relationship between Greco-Roman medicine and modern traditions that derive from it. fulfills the Art/Literature requirement of the GER/GEP.

CLA 307 Ancient Greece and Rome in Film (3 Credits)
This course examines various films set in the classical world or inspired by classical themes. It focuses on the relation of these films to ancient literary sources and traces the reasons for the commercial success of the genre in the 1950’s and early 1960’s, and its rebirth at the dawn of the twenty-first century. The course investigates the uses and abuses of classical antiquity, such as how faithfully it is portrayed on the big screen and how modern concerns (about e.g., politics, ethnicity, morality, religion, gender, sexuality, and cinema itself) are dressed into an ancient costume. Students will read secondary literature as well as a variety of ancient sources in English translation. Students will be required to watch the films prior to class meetings, since only a few, representative scenes will be shown in class; these scenes will form part of the in-class discussion. Pending GER/GEP Art/Literature approval.

CLA 493-494 Independent Research in Classics (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/GEP.

Communication Studies

Director: Gilman
Committee on Communication Studies Minor: Albright, Allan, Caccamo, Falgiatore, Knight, Lyons, Spinner

General Objectives
Communication Studies is an interdisciplinary minor designed to prepare students for a wide range of career options in the communications field. Each student in the minor will acquire solid grounding in fundamental knowledge and skills in communications and also have an opportunity to select courses distributed across several diverse disciplines in patterns that serve individual interest and ambition. Graduates who complete the Communication Studies minor will look for employment in public relations, advertising, print and broadcast journalism (TV and radio), convergent media, writing for organizations, writing for the World Wide Web, and digital media production.

The Communication Studies Minor reflects the Jesuit Mission through its grounding in ethical considerations. Beyond connecting with the Jesuit tradition in rhetorical theory and practice—which involves steady engagement with the world—the program will encourage students to use their communication knowledge and skills in promoting justice in the world.

Opportunities for development offered in the minor reflect an understanding that change is almost a daily phenomenon in communications, and to keep abreast of breathtaking shifts in the communications marketplace, our overarching goal is to create learning experiences for students centered on the explosive fusion of word and image and sound wherein, eventually, everything you need to know and everything you want to see can be held in your hand every second of your life. This new world will be astounding and democratic, literally involving billions of everyday participants in the project to make meaning, shape policy, and create the future. Communication Studies will encourage students to create a future distinguished by integrity, wisdom, and innovation; in their courses within the program, they will have lively opportunities to develop the originality, concern for ethics, critical thinking, and resourcefulness required for bold leadership in the field of communication.

Educational Goals

1. To provide opportunities for students to analyze and interrogate print and web-based communications
2. To provide opportunities for students to create and share original digital media products
3. To help students understand the placement options for a wide range of written and visual image products in a rapidly evolving digital marketplace
4. To connect the rich history of humanistic expression with the on-going challenge to create a future that is ethically sound, responsive to concerns for social justice, and aesthetically vibrant and powerful.

Requirements
Six courses will satisfy requirements for the minor. To gain solid grounding in the world of communications, all students will take three core courses:

COM 200 Communications Theory and Practice
COM 201 Ethics in Communications
COM 491 Communications Internship (which can also be satisfied with existing internships in the three main disciplines, Art, English or Marketing)

Three additional courses can be chosen from numerous specified options in English, Fine and Performing Arts, and Marketing, as well as from select offerings from History, Linguistics, Philosophy, and Theology.

English Group
ENG 206 Public Speaking & Presentation: Rhetoric in Modern Practice
ENG 261 Introduction to Journalism
ENG 262 Ethics of Writing
ENG 263 Writing for Organizations
ENG 271 Writing for the World Wide Web
ENG 344 Screenwriting
ENG 361 The Art of Editing
ENG 383 Seminar in Rhetorical Theory
ENG 443 Special Topics in Writing: Writing New Media
ENG 461 Feature Story in Journalism
ENG 462 Special Topics in Journalism
ENG 469 Journalism Practicum
ENG 471 Visual Rhetorics
ENG 473 Special Topics in Communication Studies

Fine and Performing Arts Group
ART 173 Digital Photography I
ART 273 Digital Photography II
ART 373 Digital Photography III
ART 181 Film & Mediamaking Methods
ART 191 Introduction to Film
ART 281 Producing and the Business of Film
ART 282 Writing and Directing I
ART 284 Film and Media Production I
ART 285 Audio for Digital Media
ART 286 Editing and Digital Post Production I
ART 288 Documentary Workshop
ART 289 Animation Workshop
ART 291 American Film: Genres, Histories and Issues
ART 292 European Cinemas
ART 293 Asian Cinemas
ART 294 Non-Western Cinemas
ART 295 Major Figures in the Cinema
ART 296 Documentary Cinema
ART 381 Producing II
ART 382 Screenwriting II
ART 383 Directing II
ART 384 Digital Cinematography

ART 385 Studio and Past Production
ART 386 Studio and Past Production II
ART 391 Film Theory and Criticism
ART 393 Professional Production Workshop

Marketing Group
MKT 313 Ethics in Marketing
MKT 301 Integrated Marketing Communications
MKT 321 Advertising
MKT 322 Advertising and Promotional Management
MKT 323 Media Management
MKT 324 Public Relations and Publicity

Additional Course Options
History
HIS 387 Popular Culture in the United States

Linguistics
LIN 101 Basic Linguistics
LIN 200 Language and Culture
LIN 317 Socio linguistics
LIN 475 Language and Meaning

Philosophy
PHL 475 Language and Meaning

Theology
THE 371 Christianity and Media
THE 372 Technology Ethics

Each semester a special course will be offered featuring expertise from the field of communications:

COM 300 Industry Perspectives. COM 300 can be applied to the minor requirements.

Computer Science

Professors: Farouraghi, Hodgson (Chair)
Associate Professors: Atalay, Grevera, Wei
Assistant Professor: Akkanar-Tezel

The Department of 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, 3D game development, graphics, web technologies, 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.

Requirements for the Computer Science Major
Due to the implementation of the new General Education Program, there are currently two programs of study for the Computer Science major:

For students who entered SJU before the fall of 2010, or transfer students who entered SJU in the fall of 2010 with 15 or more credits:

GER Common Courses: Six courses

GER University Distribution: Fourteen courses, including

Mathematics:
MAT 155 Fundamentals of Calculus
MAT 156 Applied Calculus II
Arts and Sciences Programs

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or

MAT 161 Calculus I
MAT 162 Calculus II

Natural Science *:
Any two-course natural science sequence with laboratory for majors

GER Electives: any four courses

Major Concentration: sixteen courses including

Ten Required Core Courses:

CSC 120 Computer Science I
CSC 121 Computer Science II
CSC 150 Discrete Structures
CSC 201 Data Structures
CSC 202 Computer Architecture
CSC 261 Principles of Programming Languages
CSC 281 Design and Analysis of Algorithms
CSC 310 Computer Systems
CSC 315 Software Engineering
CSC 495 Senior Project
Four Electives including any CSC courses numbered 340 or above.
Any two of the following Mathematics courses:

MAT 128 Applied Statistics
MAT 180 Theory of Numbers
MAT 226 Linear Algebra
MAT 311 Numerical Analysis
MAT 316 Operations Research
MAT 321 Probability

* A total of thirty semester hours of science and mathematics courses are required with at least fifteen semester hours of mathematics.

For students who entered SJU in the fall of 2010 or later, or transfer students who entered SJU in the fall of 2010 with 14 or fewer credits:

GEP Signature Courses (See Curricula): six courses

GEP Variable Courses (See Curricula): six to nine courses, including

Mathematics *:

MAT 155 Fundamentals of Calculus
or
MAT 161 Calculus I

Natural Science *:
One semester of any lab-based natural science course (see ILC below)

GEP Overlays (See Curricula): three courses

GEP Integrative Learning Component: three courses

Mathematics *:

MAT 156 Applied Calculus II
or
MAT 162 Calculus II

one additional Mathematics course numbered 213 or higher or LIN 101

Natural Science *:
The second semester of the lab-based natural science course (see GEP Variable Courses above)

GEP Electives: six courses

Major Concentration: sixteen courses including

Ten Required Core Courses:

Computer Science:

CSC 120 Computer Science I
CSC 121 Computer Science II
CSC 150 Discrete Structures
CSC 201 Data Structures
CSC 202 Computer Architecture
CSC 261 Principles of Programming Languages
CSC 281 Design and Analysis of Algorithms
CSC 310 Computer Systems
CSC 315 Software Engineering
CSC 495 Senior Project
Four Electives including any CSC courses numbered 340 or above.

Mathematics:

Any two of the following Mathematics courses:

MAT 128 Applied Statistics
MAT 180 Theory of Numbers
MAT 226 Linear Algebra
MAT 311 Numerical Analysis
MAT 316 Operations Research
MAT 321 Probability

* A total of thirty semester hours of science and mathematics courses are required with at least fifteen semester hours of mathematics.

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 which include Computer Science I, Computer Science II, Data Structures, and three Computer Science electives numbered 340 and above.

DOUBLE MAJOR IN COMPUTER SCIENCE
Advisor: Dr. Wei
With the approval of the Department, students who wish to double major in Computer Science and another discipline shall first satisfy the Major’s requirement of the Nine Required Core Courses and then take one additional CSC elective course.

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 COURSES

CSC 110 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 120. This course presupposes no previous programming experience.

Required Core Courses

CSC 120 Computer Science I (4 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.

CSC 121 Computer Science II (4 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 120 or permission of chair.

CSC 150 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.
Prerequisite: CSC 120 or permission of chair.

CSC 201 Data Structures (4 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 121 and CSC 150.

CSC 202 Computer Architecture (3 credits)
Overview of computer system organization, hardware, and communications. Introduction to combinational and sequential logic, arithmetic, CPU, memory, microprocessors, and interfaces. CSC vs. RISC processors. Assembly language programming, microarchitecture, and microprogramming on a variety of processors.
Prerequisites: CSC 121 and CSC 150.

CSC 261 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, will be presented.
Prerequisite: CSC 201.

CSC 281 Design and Analysis of Algorithms (3 credits)
This course presents fundamental techniques for designing efficient computer algorithms and analyzing their running times. Topics include asymptotics, solving summations and recurrences, sorting and selection, graph algorithms (depth-first and breadth-first search, minimum spanning trees, and shortest paths), algorithm design techniques (divide-and-conquer, dynamic programming, and greedy algorithms), and introduction to NP-completeness.
Prerequisite: CSC 201.

CSC 310 Computer Systems 3 Credits
An overview of operating systems and the software required to integrate computer hardware into a functional system. Topics include operating systems structure, interrupt driven systems, concurrency, memory management, file systems and security, and system calls.
Prerequisite: CSC 261.

CSC 315 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 281.

Graphics and Visualization Electives
CSC 341 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: CSC 201.

CSC 342 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 201.

CSC 343 Interactive 3D Game Development (3 credits)
This course will cover the tools and techniques for programming interactive games and virtual reality simulations. The focus is primarily on programming aspects, including event loops and execution threads, rendering and animation in 3D, terrain/background representation, polygonal models, texturing, collision detection and physically-based modeling, game AI, and multi-user games and networking. Although this course has a significant programming focus, other topics briefly covered will include the history of computer/video game technology, game genres and design principles, and the social impact of games.
Prerequisite: CSC 201.

CSC 344 Human Computer Interaction (3 credits)
User models: conceptual, semantic and syntactic considerations; cognitive and social issues for computer systems; evaluating the interface; direct manipulation; architectures for Interaction; Students will design and implement a GUI based application.
Prerequisite: CSC 201.

Web and Database Electives
CSC 351 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 201.

CSC 352 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 201.

CSC 353 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.

**Prerequisite:** CSC 201.

**CSC 354 Web Technologies (3 credits)**
Topics include organization of Meta-Markup languages, Document Type Definitions (DTD), document validity and well-formedness, style languages, namespaces, Transformations, XML parsers, and XQuery. Course includes programming projects.

**Prerequisite:** CSC 201.

**CSC 355 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 crypto-virology, malware, viruses, Trojan horses, worms and other types of infectors as they relate to network security. Course includes programming projects.

**Prerequisite:** CSC 201.

### Theoretical and Artificial Intelligence Electives

**CSC 361 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:** CSC 201.

**CSC 362 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.

**Prerequisite:** CSC 201.

**CSC 363 Theoretical Foundations (3 credits)**
Introduction to formal models of languages and computation. Topics covered include finite automata, regular languages, 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:** CSC 201.

### Special Topics Elective

**CSC 370 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 topic(s) for a given semester will be announced prior to registration.

**Prerequisite:** CSC 201.

### Research and Internship Courses

**CSC 490 Internship (3 credits)**
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 a report are also required.

**Prerequisite:** Junior or senior standing in computer science, a minimum GPA of 3.0 in computer science or permission of internship coordinator (Dr. Wei).

**CSC 493-494 Independent Study (6 credits)**
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.

**CSC 495 Computer Science Project (3 credits)**
Students will work on a substantial application based upon their prior knowledge.

**Prerequisite:** CSC 201.

**CSC 496-497 Honors Research (6 credits)**
Students need to complete the application form for independent study (available in the Dean’s Office), meet the GPA and other requirements, and have the approval of the department chair and Associate Dean in order to register.

### Criminal Justice

**Professors:** Bergen (Chair), Dowdall, Kefalas

**Assistant Professors:** Ayella (Internship Director), Brown Clampet-Lundquist, Logue, Logue, 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 federal law enforcement, 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

Due to the implementation of the new General Education Program, there are currently two programs of study for the Criminal Justice major:

- For students who entered SJU before the fall of 2010, or transfer students who entered SJU in the fall of 2010 with 14 or more credits:

  - **GER Common Courses (See Curricula): six courses**
  - **GER University Distribution (See Curricula): fourteen courses, including Social/Behavioral Science:**
    - SOC 101 Introductory Sociology
    - SOC 102 Social Problems
  - **GER Electives: any seven courses the student selects as appropriate for his or her own intellectual or career development**

  **Major concentration:**
  - ACC 101 Financial Accounting
  - SOC 206 Theories of Crime
  - SOC 207 Juvenile Justice
  - SOC 218 Social Deviance
  - SOC 283 Criminology
  - SOC 302-303 Social Research Methods I-II (with lab)
  - SOC 405 Special Topics
  - SOC 495 Seminar I

  And four other APPROVED Criminal Justice courses numbered above SOC 102. Approved courses are indicated in the Sociology course descriptions.

  For students who entered SJU in the fall of 2010 or later, or transfer students who entered SJU in the fall of 2010 with 14 or fewer credits:

  **GEP Signature Courses (See Curricula): six courses**
GEP Variable Courses (See Curricula): six to nine courses, including

- Statistical inference. Descriptive measures of central tendency
- Correlation and regression analysis

GEP Integrative Learning Component: three courses

- MAT 108 Introduction to Statistics
- Service Learning Any SL course will satisfy this requirement.
- Social Science Choice of 1 course from ECN 101, ECN 102, POL 101, POL 103, POL 105, POL 107

GEP Electives: seven elective courses that students may select as appropriate for their own intellectual, aesthetic, moral or career development in Criminal Justice.

Major Concentration:

- ACC 101 Concepts of Financial Accounting
- SOC 101 Introductory Sociology
- SOC 206 Theories of Crime
- SOC 207 Juvenile Justice
- SOC 219 Social Deviance
- SOC 263 Criminology
- SOC 312-313 Social Research Methods I-II
- SOC 470 Special Topics
- SOC 495 Seminar I

and four other APPROVED Criminal Justice courses numbered above SOC 102. Approved courses are indicated in the Sociology course descriptions.

Minor in Criminal Justice

The minor in criminal justice requires completion of SOC 102, two from SOC 206, 207, 219 and 263, and any three additional approved Criminal Justice courses numbered above SOC 102.

Economics

Professors: Boukman (Interim Chair; Fall 2010), Prendergast (Emeritus)
Associate Professors: Dragunette, Fox, Liebman (Chair)
Assistant Professor: Pardo
Visiting Assistant Professor: Burke
Lecturers: Kelly, Mallowe, Ostick, Savalloni, Zach

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 105 Finite Mathematics with Applications in Business
  - MAT 106 Brief Business Calculus
  - or
  - MAT 125A-126A Applied Calculus I-II
  - or
  - MAT 125A-126B Calculus II

Social/Behavioral Sciences:

- ECN 101 Introductory Economics (Micro)
- ECN 102 Introductory Economics (Macro)

GEP Electives: any twelve courses

Major Concentration:

- ECN 302 Macroeconomic Theory
- or
- ECN 211 Microeconomic Theory

and any six other ECN 2000-level economics courses

Minor in Economics

The minor in economics requires ECN 101 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.

Economics Courses

ECN 101 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 102 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 101 not prerequisite for ECN 102.

ECN 311 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 321 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 a classical and modern trade theory, exploring the Ricardian and Heckscher-Ohlin models, as well as non-compensatory 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 101.

ECN 322 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 and history of financial crises, currency policy, the development of international financial markets and the relevant national and international institutions.
Prerequisite: ECN 102; ECN 101 is recommended.

ECN 330 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 101.

ECN 340 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 101.

ECN 343 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 370 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 382 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 102.

ECN 391 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 101.

ECN 435 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 440 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 450 Nationalism and Economy (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 102.

ECN 445 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 450 Nationalism and Economy (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 450 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.

ECN 455 The Economics of Transition (3 credits)
This course will consider from the point of view of economics the various aspects to be found during a transition.

ECN 460 African Economies (3 credits)
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. Satisfies Social Science GER.
ECN 465 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 101.

ECN 470 (THE 470) Ethical Values and the Marketplace (3 credits)
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.

ECN 380 Managerial Economics (3 credits)
This course presents these 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.

ECN 360 Industrial Organization (3 credits)

ECN 390 The Economics of Health Care (3 credits)
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. Prerequisite: ECN 101.

ECN 475 Asian Economies (3 credits)
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.

ECN 480 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 485 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 2301 Economics of Sports (3 credits)

ECN 493 Directed Readings in Economics (3 credits)
Selected topics will be investigated in depth under the direction of a tutor. Written reports are required.

ECN 494-494 Honors Readings and Research in Economics (6 credits)
Taken in senior year under the direction of a thesis mentor.

Education Unit
Jeanne F. Brady, Ph.D., Associate Dean of Education

Education Mission
Saint Joseph’s University Education Unit comprised of the Departments of Teacher Education, Special Education, and Educational Leadership, is dedicated to preparing exemplary teachers, educational leaders, and educational researchers. The department, in cooperation with colleagues in other departments, local school districts and educational leaders, seeks to promote a vibrant intellectual community, recognized for preparing reflective teacher educators and leaders committed to social justice and democratic principles; acknowledged for quality undergraduate and graduate teaching, research, and scholarly contributions that enhance educational theory and practice in teacher education, educational leadership, special education, and related disciplines; known for leadership and other educational opportunities; and established as contributing outstanding professional service and outreach.

DEPARTMENT OF TEACHER EDUCATION
Professors: Applegate, Bernt, Lazar (Chair), McDuffie
Associate Professors: Kong
Assistant Professors: Clapper, Johnson, Nilsson, Vacca
Visiting Faculty: Biggs, Templeton

DEPARTMENT OF SPECIAL EDUCATION
Professors: Spinelli (Chair)
Assistant Professors: Mercantini, Sabbatino
Visiting Faculty: Borneman, Cooperman, Murphy

DEPARTMENT OF EDUCATION LEADERSHIP
Professors: Brady
Associate Professors: Horn (Chair), Palestini, Rodriguez
Assistant Professors: Furin, Sosa, Tilin, Wang
Instructors: Gary
Visiting Faculty: Berenato, Crossfield, Schwarz

OFFICE OF CERTIFICATION, ACCREDITATION AND PARTNERSHIPS
Director: Cifelli
Assistant Director: Student Teaching and Field Experiences: Langmuir

PROGRAM OVERVIEW
The undergraduate Education programs are built upon a strong liberal arts curriculum provided through the General Education Program (GEP) at Saint Joseph’s University. This enables students to integrate their understanding of interdisciplinary content with an understanding of child and adolescent learning.

Students balance theory and practice in teaching related courses. Most education courses provide students with the opportunity to investigate theory and research while participating in field experiences in local schools.

Education majors can choose from among the following Level I certification programs: Early Childhood/Elementary PreK-4, Elementary/Middle 4-8, Dual PreK-4 and Special Education K-8. Art Education K-12. For those interested in teaching at the secondary level, our students minor in secondary education and major in one of the following areas: Biology, Physics, Chemistry, English, History, or Mathematics.
Students may also elect to major in a foreign language (French, German, Latin, Spanish, or Italian) and minor in education to earn a K-12 teaching certificate. Each of the courses in the different programs explores historical and current theories as well as complex 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, the challenge for English language learners, 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.

Students who will be graduated on or before May 15, 2013 should consult their academic advisors and/or previous editions of the undergraduate program catalog to determine their specific degree and teacher certification requirements.

**PROGRAM OF STUDIES (EFFECTIVE AUGUST 15, 2010)**

**GEP (See Curricula): 6 signature courses, including:**

- First Year Seminar: EDU 150 Schools in Society; EDU 152 Field Experience

**GEP (See Curricula): Variable and Integrative Learning Courses, including:**

- **Mathematics:**
  - MAT 111: Mathematics of Patterns
  - MAT 130: Whole Truth about Whole Numbers

- **English:**
  - ENG 101: Craft of Language

- **Social/Behavioral Science:**
  - EDU 151: Development, Cognition and Learning
  - EDU 153: Field Experience

- **Science:**
  - ENV 106: Exploring the Earth (4 credits)

- **History:**
  - HIS 201: U.S./PA History

- **Foreign Language:**
  - one to three courses as required to fulfill the GEP foreign language requirement

- **Fine Arts of Literature:**
  - one course

- **Philosophy:**
  - one course

- **Theology:**
  - one course

- **There are FOUR undergraduate Education Majors (beginning Fall 2010):**
  - Pre K-4: Early Childhood/Elementary
  - 4-8: Elementary/Middle Years

**Dual Major: Early Childhood/Elementary PreK-4 and Special Education K-8**

- EDU 150 Schools in Society/EDU 152 Field Experience (GEP Fr Year Seminar)
- EDU 151 Development, Cognition and Learning/EDU 153 Field Exp (GEP)
- SPE 150 Introduction to Special Education/ SPE 151 Field Experience
- EDU 231 Assessment and Evaluation in Education/EDU 233 Field Experience
- EDU 230 Early Literacy and Numeracy
- EDU 155 Foundations of Early Childhood/EDU 156 Field Experience
- PSY 121 Child Development
- EDU 232 Reading/Literature I/EDU 234 Field Experience
- EDU 354 Literacy, Language and Culture
- EDU 241 Social and Motor Development
- EDU 240 Reading/Literature II/EDU 243 Field Experience
- EDU 351 Social Studies Methods PreK-4/EDU 355 Field Experience
- EDU 242 Curriculum and Instruction in Early Childhood/EDU 245 Field Exp.
- EDU 380 Science Methods PreK-4/EDU 384 Field Experience
- EDU 381 Math and Technology PreK-4/EDU 385 Field Experience
- SPE 330 Teaching in an Inclusive Environments/SPE 331 Field Experience
- SPE 480 Family, School, & Community in a Diverse Society
- EDU 470 Creative Expressions
- EDU 495 Student Teaching PreK-4

**Performing Arts**

**Arts and Sciences Programs**

**Dual Major: Early Childhood/Elementary PreK-4 and Special Education K-8**

- EDU 150 Schools in Society/EDU 152 Field Experience (GEP Fr Year Seminar)
- EDU 151 Development, Cognition and Learning/EDU 153 Field Exp (GEP)
- SPE 150 Introduction to Special Education/ SPE 151 Field Experience
- EDU 231 Assessment and Evaluation in Education/EDU 233 Field Experience
- EDU 230 Early Literacy and Numeracy
- EDU 155 Foundations of Early Childhood/EDU 156 Field Experience
- PSY 121 Child Development
- EDU 232 Reading/Literature I/EDU 234 Field Experience
- EDU 354 Literacy, Language and Culture
- EDU 241 Social and Motor Development
- EDU 240 Reading/Literature II/EDU 243 Field Experience
- EDU 351 Social Studies Methods PreK-4/EDU 355 Field Experience
- EDU 242 Curriculum and Instruction in Early Childhood/EDU 245 Field Exp.
- EDU 380 Science Methods PreK-4/EDU 384 Field Experience
- EDU 381 Math and Technology PreK-4/EDU 385 Field Experience
- SPE 330 Teaching in an Inclusive Environments/SPE 331 Field Experience
- SPE 480 Family, School, & Community in a Diverse Society
- EDU 470 Creative Expressions
- SPE 300 Diagnostic Assessment and Progrress Monitoring
- SPE 310 Educating Students with High Incidence Disabilities
- SPE 320 Literacy Instruction for Students with Exceptionalities/SPE 321 F. E.
- SPE 340 Educating Students w/ Low Incidence Disabilities/SPE 341 F. E.
- SPE 350 Technology and Instructional Design
- SPE 480 Family, School, & Social Stud: Inst for Stud w/ Except. /SPE 481 F. E.
- SPE 470 Educ Stud w/ Emotion, Social & Behavioral Disabilities/SPE 471 F. E.
- EDU 490 Student Teaching Dual Major

**Interdisciplinary major offered by the departments of Teacher Education & Fine and Performing Arts**

**Note:** Secondary Education (grades 7-12) students minor in education. See section below for information on the secondary education minor program.
4-8 Major: Elementary/Middle Years
EDU 150 Schools in Society/EDU 152 Field Experience (GEP Fr Year Seminar)
EDU 151 Development, Cognition and Learning/EDU 153 Field Exp (GEP)
SPE 150 Introduction to Special Education/ SPE 151 Field Experience
EDU 231 Assessment and Evaluation in Education/EDU 233 Field Experience
EDU 354 Literacy, Language and Culture
SPE 330 Teaching in an Inclusive Environments/SPE 331 Field Experience
EDU 480 Family, School, & Community in a Diverse Society
EDU 157 Adolescent Development/EDU 158 Field Experience
EDU 240 Reading/Literature II/EDU 243 Field Experience
EDU 352 Literacy/Social Studies Methods/EDU 356 Field Experience
EDU 353 Reading in the Content Areas
EDU 362 Science/Math Methods/EDU 366 Field Experience
EDU 471 Writing in the Classroom
EDU 495 Student Teaching 4-8 (14 weeks, 12 credits)

4-8 Major Additional Content Requirements
Students who complete the 4-8 program can be certified to teach all subjects in grades 5-8. They must choose one or two disciplines and take additional introductory and advanced courses in order to be certified to teach the selected subject(s) in grades 7-8. The following options are available:

**Option 1: One concentration and three generalist academic content areas**
This option for teacher candidates is to complete a minimum of 30 credit hours in one of the four content areas of mathematics, science, English/language arts and reading or social studies as well as 12 credits in each of the two remaining content areas.

*Option IA: English/Language Arts/Reading
Option IB: Mathematics
Option IC: Science
Option ID: Social Studies

**Option 2: Concentration in two content areas**
The second option permitted under the Elementary/Middle Level program design requires a concentration in two content areas. Teacher candidates are to complete a minimum of 21 credits in each content area concentration, as well as 12 credits in each of the two remaining content areas.

*Option 2A: English/Language Arts/Reading and Science
Option 2B: English/Language Arts/Reading and Mathematics
Option 2C: Science and Mathematics
Option 2D: Social Studies and Mathematics
Option 2E: Social Studies and Science

The specific number of content courses will vary among the disciplines depending on which option the student chooses. Students may select from a wide variety of offerings in each discipline. All GEP content courses and Education literacy courses are applied to the content course requirements.

**K-12 Art Education certification concentration**
EDU 150 Schools in Society/EDU 152 Field Experience (GEP Fr Year Seminar)
EDU 151 Development, Cognition and Learning/EDU 153 Field Exp (GEP)
SPE 150 Introduction to Special Education/ SPE 151 Field Experience
EDU 354 Literacy, Language and Culture
SPE 330 Teaching in an Inclusive Environments/SPE 331 Field Experience
EDU 480 Family, School, & Community in a Diverse Society
EDU 232 Reading/Literature I/EDU 234 Field Experience
EDU 353 Reading in Content Area
EDU 422 Teach Tech and History of Art Ed/EDU 423 Field Experience
EDU 495 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 121 Introduction to Studio Art, or the equivalent *
ART 144 Introduction to Ceramics, or the equivalent *
ART 157 Music History, or the equivalent *
ART 172 Traditional Photography I, or the equivalent *
ART 101 Introduction to Art History and Appreciation I, or the equivalent *
ART 102 Introduction to Art History and Appreciation II, or the equivalent *
ART 221 Art Education in the Schools
ART xxx Intermediate Studio Art, or the equivalent *
ART 495 Senior Project I
ART 496 Senior Project II
* "equivalents" to be determined with signed recommendation of the academic advisor

**Secondary Minor Concentration**
Pennsylvania's Secondary (referred to as "secondary" or "7-12") preparation program guidelines require a Professional Core of courses, early and varied field experiences (190 hours), and student teaching. In addition to the subject-specific content requirements for secondary programs that are met by the student's major, candidates for the 7-12 teaching certificate in Pennsylvania must complete a prescribed sequence of coursework which includes the specific requirements for Accommodations and Adaptations for Diverse Learners in Inclusive Settings and Meeting the Needs of English Language Learners under §49.13(4)(ii).

Below is the recommended program for students who will be eligible for a PA Level I teaching certificate AFTER August 31, 2013 pending approval from the Pennsylvania Department of Education.

EDU 150 Schools in Society/EDU 152 Field Experience (GEP Fr Year Seminar)
SPE 150 Introduction to Special Education/ SPE 151 Field Experience
EDU 157 Adolescent Development/EDU 158 Field Experience
EDU 231 Assessment and Evaluation in Education/EDU 233 Field Experience
SPE 330 Teaching in an Inclusive Environments/SPE 331 Field Experience
EDU 354 Literacy, Language and Culture
EDU 353 Reading in Content Area

Select one of the appropriate techniques course for area:
*EDU 610/611 Instructional Tech for English/Field Experience
EDU 612/613 Instructional Tech for Social Studies/Field Experience
*EDU 614/615 Instructional Tech for Foreign Language/Field Experience
EDU 616/617 Instructional Tech for Mathematics/Field Experience
EDU 618/619 Instructional Tech for Science//Field Experience
EDU 497 Student Teaching (12 credits)

*English and foreign language majors are required to take one linguistics course: LIN 101, LIN 307 or EDU 420*

**Certification**
All inquiries regarding certification should be directed to the Office of Certification, Accreditation and Partnerships. Director: Joseph K. Cifelli, Ed.D., 610-660-3482, jcfelli@sju.edu

Available certifications:
Teacher Education Level I PA Certification
I405 Art Education K-12
8825 Citizenship Education 7-12
2810 Elementary Education K-6*
3230 English 7-12
2825 Grades PK-4**
STEP 1: All education majors and minors must apply to the SJU Teacher Certification Program. The first step is taken after completing fifteen courses and the required field experiences. Students may then make formal application to the SJU Teacher Certification Program. This usually occurs at the end of the fall semester of the sophomore year. To be accepted at this time, students must have an overall GPA of 3.0 or above. Students, who do not have this GPA at the time of application, may continue in the program with the expectation that they will achieve the required 3.0 GPA at some point prior to student teaching. An application and guidelines are available at the Office of Certification, Accreditation and Partnerships (OCAP) home page at http://www.sju.edu/academics/cas/ocap/index.html. Consult with your academic advisor to complete the application.

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. See below for more information regarding the Praxis examinations.

STEP 2: The second step involves application to the student teaching program. In order to student teach in the senior year, students must apply to the Office of Student Teaching during the year preceding student teaching placement according to the established deadlines. (See Office of Certification, Accreditation and Partnerships (OCAP) home page at http://www.sju.edu/academics/cas/ocap/index.html for application and guidelines.) Students are encouraged to complete the remaining Praxis tests required for their area of certification prior to student teaching.

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.

STEP 3: Apply to the Pennsylvania Department of Education. Consult the Office of Certification, Accreditation and Partnerships (OCAP) home page for the latest information regarding state certification applications. OCAP will also assist students who desire to apply for teacher certification outside of Pennsylvania. You may also contact the Certification Director, Dr. Joseph Cifelli at 610-660-3482 or jcfelli@sju.edu for assistance.

PRAXIS EXAMINATIONS

All education majors and minors must take and pass the PPST reading, writing, and mathematics sections of Praxis I prior to admission into the SJU Teacher Certification Program. Students should be alert to the required Praxis II exams for their selected certification area(s). See http://www.sju.edu/academics/cas/ocap/testreq.html for information on the Praxis testing requirements.

The Five-Year Combined B.S./M.S. in Education with Certifications in Dual Major and Reading Specialist K-12, PreK-4 or 4-8 and Special Education K-8; or PreK-4 or 4-8 and Reading Specialist K-12

Saint Joseph’s University’s combined B.S./M.S. program in Education offers students an opportunity to complete two degree programs while gaining two or three certifications in their five years of study: PreK-or 4-8, Special Education K-8, and Reading Specialist K-12. For those seeking the Reading Specialist certificate, students will teach in the University’s Reading Clinic during the summer of their fifth year. To be eligible for the five-year program, students must have a 3.0 GPA. For more information on the five-year programs, contact the Department of Teacher Education or the Department of Special 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 successful completion of all University degree requirements, students apply for PA Level I or Level II teaching certification to the Office of Certification, Accreditations and Partnerships. Upon approval and endorsement by the SJU Certification Officer, the Pennsylvania Department of Education approves and issues the appropriate Level I teaching certification. (For certification application and guidelines see Office of Certification, Accreditation and Partnerships home page.)

Preparation of Students for Catholic Schools

The Department of Teacher 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 Teacher Education.

EDUCATION COURSE DESCRIPTIONS

Department of Teacher Education

EDU 150 Schools in Society (formerly EDU 1011) (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 Field Experience EDU 152, is required with this course. Satisfies Freshman Seminar GEP requirement.
EDU 151 Development, Cognition and Learning (f. EDU 2031) (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 Field Experience EDU 153, is required with this course. Satisfies a Social/Behavioral Science GEP requirement.

EDU 152 Field Exp.: Schools in Society (f. EDU 1012) (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 153 Field Exp.: Development, Cognition and Learning (f. EDU 2031) (1 credit)
This field experience is to be taken in conjunction with EDU 151. 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 Development, Learning and Cognition, to assist the teacher, and to do some teaching.

EDU 155 Foundations of Early Childhood Education (f. ECE 2611) (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. Prerequisites: EDU 150, EDU 151.

EDU 156 Field Exp.: for EDU 155 Foundations of Early Childhood Education (1 credit)

EDU 157 Adolescent Development (3 credits)
The course addresses the dynamic complexities of adolescent development, through discussion of classic and emerging theories. The text readings and class assignments make use of research-based, real-world, and cross-cultural examples. The primary aim of the course is to foster the students ability to recognize and apply the connections among developmental domains and of theory and research with application as applied to the ever changing field of human development. The course takes a longer age range approach to adolescence by expanding coverage into the early twenties and giving attention to changes and continuities in development that take place during this period of “emerging adulthood.”

EDU 158 Field Experience for EDU 157 Adolescent Development (1 credit)

EDU 221 (ART 221) Art Education in the Schools (f. EDU 2141, ART 2301) (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 121 (f. ART 131I)

EDU 230 Early Literacy and Numeracy (3 credits)
This course explores the emergent and social nature of language, literacy, and numeracy development from birth to pre-school. Topics for consideration will include: concepts of literacy and numeracy, foundations of literacy/numeracy growth and needs, psychological and social factors that shape development. Special attention will be given to preschool classroom design and instructional techniques to develop early language, literacy, and numeracy.

EDU 231 Assessment and Evaluation in Education (3 credits)
Assessment and Evaluation in Education is designed to provide education majors with an in-depth understanding of the different types of assessment strategies, and how to use multiple assessment data for a wide range of educational decisions. Content coverage will include an overview of assessment models using authentic, diagnostic, dynamic, formative, and summative assessment techniques. In addition, course topic will include an examination of technical qualities of assessment tools, different types of educational decisions, current assessment legislation and regulation, and test modifications/accommodation.

EDU 232 Reading/Literature I (f. EDU 2241) (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 151.

EDU 233 Field Experience for EDU 231 Assessment and Evaluation in Education (1 credit)

EDU 234 Field Experience for EDU 232 Reading/Literature I (1 credit)

EDU 240 Reading/Literature II (f. EDU 2251) (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.

ECE 241 Social and Motor Development (f. ECE 2651) (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.

EDU 242 Curriculum, Instruction and Assessment in Early Childhood (f. ECE 2641) (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: EDU 155

EDU 243 F.E. Reading Lit II (f. EDU 2251) (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 245 Field Experience for EDU 242 Cur, Inst & Assessment in Early Childhood (1 credit)

ECE 350 Assessment of Young Children (PreK-4) (f. ECE 266I) (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.

EDU 351 Social Studies Methods PK-4 (f. EDU 227I) (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 151.

EDU 352 Literacy/Social Studies Methods 4-8 (3 credits)
The purpose of this course is to combine literacy and social studies education for elementary and middle educators by examining strategies for planning, implementing and evaluating literacy and social studies classroom instruction. The course is designed to help grades 4-8 educators prepare children to be critical readers/thinkers and young citizens in a global, technological and culturally diverse world.

EDU 353 Reading in the Content Areas (f. EDU 230I) (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 150/152, 157/158.

EDU 354 Literacy, Language and Culture (3 credits)
This course introduces education majors to key theories, issues, and practices related to promoting the language and literacy development of culturally and linguistically diverse students (Pre-K - 8), with a special focus on English language learners (ELLs). Candidates will learn how to use the PA Language proficiency standards and PA academic standards to plan instruction in a culturally and linguistically diverse setting. Assigned readings, class discussions, videos, library and online research will engage candidates in the course topics.

EDU 355 Field Experience for EDU 351 Social Studies Methods PK-4 (1 credit)
EDU 356 Field Experience for EDU 352 Literacy/Social Studies Methods 4-8 (1 credit)
EDU 357 Education and the Jesuit Mission in Latin America (f. EDU 271I) (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 380 Science Methods PK-4 (f. EDU 228I) (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 151.

EDU 381 Mathematics and Technology PK-4 (f. EDU 226I) (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 151.

EDU 382 Science/Math Methods 4-8 (3 credits)
The purpose of this course is to examine strategies for planning, implementing and evaluating mathematics and science classroom instruction for 4-8 teachers.

EDU 384 Field Experience for EDU 380 Science Methods PK-4 (1 credit)
EDU 385 Field Experience for EDU 381 Mathematics and Technology PK-4 (1 credit)
EDU 386 Field Experience for EDU 382 Science/Math Methods 4-8 (1 credit)
EDU 422 Instructional Techniques and History of Art Education (f. EDU 2381) (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 423 Art Education Pedagogy Lab (EDU 2382) (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 470 Creative Expressions (f. EDU 229I) (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 222, 240, 351, 350, 361.

EDU 471 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.

EDU 480 Dual Major (PK-4 & Special Ed K-8) Student Teaching (f. EDU 282I) (12 credits)
This experience is designed as the capstone professional course for the Dual 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 (fifteen 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 Office 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.

EDU 495 PK-4 Student Teaching (f. EDU 290I) (12 credits)
This experience is designed as the capstone professional course for the PreK-4 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 Office 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 496 Student Teaching 4-8 (12 credits)
This experience is designed as the capstone professional course for the 4-8 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 Office 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.)

EDU 497 Student Teaching 7-12 (f. EDU 2911) (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.)

EDU 410 Instructional Techniques for English* (f. EDU 2321) (3 credits)
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 150/152, 157/158, SPE 150/151. Enrollment in EDU 410 is required with this course.

EDU 411 Secondary Pedagogy Field Exp. for English (f. EDU 2322) (1 credit)
This course is taken in conjunction with the pedagogy course in English. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy.

EDU 412 Instructional Techniques for Social Studies* (f. EDU 2331) (3 credits)
This course introduces pre-service and in-service secondary schools and classroom management techniques that will be of practical value in the classroom. Investigations involve studies of the integration of social, economic, and political impact upon groups. Instruction is designed to explore the structure of the discipline with a focus on preparing students to be critical thinkers and citizens in a global, technological and culturally diverse world.
Prerequisites: EDU 150/152, 157/158, SPE 150/151. Enrollment in EDU 412 is required with this course.

EDU 413 Secondary Pedagogy Lab for Social Studies (f. EDU 2332) (1 credit)
This course is taken in conjunction with the pedagogy course in Social Studies. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy.

EDU 414 Instructional Techniques for Foreign Languages* (f. EDU 2341) (3 credits)
This course introduces students to service and subservient 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 150/152, 157/158, SPE 150/151. Enrollment in EDU 414 is required with this course.

EDU 415 Secondary Pedagogy Lab for Foreign Languages (f. EDU 2342) (1 credit)
This course is taken in conjunction with the pedagogy course in Foreign Languages. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy.

EDU 416 Instructional Techniques for Mathematics* (f. EDU 2351) (3 credits)
This course is designed 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 150/152, 157/158, SPE 150/151. Enrollment in EDU 416 is required with this course.

EDU 417 Secondary Pedagogy Lab for Mathematics (f. EDU 2352) (1 credit)
This course is taken in conjunction with the pedagogy course in Mathematics. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy.

EDU 418 Instructional Techniques for Science* (f. EDU 2361) (3 credits)
This course is designed to assist students in the development of their individual instructional styles and strategies. Well-conceived and effective curriculum and instruction are based upon both an understanding of the adolescent and 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 150/152, 157/158, SPE 150/151. Enrollment in EDU 418 is required with this course.

EDU 419 Secondary Pedagogy Lab for Science (f. EDU 2362) (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. 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.

**EDU 421 Computers for Educators (f. EDU 2581) (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 424 English Linguistics (f. EDU 2371) (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 469 Perspectives of Women in Education (f. EDU 2601) (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 472 Independent Field Experience (1 credit)**
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 486 Literature for Adolescents (f. EDU 2471) (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.

**DEPARTMENT OF SPECIAL EDUCATION**

**SPE 150 Introduction to Special Education (f. SPE 2111) (3 credits)**
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 exceptional child.

**SPE 151 Field Experience for SPE 150 Introduction to Special Education (1 credit)**

**SPE 300 Diagnostic Assessment and Progress Monitoring (3 credits)**
This course will provide an in-depth presentation of the complex issue of assessment, including an examination of evaluation procedures, from pre-referral intervention, eligibility/placement/program decision-making to progress monitoring of scientifically-based instructional interventions based on Response to Intervention (RTI). Focus will include academic, affective, work-study skill, adaptive functioning, fine motor, and environmental measures. Content coverage will consist of an overview of assessment models including traditional, informal, dynamic, performance, curriculum-based, and alternative techniques. Addition course topics will address legislation, regulations, topical issues, emerging evaluation trends, test modifications/accommodations, parent involvement and assessment/progress reporting.

**SPE 310 Educating Students with High Incidence Disabilities (3 credits)**
This course is a comprehensive study of theoretical issues and research-based diagnosis, instructional planning and programmatic organization of instruction for children with learning problems. Content will cover curriculum design, development of programs of differential instruction involving evidence-based interventions that meet students’ needs based on formative assessment, developmental and educational information; integrated learning experiences; specialized adaptations and resources; practices and procedures validated for specific characteristics of learners and settings; prevention and intervention strategies from multiple theoretical approaches for individuals at-risk for academic or behavioral failure; systematic implementation of instructional variables; and systems management necessary for effective instruction of children with disabilities. Focus will also be given to the development and implementation of differentiated curriculum and curricular enhancements, and concepts and teaching practices related to the development and implementation of effective instructional programs for students with high incidence disabilities.

**SPE 320 Literacy Instruction for Students with Exceptionalities (3 credits)**
This course will focus on the development of competency in the implementation of explicit and systematic evidence-based instructional strategies designed to teach accuracy, fluency, comprehension, and monitoring strategies in literacy and content area reading to students with disabilities, including exceptional children in regular classroom, with emphasis on applying findings from research in reading to classroom practices, including children who are linguistically and culturally diverse. Content will include diagnostic-prescriptive techniques for remediation of reading and written language and associated learning disabilities.

**SPE 321 Field Experience for SPE 320 Literacy Instruct for Students w/ Exceptionalities (1 credit)**

**SPE 330 Teaching in Inclusive Environments (f. SPE 2141) (3 credits)**
Teaching Techniques in Special Education is designed to provide the candidate 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 candidates with teaching techniques geared towards the behaviors of Mental Retardation, Social/Emotional Disturbance, ADHD, Autism, and Communication Disorders. Candidates will be able to adapt lessons to provide appropriate instruction while addressing various behaviors.

**SPE 331 Field Experience for SPE 330 Teaching in Inclusive Environments (1 credit)**

**SPE 340 Educating Students with Low Incidence Disabilities (3 credits)**
This course addresses the definitions, characteristics, assessment and specific techniques for students needing adaptive and functional curriculum. Characteristics are addressed in relation to why and how specialized instruction can meet the learning and developmental needs of these individuals, specifically in the areas of instruction, assistive learning, and language-communication. This will include research validated instructional strategies, adaptive and assistive technologies including, augmentative communication systems, and communication and social interaction alternatives for non-speaking individuals. In addition, the course reviews behaviorally-based educational models for students with autism and other moderate and severe disabilities, and presents methods aimed at enhancing functional skill development in major life domains, with emphasis on community-based training and self-determination.

**SPE 341 Field Experience for SPE 340 Educating Students w/ Low Incidence Disabilities (1 credit)**

**SPE 350 Technology and Instructional Design (3 credits)**
This course will provide comprehensive coverage of what is involved in the consideration, assessment and implementation of assistive technology for students with special needs including those with specific learning disabilities found most commonly in regular and special education classrooms today. Course content will include identifying the legal basis and requirements for providing assistive technology to students with disabilities; identifying the assessment process and methodology for
implementation of technology into the curriculum, exploring the specific features of assistive technology devices in the areas of writing and computer access; previewing various therapeutic interventions and software programs specific to students with special learning needs, particularly those with specific learning disabilities; and implementing a Universal Design for Learning model in the general education curriculum. Additional topics will include current and emerging technologies used to enhance instruction for both regular and special learners; school practices related to technology integration and effective uses of technology in the general and special education classroom.

**SPE 460 Math, Science & Social Studies Instruction for Students with Exceptionalities (3 credits)**

This course will focus on the development of competency in the implementation of explicit and systematic evidence-based instructional strategies designed to teach mathematics and content area subjects, including science and social studies. A study of theory and practice of effective teaching methodologies, combined with principles of differentiated instruction. Attention will be on teaching models and methods supported by research and emphasis will be placed on development of effective teaching procedures.

**SPE 461 Field Experience for SPE 460 Math, Sci & Soc Stud Instruction for Stu w/ Excep (1 credit)**

**SPE 470 Educating Students with Emotional, Social and Behavioral Disabilities (3 credits)**

This course covers personal, social, and emotional disorders in an educational setting, including methods of identification, assessment, and instructional planning; develops skills in effective classroom management and creating classroom climate conducive to learning and growth. It also provides comprehensive coverage of a variety of models of disciplines and aids students in building systems and conceptual models of total discipline, emphasizing activities promoting pupil motivation and classroom management and organization of the environment, instruction, behavior and record keeping.

**SPE 471 Field Experience for SPE 470 Educ Stu w Emot, Social and Behav Disabilities (1 credit)**

**SPE 480 Family, School, and Community in a Diverse Society (f. SPE 213I) (3 credits)**

This course focuses on the home-school partnerships, 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 available to individuals, families and groups affected by social, environmental, health and related problems.

**English**

**Professors:** Cohen (Emerita), Faeney, S.J., Fusco, Gilman, Green, Morris (Emeritus), Parker (Chair), Samway, S.J (sabbatical leave 2010-11), Sorensen, Wendling (Emeritus)

**Associate Professors:** Berret, S.J., Goldthwaite, Haslam, Lindner, Mezey, Norberg

**Assistant Professors:** Brennan, S.J., Darlington, Knight, Lyons, Patterson, Pattillo, J. Powell, Spinner

**Visiting Assistant Professors:** R. Coyne, K. Powell, Walters

**Lecturers:** Flacco, Levy

**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 integrate close reading and extensive writing, and 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 four tracks to guide their course selections: (1) literature, (2) writing, (3) theatre/drama, and (4) education. There is a general major option as well for students who do not wish to declare a track. 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 (eloquencia 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, writing, theatre, or education) that best addresses their strengths and interests, usually during their sophomore year.

**ENGLISH IN THE GEP (SEE CURRICULA)**

**Variable Core—Writing:**
- ENG 101 The Craft of Language

**Signature Core—Cultural Legacy:**
- ENG 102 Texts and Contexts

**Variable Core—Art or Literature:**
Students who wish to satisfy the Art or Literature portion of the GEP by completing a course in English literature may select from the list of GEP-appropriate courses at the 200 level or from the 300- and 400-level literature courses in the English program listing. Theory and writing courses do not fulfill the GEP Art/Lit requirement unless noted.

**REQUIREMENTS FOR THE ENGLISH MAJOR**

**GEP Signature Courses (See Curricula): five courses**

**GEP Variable Courses (See Curricula): six to nine courses**

**GEP Integrative Learning Courses (See under the English major tracks): three courses**

**GEP Electives: thirteen to sixteen courses, depending on how many courses are required in the variable core**

**Major Concentration: ten courses**

**Common Core for all English majors (8 courses)**
- ENG 222 Sophomore Seminar, Critical Approaches to Literary Studies
- ENG 402 Shakespeare Early Works
- ENG 403 Shakespeare Later Works
- British Literature before 1832 or American Literature before 1860
- British/Irish/World Literature course
- American Literature course
- Writing (creative, journalism, rhetoric, pedagogy)

**Track Options:**
- Students also take four courses in one of the four track options: Literature, Writing, Theatre/Drama, Education.

**Literature Track**
The Literature track requires one Medieval/Renaissance course, one Literary Theory or Genre Studies course, one literature course of any period (including dramatic literature), and one English elective. The three Integrative Learning courses for the Literature Track include the following: Classics, Fine and Performing Arts, upper-division courses in Foreign Languages, History, Linguistics, Philosophy, or Theology. No more than two courses should be in a particular discipline.

**Writing Track**
The Writing Track requires three writing courses and one elective. The courses COM 200 Communications Theory and Practice and COM 201 Ethics in Communications may be taken in fulfillment of writing requirements. COM 491 Communications Internship may count if it is taken through the English Department. With the chair’s permission, some additional COM courses may be taken in fulfillment of writing requirements. The three Integrative Learning courses for the Writing Track include the following:

- Economics, Fine and Performing Arts, History, Interdisciplinary Health Services, Linguistics, Philosophy, Political Science, Psychology, Sociology, or Theology. No more than two courses should be in a particular discipline.

**Drama/Theatre Track**
The Drama/Theatre Track requires ART 161 Introduction to Theatre, two additional drama/theatre courses in the English Department, and one elective, which may be an English literature or writing course or one of the following Fine and Performing Arts courses: ART 261 Theatre Performance Practicum, ART 263 Acting I, ART 265 Directing for the Stage, ART 266 Women in Modern Theatre, ART 267 Theatre Design, ART 268 Musical Theatre History and Performance, ART 269 American Theatre, ART 363 Acting II. The three Integrative Learning courses for the Drama/Theatre Track include the following: the Fine and Performing Arts courses listed above, History, Psychology, Sociology, or film (from Fine and Performing Arts or Theology). No more than two courses should be in a particular discipline. The focus should be courses that study aspects of human behavior.

**Education Track**
The Education Track requires two literature courses (including dramatic literature) and two writing courses. The three Integrative Learning classes for the Education Track are as follows: SPE 230 Introduction to Special Education; EDU 231/233 Assessment and Evaluation in Education and Field Experience; SPE 350/352 Teaching in Inclusive Environments and Field Experience. The following are recommended for satisfying both Education and GEP requirements: first-year EDU 150/152 Schools in Society and Field Experience for the first-year seminar; EDU 157/159 Adolescent Development and Field Experience for the social and behavioral science requirement; and a Linguistics course for the Art/Lit requirement. See below for additional information about completing a Secondary Education Teaching Certificate.

There is also a general major option, whereby students may take four courses across the three tracks. For students pursing the general major, the Integrative Learning courses should be selected from the Literature Track list.

**For all tracks:**
- One internship can count toward the major. Additional internships must be taken as general electives.
- One course within the ten must be an English diversity course, which can be taken at any level and can overlap with other English requirements. This course does not satisfy the diversity, globalization or non-Western area studies degree requirement in the GEP.
- For integrative learning courses, we encourage students to pursue non-English, cross-listed courses in interdisciplinary programs such as Africana Studies, American Studies, Asian Studies, European Studies, Faith/Justice, and Gender Studies.

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 (12) Teaching Certificate. Students seeking this certification are urged to apply for the Education minor during the spring semester of their first year. While students continue meeting with their English advisor, they will also be assigned an advisor form the Education Department 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.

Pennsylvania’s Secondary (referred to as “secondary” or “7-12”) preparation program guidelines require a professional core of courses, early and varied field
experiences (180 hours), and student teaching. In addition to the subject-specific content requirements for secondary programs that are met by the student’s major, candidates for the 7-12 teaching certificate in Pennsylvania must complete a prescribed sequence of coursework, which includes the specific requirements for Accommodations and Adaptations for Diverse Learners in Inclusive Settings and Meeting the Needs of English Language Learners under 848.I.3.4(i)(i)).

Below is the recommended program for students who will be eligible for a PA Level I teaching certificate after August 31, 2013, pending approval from the Pennsylvania Department of Education. For students who will eligible for a PA Level I teaching certificate prior to August 31, 2013, please consult the catalogue for the year of admission to Saint Joseph’s University.

EDU-150  Schools in Society (3 cr)
EDU-152  Field Experience Schools in Society (1 cr)
EDU-157  Adolescent Development (3 cr)
EDU-158  Field Experience Adolescent Development (1 cr)
SPE-150  Introduction to Special Education (3 cr)
SPE-151  Fieldwork Introduction to Special Education (1 cr)
EDU-230  Assessment & Evaluation in Education (3 cr)
EDU-233  Field Experience Assessment & Evaluation in Education (1 cr)
SPE-330  Teaching in Inclusive Environments (3 credits)
SPE-331  Field Experience Teaching in Inclusive Environments (1cr)
EDU-353  Reading in the Content Area (3 cr)
EDU-354  Literacy, Language and Culture (3 cr)
EDU-410-411  Instructional Tech for English + F.E. (3+1 cr))
EDU-497  Student Teaching (12 cr)

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-101  Introduction to Linguistics
LIN-107  Sociolinguistics
LIN-340  “Can You Hear Me Now?”: Contexts of Social Discourse
LIN-401  Bilingualism and Language Diversity

MINOR IN ENGLISH
The minor in English requires four English courses beyond the common courses (ENG 101 and ENG 102) of the GER.

REQUIREMENTS FOR DEPARTMENTAL HONORS
Requirements for departmental honors are found under Honors Program.

PROGRAMS IN AMERICAN STUDIES, COMMUNICATION STUDIES, GENDER STUDIES, AND MEDIEVAL/RENAISSANCE/REFORMATION STUDIES
English majors are eligible to participate in the Program in American Studies, Program in Communication Studies, Program in Gender Studies, and the Program in Medieval, Renaissance, and Reformation Studies described elsewhere in the catalog.

SEMINARS AND WRITING WORKSHOPS
Seminars and writing workshops offered by the Department are designed to fit into a 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 involve development of creative texts (poems, stories, creative nonfiction essays).

INDEPENDENT STUDIES AND INTERNSHIPS
English majors who have completed four regular semesters with an overall grade point average of 3.0 (or a cumulative average of 3.4 or higher for courses in English) may apply for credit in an independent study program, generally involving a topic that is not typically offered in the English curriculum and that will enrich the major program. At the end of the sophomore or early in the junior year, interested students may 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. Internship independent studies are intended to introduce a junior or senior to professional writing, editorial, and related skills in a particular communications area. See ENG 491, ENG 492, ENG 493-494 under Course Descriptions for additional information.

WRITING CENTER
The Department of English also supports The Writing Center, located in Merion Hall 162, where interested student can discuss their 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 resumes, cover letters, and graduate school personal statements.

Students who are interested in becoming peer tutors take ENG 345 Writing Fellows: Theory and Practice in Peer Tutoring. The Writing Fellows course is open to students in any major, and it 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.

GEP VARIABLE COURSE
ENG 101 The Craft of Language (3 credits)
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 writing. The emphasis will be on an expository prose. Required of all students except those qualifying for Advanced Placement.

GEP SIGNATURE COURSE
ENG 102 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. Required of all students except those transfer students who have taken an equivalent course elsewhere.

ENGLISH FIRST-YEAR SEMINARS
ENG 150 First-Year Seminar (3 credits)
The First-Year Seminar is designed to introduce students to the adventures of learning in a college context. First-Year Seminars focus in depth on a question or topic of disciplinary or interdisciplinary interest. By means of its specific focus, the seminar will explore the thinking, research, and writing practices in a particular field(s). Discussions based on careful reading of texts, writing assignments, both reflection and research types, and in-class student presentations will be supplemented, as appropriate, with activities including guest lecturers, museum trips, attendance at local cultural events and/or field excursions. Topics vary according to individual instructors.

ENGLISH 200-LEVEL COURSES
Courses offered at the 200 level include courses geared toward non-majors wishing to fulfill the GEP Art/Literature requirement, intersession courses, and introductory courses in the major. Many of the courses numbered 200-219 are particularly appropriate for the GEP Art/Literature requirement. (Courses offered during the intersession cannot count toward the GEP Art/Literature requirement.) Courses numbered 220-299 are introductory-level major courses. ENG 208: Public Speaking, ENG 222: Sophomore Seminar, ENG 241 Creative Writing Workshop, and ENG 261 Introduction to Journalism are offered each semester. Other 200-level courses are offered on two-year to four-year cycles.
ENG 201 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 may be Irving, Poe, Emerson, Hawthorne, Melville, Whitman, Twain, Dickinson, Chopin, Frost, Hemingway, Faulkner, and Morrison.

ENG 202 The World of Fiction (3 credits)
Extensive and intensive readings primarily in fiction. Although continental writers may be included, the emphasis will be on English and American authors. Students will be required to write critical essays based upon readings in the course.

ENG 203 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.

ENG 204 Drama (3 credits)
Critical study of various forms of drama.

ENG 205 Cultural Diversity (3 credits)
Specific focus of the course will depend on the instructor. Approaches to the issue of cultural diversity in literature may include the following courses such as the following: Chinese-American Literature and Culture; American Voices; British Multiculturalism and the Booker Prize. Diversity.

ENG 206 Public Speaking and Presentation: 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 207 Images of Women in Literature (3 credits)
Specific focus of this course will be the female character in literature and the construction of gender identity. Primarily literary and historical in approach, but may include the psychological and the mythic. Works by a variety of authors is several genres will be examined.

ENG 208 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”; “American Protest Fiction”; “Detective Fiction” “Psychology and Literature”).

ENG 210 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—including works by Sherwood Anderson, Edna St. Vincent Millay, e.e.cummings, Dorothy Parker, Ernest Hemingway, F. Scott Fitzgerald, and writers of the Harlem Renaissance.

ENG 211 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 Nathaniel Hawthorne (The Scarlet Letter), Louisa May Alcott (Little Women), Henry James (The Europeans), and Edith Wharton ( Ethan Frome) through Stephen King (Carrie), John Irving (The Cider House Rules), Carolyn Chute (The Beans of Egypt, Maine), and John Updike (The Witches of Eastwick).

ENG 212 American War Literature and Film, Vietnam to Now (3 credits)
Examination of key texts dealing with Americans at war from Vietnam to the present—Vietnam War poetry collected by W. D. Ehrhart; memoir by Tim O’Brien; fiction by Bobbie Ann Mason, Larry Heinemann, and Anthony Swafford; film script by Mark Boal (The Hurt Locker); documentary Fog of War” on Robert S. McNamara; and films such as The Deer Hunter, Apocalypse Now, and Full Metal Jacket.

ENG 213 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 Bretz Ehrlich’s The Solice 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 215 Beyond Black and White: Exploring “American” Identities (3 credits)
What does race mean in contemporary writing? How does it intersect with social class? What does it mean to be “multiracial” or “biracial”? What does it mean to be “American”? This course considers a variety of writing that explores multiracial identity and its intersections with social class. The course may include particular attention to recent immigrants to the U.S. and their experience of race and class, as well as reflections on Native peoples and their encounters with Anglos. This course may periodically be offered as a first-year seminar. Diversity.

ENG 216 Re-Reading the Sixties (3 credits)
Exploration of representative texts from diverse parts of the universe-in-revision that was the 1960s—from Kubrick’s Dr. Strangelove to Vonnegut’s Slaughterhouse-Five from Sylvia Plath’s Ariel to Dennis Hopper’s Easy Rider; from Nikki Giovanni’s poetry to Bonnie and Clyde from Tom Wolfe’s Electric Kool-Aid Acid Test to Pynchon’s The Crying of Lot 49. We start with “Berkeley in the Sixties,” and it never ends.

ENG 221 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.

ENG 222 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 Historicism, feminist, deconstruction/poststructuralist, Marxist, psychoanalytic, race/ethnic/postcolonial studies. Restricted to English majors and minors.

ENG 223 The British Tradition (3 credits)
A selection of representative major figures (excluding Shakespeare) from Anglo-Saxon times to the twentieth century. The course strives to develop students ability to respond to the literary expression of earlier periods by the close reading of texts and an understanding of the continuity and growth of the tradition.

ENG 241 Creative Writing: Introductory Workshop (3 credits)
Exploration of at least two creative genres (fiction, nonfiction, poetry, plays). For models and inspiration, students will examine selected works by contemporary creative writers in varied styles. Workshop format for student creative writing in class. Does not fulfill GEP Art/Lit requirement.

ENG 251 Introduction to Journalism (3 credits)
The focus of the course will be on interpretative reporting. Topics covered will include the print and digital media, the skills and techniques of the newspaperperson, assembling the story, cultivating sources, and understanding the social responsibilities of the journalist. Does not fulfill GEP Art/Lit requirement.

ENG 262 The Ethics of Writing (3 credits)
The course focus will be on the genre of nonfiction, on works that are intended to be true, or at least intended to be read as true. Course readings will help students examine the various ways in which nonfiction writers handle truth-ful material, whether that material is drawn from their own lives or the lives of others. Students will also investigate reader expectations and responses to the issue of truth in writing, particularly instances in which readers feel violated by a writer’s (mis)handling of the truth. Students will also examine the issue of truth (and plagiarism) in the academy. Does not fulfill GEP Art/Lit requirement.
ENG 263 Writing for Organizations (3 credits)
Comprehensive examination of various forms of writing that are produced in managing organizations, including email, memoranda, letters, reports, brochures, guidelines, and PowerPoint presentation materials. Does not fulfill GEP Art/Lit requirement.

ENGLISH 300-LEVEL COURSES
Courses offered at the 300 level include general surveys and mid-level workshops.

300-303: Medieval/Renaissance literature courses
304-319: British/Irish/Anglophone literature courses
320-329: American literature courses
330-339: drama/theatre courses
340-359: creative writing courses
360-69: journalism courses
370: junior-level independent study
371-79: communications courses
380-389: theory and genre studies courses

ENG 345 Writing Fellows is offered every fall. ENG 341 Poetry Workshop, ENG 342 Fiction Workshop, and ENG 343 Nonfiction Workshop are typically offered each year. Other 300-level courses are offered on two-year to four-year cycles.

ENG 301 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. Medieval/Renaissance.

ENG 302 Renaissance Non-Dramatic Literature (3 credits)
Survey of the non-dramatic literature of the sixteenth and seventeenth centuries. The major figures—Sidney, Donne, Janson, and others—will be examined.

ENG 303 Renaissance Drama (3 credits)
A study of the drama of Tudor and Jacobean England, excluding Shakespeare. The plays of Marlowe, Janson, Webster, and Ford and their distinctive dramatic qualities will be emphasized. Acceptable for Theatre/Drama track.

ENG 304 Eighteenth-Century British Literature (3 credits)
The theories and achievements of writers of the long eighteenth century. The chief poets and prose writers of the period, with emphasis on Behn, Dryden, Pope, Swift, Johnson, and Burney.

ENG 305 British Romanticism (3 credits)
A study of British Romantic writers. First-generation Romantics may include Paine, Godwin, Blake, Burns, Wallstonecraf, Helena Maria Williams, Joanna Baillie, Maria Edgeworth, William and Dorothy Wordsworth, Scott, Coleridge, Southey, Charles and Mary Lamb. Second-generation Romantics may include Landor, Mary Matilda Betham, Campbell, Hazlitt, Moore, Hunt, De Quincey, Byron, Shelley, Felicia Hemans, Keats, Mary Wallstonecraf Shelley.

ENG 306 Victorian Literature (3 credits)
A study of the representative authors from 1832-1890: Tennyson, Browning, Arnold, Hopkins, Carlyle, and Newman.

ENG 307 British Modernism (3 credits)
A study of representative authors of British Modernism, including Auden, Conrad, Eliot, Forster, Joyce, Lawrence, Woolf, and Yeats.

ENG 310 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 311 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 312 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 315 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 316 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 317 Literature of South Africa (3 credits)
The purpose of this course is to provide through literary study a historical view of South African literature, focusing on apartheid, its legacies in the present, and the segregatist precedents to apartheid laws set during British colonial control. Utilizing novels, films, historical-legal documents, and nonfiction, as well as shorter literary works, students will encounter the writings of South Africans who represent a number of different subject positions and experiences, but who are all united in the common goal of re-examining and working through South Africa’s traumatic past. Diversity.

ENG 318 The Modern/Postmodern Mood - Honors
Two cultural movements—Modernism and Postmodernism—belong to the twentieth and early twenty-first 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).

ENG 321 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 Frennau.

ENG 322 American Romantic and Transcendental Literature (3 credits)
A study of the evolution of literary form and content to 1820. Concentration will be upon such authors as Poe, Hawthorne, Emerson, Thoreau, Fuller, Melville, and Whitman.

ENG 323 American Literature, 1825–1915 (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 324 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 twentieth century. Authors discussed will include Dreiser, Hemingway, Faulkner, Frost, Eliot, and O’Neill.

ENG 325 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, Pynchon, Smith, and Walker.
ENG 326 Music and American Literature (3 credits)
This course will study the relation of words to music in several different forms: songs, musical shows, an opera, and references to music in poems and novels. It will cover mostly popular music of the twentieth century, including ragtime, blues, jazz, and rock. The class will listen to music and learn some elementary reading of music. Broader topics will involve race, ethnicity, gender, romance, and youth culture.

ENG 327 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 328 African American Literature (3 credits)
Africans have been writing in America since its beginning and have written in a variety of genres including speeches, poetry, plays, polemics, autobiography and novels. This course considers a variety of these genres and multiple time periods of African American writing. The time periods covered may vary according to the instructor and may include colonial writings, slavery and reconstruction, the Harlem Renaissance, and contemporary African American writers.

ENG 329 Black Women Writers (3 credits)
This course explores the variety of recent fiction and nonfiction produced by Black women through the world, particularly in Africa, the Caribbean, and the Americas, in order to consider the role that writing has had for this doubly marginalized group. Writers studied may include Chimamanda Ngozi Adichie, Edwidge Danticat, Michelle Cliff, Tsitsi Dangarembga, Buchi Emecheta, Jamaica Kincaid, Audre Lorde, Paule Marshall, Tony Morrison, Gloria Naylor, Zadie Smith, and Alice Walker.

ENG 331 Modern Drama (3 credits)
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 Theatre/Drama track.

ENG 332 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. Does not fulfill GEP Art/Lit requirement.

ENG 333 Reading, Writing, and Adapting for the Theatre: 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.

ENG 341 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. Does not fulfill GEP Art/Lit requirement.

ENG 342 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. Does not fulfill GEP Art/Lit requirement.

ENG 343 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. Does not fulfill GEP Art/Lit requirement.

ENG 344 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. Does not fulfill GEP Art/Lit requirement.

ENG 345 Writing Fellows, Theory and Practice in Peer Tutoring (3 credits)
This course introduces students to writing center history, theories and practices. Readings will include landmark texts, writing center journals (The Writing Center Journal, Praxis), and publications largely produced by peer tutors in other university writing centers (The Writing Lab Newsletter, The Hanging Modifier). Students will also be introduced to the practices of peer tutoring through class discussions and through work as Writing-Fellows-in-Training in the University Writing Center; upon successful completion of this course, they are eligible to be hired in subsequent semesters as Writing Fellows. Open to students from all majors who are interested in writing and/or the teaching of writing. Permission of instructor required. Does not fulfill GEP Art/Lit requirement.

ENG 351 The Art of Editing (3 credits)
This course will introduce students to three basic levels of editing: substantive editing, copyediting, and proofreading. Presentations by a variety of guest editors will help students understand the professional requirements and necessary skills for completing an array of editorial tasks. The course will include an intensive review of grammar and writing skills, and an introduction to copyediting marks. Finally, students will try on the multi-faceted roles of an editor—and experience the challenges of balancing aesthetic and pragmatic concerns—through several major writing and editing projects, including one multi-media project. Does not fulfill GEP Art/Lit requirement.

ENG 352 Literary Journalism (3 credits)
This course provides an historical overview of a genre most often referred to as "literary journalism," once called "new journalism," and now sometimes dubbed "new new journalism" or "immersion journalism." Students may read works by writers such as Nellie Bly, Stephen Crane, John Hersey, Joan Didion, Truman Capote, Tom Wolfe, Hunter S. Thompson, Ted Kover, Sonia Nazario, Adrian Nicole LeBlanc, and Susan Orleans, among others. In addition to their literary consumption and interrogation of the field, students will produce feature stories in the style of the genre. Class field trips will introduce students to immersion reporting, and writing assignments will be based both on those group trips as well as on individual reporting projects. Recommended course: ENG 261 Introduction to Journalism. Does not fulfill GEP Art/Lit requirement.

ENG 361 Independent Study: Junior Level (3 credits)
The chief purpose of the junior-level independent study project is for the student to acquire knowledge in a particular area of literature (reading and research project) or to produce a substantial piece of writing, either creative or discursive (writing project). For the reading and research project, the student will develop a course of study with the project director that 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. For the writing project, the student will develop a program of reading and writing with the project director. Minimum GPA of 3.0 (or cumulative average of 3.4 or higher for courses in the major field).

Eng 371 Social Media (3 credits)
This course will engage students in questions about writing, emerging communication technologies, sociality, and society. Students will examine both theoretical and experiential foundations in order to understand the relationship between mediated communication and human communities. Those who complete this course will know
how to chat, blog, tag, wiki, avatar, comment, Twitter, and Flickr productively and know how these influence self and community.

ENG 381 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.

ENG 382 Literary Theory: Plato to Poststructuralism (3 credits)
Examination of some of the major issues in literary theory from the time of Plato to the present, including, but not limited to, the rhetorical effect of literature, the relationship between the text and the world, notions of the expressive power of literature, the formal qualities of the literary text, and poststructuralist notions of language. The course provides students with the opportunity to draw upon theory for their own literary analyses and prompts them to formulate their own theories about what literature is and does. Does not fulfill GEP Art/Lit requirement.

ENG 383 Seminar in Rhetorical Theory (3 credits)
Focused examination of some key factors in rhetoric over the ages: for example, invention strategies, the ethics of writing, methods of delivery. Does not fulfill GEP Art/Lit requirement.

ENG 384 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.

ENGLISH 400-LEVEL COURSES
Courses offered at the 400 level include genre- and nationality-specific courses, courses focusing on specific writers, advanced workshops, and specialty courses.

400-403: Medieval/Renaissance literature courses
404-419 British/Irish/Anglophone literature courses
420-429: American literature courses
430-439: drama/theatre courses
440-459: creative writing courses
460-469: journalism courses
470: senior-level independent study
471-479: communications courses
480-489: theory and genre studies courses
490-499: special projects

ENG 402 Shakespeare: Early Works is offered each fall. ENG 403 Shakespeare: Later Works is offered each spring. Other 400-level courses are offered on two-year to four-year cycles.

ENG 401 Chaucer and the Medieval World (3 credits)
An examination of the development of various medieval narrative forms, including the romance, and the climate of the 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 402 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 403 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.

ENG 404 British/Irish/Anglophone Authors (3 credits)
An in-depth study of one to two significant authors of a particular period, the choice to be made by the instructor.

ENG 405 Eighteenth-Century British 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 and the connection between genre and gender. Featured authors may include (but are not limited to) Behn, Defoe, Haywood, Richardson, Fielding, Burney, and Inchbald.

ENG 406 Nineteenth-Century British 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 407 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, Woolf, Beckett, Greene, and Fowles.

ENG 410 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 415 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 416 Rebellious Women Writers: Reformers, Slaves, and Suffragists—Honors
This course explores how British and American women of the late seventeenth to early twentieth centuries used writing to rebel against the status quo. We will examine both the historical circumstances in which women found themselves and the literary production that resulted. We will examine a wide variety of women’s texts—narrative fictions, poetry, political polemics, conduct books, letters, autobiographies, social theories, sermons, and protest leaflets—and we will discuss the effects of these different responses to women’s plight. We will look closely at the influences that British and American writers exerted upon one another. Writers include Wallstonecraft, Fern, Jacobs, Bronte, Nightingale, Chopin, and Woolf.

ENG 418 Modernism and Postmodernism (3 credits)
This course defines modernism and postmodernism as the new, distinctive movements of the twentieth and twenty-first centuries, bringing insight into our culture and ourselves. It stresses literature (modernism: Eliot, Woolf, Faulkner, and O’Neill; postmodernism: Fowles, D. Barthelme, J. Barnes, and Calvino), adding lectures in art, architecture, and music. Students will learn how to read and write in new ways.

ENG 420 American Authors (3 credits)
An in-depth study of one or two significant American authors, the choice to be made by the instructor.

ENG 421 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 422 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 in such figures as Hemingway, Faulkner, Fitzgerald, and Mailer.

ENG 423 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 424 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.

ENG 425 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 426 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 427 The Catholic Imagination in Contemporary American Literature (3 credits)
This course studies the creative imagination today; the images and ideas that express American Catholic experience, in terms of gender, culture, race, age, and class, in novels of Flannery O’Connor, Mary Gordon, William Kennedy, Jay McInerney, Don DeLillo, Louise Erdrich, Sandra Cisneros, Ron Hansen, and Alice McDermott, stories of Andre Dubus, a play of John Patrick Shanley, and the films The Deer Hunter (Michael Cimino) and Dogma (Kevin Smith).

ENG 428 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 429 Reading and Writing the Civil Rights Movement (3 credits)
This course considers specifically how writing—speeches, poetry, fiction, and autobiography—both responded to and documented the Civil Rights movement and how the movement used writing to shape its agenda for social change. We will look at what rhetorical strategies writers used to document the movement, how film shaped our perceptions of the movement, and how the movement to end injustice and racial and class inequality has been received in the present day. Authors considered include figures who were prominent in the movement (Martin Luther King, Malcolm X), as well as a range of writers who documented the movement, including Maya Angelou, James Baldwin, Taylor Branch, John Steinbeck, Alice Walker, and Eudora Welty. By considering the writing of both white and Black activists, creative writers, and autobiographers, we will reflect on how writing can fulfill both activist and artistic functions. Diversity.

ENG 431 Special Topics in Theatre (3 credits)
Course content to be determined by instructor.

ENG 432 Theatre Performance Practicum-English (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. Instructor approval required.

ENG 441 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. Does not fulfill GEP Art/Lit requirement.

ENG 442 Advanced Fiction-Writing
Workshop course designed for students with prior fiction-writing experience. Recommended: ENG 442 Fiction Workshop. Does not fulfill GEP Art/Lit requirement.

ENG 443 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,” “Food Writing”). Does not fulfill GEP Art/Lit requirement.

ENG 444 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 GEP Art/Lit requirement.

ENG 445 Gender and Narrative (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. Acceptable for GEP Art/Lit requirement.

ENG 446 Advanced Writing Project (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. Instructor approval required.

ENG 448 Magazine Writing (3 credits)
In this course, students gain practice developing story ideas, pitching articles, writing to word-count, and abiding by AP style. The course also examines a variety of glossies plus online magazines in order for students to stay current with changing journalistic practices. Does not fulfill GEP Art/Lit requirement.

ENG 461 The Feature Story in Journalism (3 credits)
This course will focus on in-depth journalism, including writing for print and broadcast. Students will be expected to spend time in the field, explore specific topics in-depth and produce publishable work. Prerequisite: ENG 260: Introduction to Journalism or permission of instructor. Does not fulfill GEP Art/Lit requirement.

ENG 462 Special Topics in Journalism: Narrative Journalism (3 credits)
At its most basic definition, narrative journalism is journalism that tells a story—generally, the kind of story that you don’t scan first, a story that you can’t put down or can’t turn away from, a story that lingers for many moments, or days, or years after you first encounter it. In this course, we will learn how to combine the best reporting practices with the best storytelling practices in order to produce powerful works—about ourselves and about other people—in text and sound, video and photography. Texts will include David Carr’s The Night of the Gun, Pete Earley’s Crazy, and a slew of other shorter narratives of note in a variety of media. We’ll also take a special look at NPR’s This American Life and StoryCorps project as we produce audio stories for SJU Radio. Permission of instructor required. Does not fulfill GEP Art/Lit requirement.

ENG 463 Advanced Multimedia Journalism (3 credits)
This course offers advanced instruction in helping students produce stories that include images and sound through a series of group and individual assignments. Students should be prepared to spend time in the field developing and producing stories. The course will also critically examine the impact of digital technology on journalism. Prerequisite: ENG 363 Multimedia Journalism or permission of instructor. Does not fulfill GEP Art/Lit requirement.

ENG 469 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. Permission of instructor required. Does not fulfill GEP Art/Lit requirement.
ENG 470 Independent Study: Senior Level (3 credits)
The chief purpose of the senior-level independent study project is for the student to acquire knowledge in a particular area of literature (reading and research project) or to produce a substantial piece of writing, either creative or discursive (writing project). For the reading and research project, the student will develop a course of study with the project director that 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. For the writing project, the student will develop a program of reading and writing with the project director. Minimum GPA of 3.0 (or cumulative average of 3.4 or higher for courses in the major field).

ENG 471 Visual Rhetorics (3 credits)
Examination of the visual as a mode of complex communication intricately related to social and cultural influences. This course investigates philosophies of perception and visual interpretation in order to understand multiple ways in which the image communicates meaning. Students will consider practices of visual rhetoric in photography, film, art, and new media contexts. Does not fulfill GEP Art/Lit requirement.

ENG 472 Digital Storytelling (3 credits)
In this course students will explore the craft of digital stories: short, first-person video-narratives created by combining recorded voice, still and moving images, transitions, and music or other sounds. At the core of this work is a respect for the power of individual voices and a deep set of values and principles that recognize how sharing and bearing witness to stories can lead to learning, action, and positive change. Does not fulfill GEP Art/Lit requirement.

ENG 473 Special Topics in Communication Studies (3 credits)
Focus on a particular issue or trend in communication studies (e.g., writing in new media or design of communication). Does not fulfill GEP Art/Lit requirement.

ENG 481 Literary Forms and Styles (3 credits)
Specific focus of the course will depend on the instructor. Approaches to the study of genres may be “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 482 Literature and Culture (3 credits)
Specific focus of the course will depend on the instructor. Approaches to considering the relationship between literature and culture may be “Three Catholic Southern Writers: Dubus, O’Connor, Percy,” “The Mythic Imagination,” “Death, Mourning and Consolation,” “Representing the Irish Troubles,” and “Religion in Nineteenth-Century British Poetry.”

ENG 483 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 and range from early modern to postmodern texts. Theoretical perspectives include structuralist, poststructuralist, and feminist.

ENG 484 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, the 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). Does not fulfill GEP Art/Lit requirement.

ENG 491 Independent Study: Community Service Internships (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 community-service setting. 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 nonprofit organizations, private and public schools, 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. Restricted to English majors. Minimum GPA of 3.0 (or cumulative average of 3.4 or higher for courses in the major field), or permission of mentor and chair.

ENG 492 Independent Study: Writing and Editing Internships (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, 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. Restricted to English majors. Minimum GPA of 3.0 (or cumulative average of 3.4 or higher for courses in the major field), or permission of mentor and chair.

ENG 493 Independent Research Project (Fall) (3 credits)
Includes Departmental Honors theses. Requirements for departmental honors are found under Honors Program.

ENG 494 Independent Research Project (Spring) (3 credits)
Includes Departmental Honors theses. Requirements for departmental honors are found under Honors Program.

Environmental Science

Director: Smolen
Environmental Science Advisory Board: Fingerut, Grogan, Hyson, McRobert, Rao, Smetselaar, Springer

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 Science Program at Saint Joseph’s University is a strong foundation in the natural sciences, which is critical 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 affords students the opportunity to gain hands-on experience working in the field of environmental science.

REQUIREMENTS FOR THE ENVIRONMENTAL SCIENCE MAJOR
Due to the implementation of the new General Education Program, there are currently two programs of study for the Environmental Science major:

For students who entered SJU before the fall of 2010, or transfer students who entered SJU in the fall of 2010 with 15 or more credits:

GER Common Courses (See Curricula): six courses

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

Mathematics: (freshman year)
MAT 128 Applied Statistics
MAT 155 Fundamentals of Calculus
Arts and Sciences Programs

**MAT 155**
Fundamentals of Calculus

**MAT 161**
Calculus I

**BIO 101**
Biology I: Cells

**BIO 102**
Biology II: Genetic and Evolutionary Biology

**GEP Electives: any five courses**

**Major Concentration: fifteen courses**

**Biology**

**BIO 101**
Biology I: Cells

**BIO 102**
Biology II: Genetic and Evolutionary Biology

**Chemistry**

**CHM 120-125**
General Chemistry I and II

**CHM 120L-125L**
General Chemistry Laboratory I and II

**CHM 210**
Organic Chemistry I

**CHM 210L**
Organic Chemistry Laboratory I

**Physics**

**PHY 101**
General Physics I

**PHY 101L**
General Physics Laboratory I

or

**PHY 105**
University Physics I

**PHY 105L**
University Physics Laboratory I

**Internship**

**ENV 490**
Environmental Science Internship (junior or senior year)

One course from each of the following groups:

**Group A Biological Sciences**

**BIO 401**
Animal Behavior

**BIO 405**
BioMechanics

**BIO 409**
Ecology

**BIO 413**
Plant Physiological Ecology

**BIO 414**
Plant Systematics

**BIO 416**
Microbiology

**Group B Physical Sciences**

**ENV 301**
Environmental Chemistry

**ENV 302**
Environmental Geology

**PHY 102**
General Physics II

**PHY 102L**
General Physics II Laboratory

**PHY 106**
University Physics II

**PHY 106L**
University Physics II Laboratory

**CHM 215**
Organic Chemistry II

**CHM 215L**
Organic Chemistry II Laboratory

**Group C Environmental Policy**

**HIS 386**
American Environmental History

**PDL 327**
Environmental Politics in America

**SOC 330**
Urban Society

**SOC 344**
Populations

Four additional upper level environmental science courses

For students who entered SJU in the fall of 2010 or later, or transfer students who entered SJU in the fall of 2010 with 14 or fewer credits:

**GEP Signature Courses (See Curricula): six courses**

**GEP Variable Courses (See Curricula): six to nine courses, including**

**Mathematics**

**MAT 155**
Fundamentals of Calculus

or

**MAT 161**
Calculus I

**Natural Science:**

**BIO 101**
Biology I: Cells

**BIO 102**
Biology II: Genetic and Evolutionary Biology

**Chemistry**

**CHM 120**
General Chemistry I

**CHM 120L**
General Chemistry Laboratory I

**Physics**

**PHY 101**
General Physics I

**PHY 101L**
General Physics Laboratory I

or

**PHY 105**
University Physics I

**PHY 105L**
University Physics Laboratory I

**Internship**

**ENV 490**
Environmental Science Internship (junior or senior year)
One course from each of the following groups:

**Group A Biological Sciences**
- BIO 401 Animal Behavior
- BIO 405 BioMechanics
- BIO 409 Ecology
- BIO 413 Plant Physiological Ecology
- BIO 414 Plant Systematics
- BIO 416 Microbiology

**Group B Physical Sciences**
- ENV 301 Environmental Chemistry
- ENV 302 Environmental Geology
- PHY 102 General Physics II
- PHY 102L General Physics II Laboratory
- PHY 106 University Physics II
- PHY 106L University Physics II Laboratory
- CHM 215 Organic Chemistry II
- CHM 215L Organic Chemistry II Laboratory

**Group C Environmental Policy**
- POL 327 Environmental Politics in America
- SOC 330 Urban Society
- SOC 344 Populations

Four additional upper level environmental science courses

**MInor in Environmental Science**
The minor in environmental science requires completion of BIO 101, 102, and 201, ENV 101, 102, and 490, along with three additional courses (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.

**Environmental Science in the GER (See Curricula)**
The GER requires that all students complete TWO semesters of natural science courses, with or without a lab component. Students who entered SJU before the fall of 2010, or transfer students who entered SJU in the fall of 2010 with 15 or more credits and who wish to satisfy one or both semesters of the natural science GER by taking courses in Environmental Science may do so by completing one or two of the special one-semester Environmental Science courses designed for non-science majors listed below.

**Non-science majors Environmental Science GER courses**
- ENV 103 Introduction to Planet Earth
- ENV 104 Planet Earth In-Depth
- ENV 105 The Environment

**Environmental Science in the GEP (See Curricula)**
The GEP requires that all students take EITHER one semester of a lab-based natural science course (6 contact hours) OR two semesters of lecture-only natural science courses. Students who entered SJU in the fall of 2010 or later, or transfer students who entered SJU in the fall of 2010 with 14 or fewer credits and who wish to satisfy the natural science GEP by completing courses in Environmental Science may do so by taking one of the lab-based, one-semester courses for non-science majors, as they become available. Alternatively, students may fulfill one or both semesters of the natural science GEP by completing one or two of the special one-semester lecture-only Environmental Science courses designed for non-science majors listed below.

**Non-science majors Environmental Science GEP courses**
- ENV 103 Introduction to Planet Earth
- ENV 104 Planet Earth In-Depth

**Non-science majors Environmental Science GEP lab-based courses:**
- ENV 105 The Environment
- ENV 106 Exploring the Earth (currently for Education majors only)

**Minor in Environmental and Sustainability Studies**
The environment is receiving significant attention in recent years in light of issues such as climate change, declining energy resources, and other sustainability-related issues. A minor in Environmental and Sustainability Studies is meant to serve a broad student population and will provide students with an extensive understanding of environmental and sustainability issues. The minor will yield graduates who are truly “men and women for others” by preparing students for careers that will identify and study the causes and effects of current and future environmental challenges, educate others about the environment, and help write and analyze related policy.

Students completing this minor will:
- Develop an understanding of the natural environment as an integrated system of complex biological and physical interactions and how human activities affect that system.
- Develop an understanding of the connections and interdependency of ecology, economics, society, governmental regulation, and politics in the modern world and the implications of this for environmental problem solving.
- Develop skills in addressing moral and social dilemmas implicit to solving environmental problems.

**Requirements for the Minor**
Students must take six courses for the Minor in Environmental and Sustainability Studies. Courses taken to fulfill requirements of the minor may also fulfill the GEP or overlay (Ethics, Globalization / Diversity) requirements.

All students will take (in this sequence):
- ENV 101 Environmental Science and
- ENV 102 Environmental Theory and Ethics Seminar

These two courses are currently offered every other year.

Students are required to take 4 additional courses from the following three groups (Groups A-C). Courses do not need to be taken in any particular order, but some courses may require prerequisites. No more than 2 courses can be taken from each group. One of the four courses must have an experiential component (lab-based natural science course, or director-approved internship or independent research). In the event that a student cannot fulfill the minor requirements from the selection of courses in Groups A-C, the student will be able to fulfill the minor by taking up to 2 auxiliary courses.

Note for Natural Science majors: Students majoring in Biology, Chemistry, Chemical Biology, or Physics may minor in Environmental and Sustainability Studies. These students should fulfill the Group A requirement with a natural science course not normally required for their major. This excludes courses that normally satisfy the natural science GEP. Students should consult the Auxiliary Course List.

**Group A Natural Sciences**
- BIO 160 Heredity and Evolution
- CHM 100 Chemistry for the Consumer
- ENV 103 Introduction to Planet Earth
- ENV 150 Global Change Biology
- PHY 205 Energy, Problems and Promise

**Group B Economics and Business**
- ECN 370 Economic Development
- ECN 406 African Economics
- MKT 150 People, Planet, Profit
- MKT 401 Marketing Strategy (selected sections)
A major goal of this course is to expose the students to the environment and sustainability. If auxiliary courses are used, no more than one course may be taken from each department.

Auxiliary Courses
Auxiliary courses are those that have been identified by faculty and the director as those that contain sufficient content on issues of the environment and/or sustainability. If auxiliary courses are used, no more than one course may be taken from each department.

Auxiliary Course List

Sustainability-Related Courses in the College of Arts & Sciences

BIO 162 Plants and Civilization
BIO 163 Unseen Life on Earth
BIO 401 Animal Behavior
BIO 409 Ecology
BIO 413 Plant Physiological Ecology
BIO 414 Plant Systematics
BIO 416 Microbiology
CHM 110 Food Chemistry
CHM 420 Environmental Chemistry
ECN 321 International Trade
ECN 322 International Macroeconomics
ECN 330 Economics of Labor
ECN 340 Government Finance
ECN 350 Monetary Economics
ECN 380 Managerial Economics
ECN 390 Economics of Healthcare
ECN 430 Modern Economic Systems
ECN 445 Economics of Multinational Enterprises
ECN 465 Consumer Economics
ECN 470 Ethical Values and the Marketplace
ECN 480 Economics of Poverty and Income Distribution
ECN 485 Economics of Migration and Immigration
EDU 150 Schools in Society

Auxiliary Courses

Sustainability-Related Courses in the Haub School of Business

FIN 201 Markets and Institutions
FMK 202 Overview of the Global Food Industry
FMK 302 Understanding Food Customers and Consumers
FMK 401 Food Marketing Strategy
FMK 315 Globalization and Food Policy
FMK 351 Food and the Poor
GNT 210 Business, Society, and Ethics
MKT 313 Ethics in Marketing
PMK 180 Patient Access to Healthcare

Sustainability-Related Courses in the Arts and Sciences Programs

ENV 101 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 impact of human activity and the career opportunities for individuals with degrees in environmental science. Three lecture periods.

ENV 102 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 103 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. This course satisfies one of the Natural Science requirements in the GER.

ENV 104 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 103. This course satisfies one of the Natural Science requirements in the GER.

ENV 105 The Environment 3 credits
An examination of the fundamental themes of ecology with an emphasis on the impact of humans on their environment. Included are discussions of current interest topics such as oil spills, nuclear waste, and rain forest destruction. This course satisfies one of the Natural Science requirements in the GER.

ENV 106 Exploring the Earth (4 credits)
A lab-based course that provides an overview of the functioning of the Earth. Ecology, basic biology, environmental science, and current events are used to examine the earth. Topics include natural resources, population, pollution, ecosystems, biogeochemical cycles, and biodiversity. This course satisfies the Natural Science requirement of the GEP.

ENV 301 Environmental Chemistry (See CHM 420) (3 credits)

ENV 302 Environmental Geology

ENV 302 Environmental Geology

ENV 302 Environmental Geology

ENV 302 Economic and Social Philosophy

ENV 302 Law and Social Change

ENV 302 Global Environmental Politics

ENV 302 Ethics and Globalization

ENV 302 Contemporary Peacemaking and Peace Building

SOC 101 Social Problems

THE 373 Environmental Ethics

EDU 357 Education and the Jesuit Mission in Latin America
ENV 490 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 and minors only.

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 students 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
GEP Signature Courses (See Curricula): six courses
GEP Variable courses (See Curricula): six/nine courses
Integrative Learning courses: three courses
GEP Electives: any twelve courses with the following strongly recommended:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ART 203</td>
<td>Late Antique and Medieval Art</td>
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<tr>
<td>ART 204</td>
<td>Renaissance and Baroque Art</td>
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<td>ART 208</td>
<td>Modern Art (1850-1960)</td>
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<td>ART 205</td>
<td>Neo-classicism to Impressionism (1780-1880)</td>
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<td>ART 211</td>
<td>Art at the Barnes Foundation I</td>
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<tr>
<td>CLA 303</td>
<td>Pompeii and Herculaneum</td>
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<td>CLA 304</td>
<td>Etruscan Art and Archaeology</td>
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<td>CLA 305</td>
<td>Cleopatra Through Ancient and Modern Eyes</td>
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<tr>
<td>PHL 401</td>
<td>Ancient Philosophy</td>
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<tr>
<td>PHL 410</td>
<td>Medieval Philosophy</td>
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<tr>
<td>PHL 420</td>
<td>Modern Philosophy</td>
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<tr>
<td>PHL 402</td>
<td>Plato and Aristotle</td>
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<td>PHL 404</td>
<td>Love and Friendship in the Ancient World</td>
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<td>PHL 358</td>
<td>Contemporary Atheism and the Problem Of God</td>
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<td>PHL 412</td>
<td>The Philosophy of Aquinas</td>
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<td>PHL 430</td>
<td>Philosophy of Kant</td>
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<tr>
<td>PHL 432</td>
<td>German Idealism</td>
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<tr>
<td>PHL 252</td>
<td>The Philosophy of Karl Marx</td>
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<tr>
<td>PHL 352</td>
<td>Kierkegaard, Nietzsche, Dostoevsky</td>
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<tr>
<td>PHL 436</td>
<td>French Existentialism</td>
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<td>PHL 440</td>
<td>Phenomenology and Its Critics</td>
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<tr>
<td>PHL 481</td>
<td>Analytic Philosophy</td>
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<tr>
<td>PDL 301</td>
<td>Classical and Medieval Political Thought</td>
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<tr>
<td>PDL 302</td>
<td>Modern Political Thought</td>
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<tr>
<td>PDL 335</td>
<td>Russian Politics</td>
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<td>REL 335</td>
<td>Early Church</td>
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<tr>
<td>THE 333</td>
<td>Knowledge and Love of God in the Middle Ages</td>
</tr>
<tr>
<td>THE 351</td>
<td>Ignatian Spirituality in the Jesuit Tradition</td>
</tr>
<tr>
<td>THE 378</td>
<td>Violence, Forgiveness and Reconciliation in Northern Ireland</td>
</tr>
</tbody>
</table>

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 (HIS473);
- 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.

Requirements for the program in European studies include a minimum of six courses in European history; a useful proficiency in one of the major European languages; and knowledge of a continental European culture through study of its literature and civilization. The concentration gives students full opportunity to explore European history on the foundation of the knowledge of a continental European language and culture.

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 in French, German, Italian, or Spanish (301 and 302 + four approved advanced courses at the 400-level) successful completion of a proficiency test in the language in the spring semester of the senior year; and a minimum of four approved 300 or 400-level courses dealing with European studies in one or several of the following areas:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>Economics</td>
<td>History</td>
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<tr>
<td>English</td>
<td>Philosophy</td>
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<tr>
<td>History</td>
<td>International Relations</td>
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<td>Philosophy</td>
<td>Political Science</td>
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<tr>
<td>Finance</td>
<td>Marketing</td>
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<tr>
<td>Theology</td>
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</tbody>
</table>

FINE AND PERFORMING ARTS PHILOSOPHY
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.
Fine and Performing Arts

Professor: McNally, S.J.
Associate Professors: Albright (Chair), Dobson, Klein, Weeks
Assistant Professors: Cope, Fenton, Hage, Sorkin, Morgan
Visiting Assistant Professor: Smith

Lecturers: Bonner, Brady, Coley, Fisher, Green, Hartley, Juneau, Kagawa, Maître, Miller, Phares-Weigle

Objectives

Through our curriculum and programs in the visual arts, art history, music, theatre and film, 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 Dramatic Arts Society, the University Singers and Concert Choir, the Jazz Band and Jazz Combo and the University Collection. The University Gallery mounts five professional exhibitions and two student exhibitions each year in Boland Hall. Cap & Bells is our dramas society of sixty-plus students who produce several major plays each year in Bluett Theatre. The University Singers is a large mixed choral ensemble that performs major works from the classical repertoire while the Concert Chair is a select mixed choral ensemble that specializes in works for chamber choir. The Jazz Band performs works ranging from the Big Band Era to jazz-rock fusion. The Jazz Combo program offers students the opportunity to perform in small groups with an emphasis on jazz improvisation. 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., Impressionism 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 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, art history, music, film or 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, media production and editing, pottery, fashion, interior design and architecture. While the major is not directed toward the development of job skills in any one area, 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 and effectively in the media of their choosing.

Requirements for the Fine and Performing Arts Major

GEP Integrated Learning Component: students must select three courses from the following:

Required

PHL 310 Philosophy of Art

Choose 2 from the following:

(note: some courses below may have prerequisites – please consult the appropriate department for further information)

CLA 301 The Art and Archaeology of Greece
CLA 302 The Art and Archaeology of Egypt and Italy
CLA 203 Readings In Classical Tragedy
CSC 341 Introduction to Graphics
CSC 342 Computer Vision
CSC 343 Interactive 3D Game Development
The Art Education Major must take 8 courses in the Education Department, six of which require completion of single credit field placements. Schools in Society should also be taken as a GEP course in Social Science. There is also a requirement of 12 credit hours of student teaching:

- EDU 150 Schools in Society (3 credits)
- EDU 151 Development, Cognition and Learning (3 credits)
- EDU 152 Field Experience: Schools in Society (1 credit)
- EDU 153 Field Experience: Development, Cognition and Learning (1 credit)
- EDU 231 Assessment & Evaluation in Education (3 credits)
- EDU 233 Field Experience: Assessment & Evaluation in Education (1 credit)
- EDU 353 Reading in the Content Area (3 credits)
- EDU 354 Literature, Language, and Culture (3 credits)
- EDU 422 Instructional Techniques in Art Education (3 credits)
- EDU 423 Field Experience: Instructional Techniques in Art Education (1 credit)
- EDU 497 Student Teaching (12 credits)
- SPE 160 Introduction to Special Education (3 credits)
- SPE 167 Field Experience: Introduction to Special Education (1 credit)
- SPE 200 Teaching in Inclusive Environments (3 credits)
- SPE 201 Field Placement: Teaching in Inclusive Environments (1 credit)

The Art Education Major must fulfill the same 10-course requirement as the Fine Arts Major (please see above: "The Fine and Performing Arts Major")

- ART 101 Art History I or the equivalent*
- ART 102 Art History II or the equivalent*
- ART 121 Introduction to Studio Art or the equivalent*
- ART 133 Drawing I or equivalent*
- ART 135 Painting I or equivalent*
- ART 144 Ceramics I or the equivalent*
- ART 172 Photography I or the equivalent*
- ART 2xx Any 200 level studio course
- ART 2xx Any 200 level studio course
- ART 2xx Any 200 level studio course
- ART 495 Senior Project I
- ART 496 Senior Project II

* "equivalents" are to be determined with the signed recommendation of the academic advisor.

Art Education majors must also fulfill the GEP requirements of the Art Integrative Learning Component (see above).

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 GEP (SEE CURRICULA)

All Majors

The art/literature GEP requirement for all majors may be satisfied by any three credit ART course – history/studies or studio/production - not requiring a prerequisite. Note: this is a change from the prior GER requirement that the ART course be a history/studies course rather than a studio/production course.

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.

**Art History Courses**

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 101-102 Introduction to Art History I and II (3 credits each)**

A survey of the visual arts from Pre-Historic times to the Renaissance (Art History I), and from the Renaissance to the present (Art History II). Students will be introduced to a wide range of artistic practices, styles, and media, including painting, drawing, prints, photography, sculpture, installation art, performance art, film, video, and architecture. The class will examine major periods and movements in the history of art, including art and architecture from Greek and Roman antiquity, the Italian Renaissance, Impressionism, Cubism, Abstract Expressionism, and the multiple artistic currents that characterize art being created today. No prerequisites.

**ART 103 Non-Western Art and Architecture (3 credits)**

The art and architecture of the non-Western world are among the most remarkable achievements in history. From the Great Pyramids and the Taj Mahal to Ukiyo-e woodcuts, and the myriad works by African artists today, these works offer insight into the range and complexity of today’s increasingly globalized climate. For each semester in which it is offered, this course will focus on art from a specific country or region outside of North America and Western Europe, including those in Asian, Africa, and Central and South America. It will take advantage of the many rich collections of non-Western art and architecture in the Philadelphia area by visiting these institutions and analyzing works firsthand. No prerequisites.

**ART 104 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. No prerequisites.

**ART 107 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. No prerequisites. Gender Studies course.

**ART 202 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. No prerequisites.

**ART 203 Renaissance Art and Architecture (3 credits)**

This course analyzes key monuments and art historical trends in from the period of the 16th to the 17th century. The focus of our exploration will be on the art of Europe, with a particular emphasis on Italy, Spain, and the Netherlands. We will discuss the careers and works of artists such as Michelangelo, Leonardo da Vinci, and Albrecht Dürer, and will also explore the social and historical context of the art they produced. Attention will be paid to a variety of art forms, including painting, sculpture, and architecture. No prerequisites.

**ART 204 Baroque Art and Architecture (3 credits)**

This course analyzes key monuments and art historical trends from the late 16th century to the mid-18th century. The focus of our exploration will be on the art of Europe, with a particular emphasis on Italy, Spain, and the Netherlands. We will discuss the careers and works of artists such as Caravaggio, Gianlorenzo Bernini, Artemisia Gentileschi, and Jan Vermeer, and will also explore the social and historical context of the art they produced. Attention will be paid to a variety of art forms, including painting, sculpture, and architecture. No prerequisites.

**ART 205 Neo-Classicism to Impressionism (1780-1860) (3 credits)**

Between 1780 and 1860, 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. No prerequisites.

**ART 206 Impressionism: European Art, 1860-1900 (3 credits)**

This course will examine paintings produced between the mid nineteenth and early twentieth centuries. We will consider artists from many countries who worked and exhibited in Paris at this time, including Manet, Renoir, Degas, and Cassatt. The course will also include discussion of artists who immediately followed the Impressionists, such as Manet, Seurat, Cézanne, Van Gogh, and Gauguin. We will consider the reception of these artists’ works by their contemporaries and since, and examine these works within their wider artistic, cultural, political, and social contexts. No prerequisites.

**ART 207 American Art and Architecture (3 credits)**

This course offers a survey of the history of American art and architecture. Organized around important episodes in American history, including the Civil War, the Harlem Renaissance, and the Civil Rights Movement, this course considers such topics as the role of gender and racial identity in the content, authorship, and reception of artworks. The class will examine major movements in the history of American art, with an emphasis on works that historically have been overlooked because of the race, gender, religion, nationality, and/or ethnicity of the artist or architect. In an effort to show the currency and relevance of these issues, and to scrutinize how art institutions treat (or ignore) issues of diversity, the course requires students to visit area museums and galleries. No prerequisites.

**ART 208 Modern Art (1880-1945) (3 credits)**

This course offers a survey of the history of European and American art and architecture from 1880 to 1945. Students will be introduced to a wide range of artistic practices, styles, and media, including painting, drawing, prints, photography, sculpture, installation art, performance art, film, video, and architecture. The class will examine major movements in the history of art, from Impressionism and Cubism to Abstract Expressionism and various manifestations of post-modernism. No prerequisites.

**ART 209 Contemporary Art (1945-present) (3 credits)**

The period from the mid-twentieth century to the present is one of exceptional political, social, cultural, and technological upheaval. This course offers a survey of European and American painting, drawing, prints, photography, sculpture, installation art, performance art, film, video, and architecture within the context of these changes. Topics covered will include debates regarding abstraction and figurative, as well as feminism, primitivism, modernism, postmodernism, and the impact of such factors as technology, religion, and war on the creation and reception of art. No prerequisites, but at least one earlier art history course recommended.

**ART 212 History of Photography (3 credits)**

Photography is a widely used but relatively little understood medium. This course offers a survey of photography in the United States and Europe from its invention to the present. We will examine the ways in which photography has been employed by amateurs, artists, anthropologists, politicians, and scientists for a wide range of purposes. We also will examine how the medium has affected portraiture, painting, documentation, journalism, and advertising. The class will consider photography in the context of continuing debates regarding the nature of reality and truth.
photography’s status as art or document, subjectivity versus objectivity, and issues of originality, authenticity, and power. No prerequisites.

**Painting and Drawing Courses**

**ART 121 Introduction to Studio Art (3 credits)**
This course is designed to introduce the essential elements of painting, drawing and sculpture. Working from the landscape, still life and the figure, students will research 2 dimensional form and space through a variety of mediums that will include: charcoal, pencil and paint. The investigation of 3 dimensional issues will be done with clay.

**ART 133 Drawing I (3 credits)**
Students will work from their actual visual experience. Working from the landscape, still life and the figure, students will research form and space through tone, size relationships, mark-making and composing the picture plane. Ultimately we will try to integrate these elements producing a unified whole as well as finding an equivalent to the artists’ experience. Media will range from small pencil drawings to larger more ambitious charcoal drawings. This course may be taken as an independent study.

**ART 134 Life Drawing I (3 credits)**
This is a drawing course concentrating on the human head and figure. We 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. Media will range from small pencil drawings to larger more ambitious charcoal drawings. This course may be taken as an independent study.

**ART 135 Painting I (3 credits)**
This course will concentrate on becoming familiar and proficient with the basics of image-making through painting, developing good studio practice, and introducing terminology and developing language so that constructive discussions and self-analysis may take place. The subject is studio based, and will focus on working from life, meaning that we will work from your actual visual experience. Working from various motifs as appropriate, including the landscape, still life and the figure, students will research form and space using paint. This course may be taken as an independent study.

**ART 136 Landscape Painting (3 credits)**
This course is designed to introduce the student to the essential elements of painting. We will research these elements through the unique challenges that arise from notating the landscape, which will include: overlapping forms, color temperature, the vastness of an outdoor space, scale relationships and atmospheric perspective. Ultimately we will try to integrate these elements producing a unified whole as well as finding an equivalent to the artists’ experience. This course may be taken as an independent study.

**ART 137 Printmaking 3 credits**
In this class we will explore the processes of printmaking, 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 138 Landscape Drawing (3 credits)**
This course is designed to introduce the student to the essential elements of drawing from the landscape. We will research form and space while working from the landscape, some of the issues will include: overlapping forms, the vastness of an outdoor space, scale relationships and atmospheric perspective. Ultimately we will try to integrate these elements producing a unified whole as well as finding an equivalent to the artists’ experience. This course may be taken as an independent study.

**ART 139 Drawing and Contemporary Art in NYC (3 credits)**
This course is about the making of art and the criteria used to evaluate the art by the people who make it and the gallery directors who sell it. Working in New York City will include drawing in the subway system, Central Park, on the streets and in the museums. The focus of the work produced is to explore one’s experience of the urban environment, including the vibrancy, immediacy and scale, through picture making. The course will also explore the contemporary art scene in New York City including visits to the uptown galleries, the Chelsea district and alternative areas in Brooklyn, the South Bronx and the East Village.

**ART 221 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 233 Drawing II (3 credits)**
Our purpose will be to explore both formally and conceptually the elements of drawing in order to realize an authentic vision. Through directed exercises students will discover new possibilities in the essential experience of drawing. These exercises will cover the formal issues including surface and spatial geometry, the relationship between tone or scale to spatial depth, the mark as a means to personal expression and the integration of pictorial elements into a unified whole. In order to create new possibilities, students will experiment with developing images and explore how and why images become interesting. This course may be taken as an independent study.

**ART 234 Life Drawing II (3 credits)**
This is a drawing course concentrating on the human head and figure. We 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 place an emphasis on the musculature of 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 235 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. This course may be taken as an independent study.

**ART 331 Works on Paper (3 credits)**
In this course, 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 333 Drawing III (3 credits)**
Drawing III is an intensive and rigorous study of drawing where students will produce an enormous amount of work. The issues we will investigate include: organizing your visual experience into a clear pictorial idea, recognizing and articulating the structure of a work, the relationships in tone and the uses of scale as an element. This course is directed to be a more personal exploration of drawing and images. Students will be encouraged to produce a series of related images. This course may be taken as an independent study.
ART 335 Painting III (3 credits)
This course will concentrate on realizing convincing form, rigorous construction of the entire picture plane and the pursuit of finding an authentic vision. There will be a focus on the scale of the paintings, tone relationships and especially modulating in temperature. We will research what personal narrative is and how it could impact the image. The students will produce paintings in a range of sizes including some very large works. This course may be taken as an independent study.

3-DIMENSIONAL MEDIA COURSES

ART 141 Sculpture I (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 142 Pottery I (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 143 Mosaics I (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 mosaics or 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 144 Ceramics I (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 241 Sculpture II (3 credits)
Developing skills acquired in ART 141, the research and focus of this course will consider the use of repetition to achieve scale, the exploration of the relationship between interior and exterior spaces, and the critical analysis associated with those techniques. Projects will be executed in simple materials such as wood. Prerequisite: ART 141. This course may be taken as an independent study.

ART 242 Pottery II (3 credits)
This class is designed for students who have had at least one class in pottery (ART 142). 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 243 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 143); 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 thorough investigation of mosaic techniques and ideas. May be taken as an independent study.

ART 244 Ceramics II (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 245 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 246 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 247 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 reconfiguration into objects of art. This course may be taken as an independent study. Prerequisites: ART 141 or equivalent.

ART 341 Sculpture III (3 credits)
Advanced skills in 3 dimensional concepts and techniques. Prerequisites: ART 141 and 241. It may be taken as an independent study.

ART 344 Ceramics III (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.

ART 444 Ceramics IV (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 COURSES

ART 151 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.

ART 152 Music Appreciation (3 credits)
This course is a survey of music from the Middle Ages to the Twentieth Century. Emphasis is placed on the elements of music, styles of major historical periods, and the lives and works of representative composers.

ART 153 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 154 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 155 Instrumental Performance (1 credit)**  
Students will receive one individual forty-five minute instrumental 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 157 Music History I (3 credits)**  
This course considers the history of Western music from the Middle Ages to the last quarter of the eighteenth century, focusing on the relationship between historical, social, and cultural events and the development of music. Students will acquire a framework for thinking critically about music and articulating their observations.

**ART 158 Music History II (3 credits)**  
This course serves as a continuation of ART 157, examining the history of Western music from the late eighteenth century to the present day.

**ART 159 Contemporary Music (3 credits)**  
An investigation of the chief developments in the concept and style of music which have occurred in the Twentieth century.

**ART 251 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 151 or permission of the instructor. Students must demonstrate to the instructor a familiarity with treble and bass clef notation and basic rhythmic notation.

**ART 252 Music Composition I (3 credits)**  
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.  
Prerequisite: ART 151 or ART 251

**ART 253 Choral Music (3 credits)**  
A study and performance of choral music with emphasis on vocal development and performing technique. Prior choral experience unnecessary. Participation in concerts and a term paper required.  
Prerequisite: Attendance for one semester prior to enrollment.

**ART 254 Jazz in Performance (3 credits)**  
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. Participation in the fall and spring concert series and several short papers required.  
Prerequisite: Participation in the fall semester prior to enrollment.

**ART 257 American Music (3 credits)**  
This course examines music produced in the United States from the early seventeenth century to the present day. Students will consider a variety of styles, including popular, folk, and art music.

**ART 258 American History II (3 credits)**  
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 251

**ART 257 Music Theory III 3 credits**  
This course serves as a continuation of Music Theory II. Topics include borrowed chords, modulation to distant keys, enharmonic relationships, and chromatic harmonic. Emphasis on part-writing, composition, and analysis.  
Prerequisite: ART 251

**Theatre Courses**

**ART 161 Introduction To Theatre (3 credits)**  
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.

**ART 261 Theatre Performance Practicum (3 credits)**  
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.

**ART 263 Acting I (3 credits)**  
Study of the techniques of voice, movement, and characterization required to achieve an integrated, effective stage performance.

**ART 265 Directing for the Stage (3 credits)**  
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.

**ART 266 Women in Modern Theatre (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 tools of feminist criticism. GER course and Gender Studies course.

**ART 267 Theatre Design (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 161 Introduction To Theatre

**ART 268 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 269 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.

ART 383 Acting II (3 credits)
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.
Prerequisite: ART 263 Acting I.

PHOTOGRAPHY COURSES

ART 171 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 172 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 173 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 272 Traditional Photography II (3 credits)
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 172. This course may be taken as an independent study with the permission of the instructor during years when it is not regularly scheduled.

ART 273 Digital Photography II (3 credits)
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 173. 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 274: Alternative Process Photography (3 credits)
This course introduces historical and alternative printing processes in black and white photography, enabling creative expression that is unattainable through contemporary processes. Topics will include: handmade cameras and pin hole photography, "toy" or plastic-lensed cameras (i.e., Diana, Holga), hand-applied emulsions and "non-silver" processes (i.e., Cyanotype, Vandyke Brown), toning, hand coloring, paper negatives, digital negatives, and solar contact printing.
Prerequisite: ART 172 Traditional Photography I or equivalent

ART 275 Color Photography (3 credits)
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 172 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 372 Traditional Photography III (3 credits)
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. May be taken as an Independent Study.

ART 373 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 273 or equivalent. This course may be taken as an independent study

ART 374 Studio Photography (3 credits)
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 172. This course may be taken as an independent study when it is not regularly scheduled.

FILM AND DIGITAL MEDIA COURSES

ART 181 Film & Mediamaking Methods (3 credits)
An intensive introduction to every phase of filmmaking in a workshop environment. Each class session is dedicated to a different department – writing, producing, directing, design, cinematography, grip and electrical, location sound, editing, digital post, audio post, marketing and distribution – designed to both introduce and involve students in the breadth of the production experience.
ART 191 Introduction to the Film (3 credits)
This course is an introduction to the institution of cinematic practice and the study of cinematic form and style. Taking cinema to be located at the confluence of art, industry, and technology, the course examines both the cultural importance of cinema as well as its aesthetic construction— including elements such as narrative structure, cinematography, mise-en-scene, audio design and editing. Selections of contemporary and historically important films will be viewed and analyzed.

ART 281 Producing & The Business of Film (3 credits)
The nuts and bolts of creative producing and the necessary business considerations of film and mediamaking: proposals and bids, building a creative team, budgeting and scheduling, sales and distribution. Additionally, this course will include an intensive introduction to the demands of Assistant Direction and Production Coordination.

ART 282 Writing and Directing I (3 credits)
An intensive workshop in writing for the screen, focusing primarily on the short form. Through the study of character and conflict, structure and setting, and rudimentary delivery across multiple platforms.

ART 284 Film & Media Production I (3 credits)
An intensive workshop on the mechanics of film production, including staging and set-up technique, camera operation, basic lighting technique, and audio acquisition in both location and studio settings. This course provides specific training in a variety of professional shooting and lighting techniques and styles.

ART 285 Audio for Digital Media (3 credits)
An intensive workshop in the skills of production sound recording and mixing, examining the fundamentals of sound, microphones, location and soundstage recording, sound equipment and operation, and various recording techniques.

ART 286 Editing & Digital Post-Production I (3 credits)
An intensive first-level workshop on digital editing, motion effects & compositing, color correction, and product delivery. Also included will be basic audio editing and soundtrack design.

ART 288 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. May be taken as an independent study.

ART 289 Animation Workshop (3 credits)
An advanced workshop in various techniques of 2D and 3D animation. Students will conceive and execute a project of their own design using methods ranging from traditional cell animation, to stop-motion, rotoscope, clay, and the digital realm.

ART 291 American Film: Genres, Histories & Issues (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.

ART 292 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.

ART 293 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.

ART 294 Non-Western World Cinemas (3 credits)
A selected study of cinematic movements and filmmakers from countries with 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.

ART 295 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, Fard, Truffaut, Kurosawa, Kubrick, Spielberg, and Scorsese. No Prerequisites.

ART 296 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

ART 381 Producing II (3 credits)
Students will explore in depth into line producing, producing, and the production infrastructure of independent film, as they get training in preparing the shoot, including scheduling, budgeting, project pitching, script breakdowns, assembling talent, assembling crew positions, location scouting/shooting, and financing. Course may be taken as an Independent Study. Prerequisite: ART 281.

ART 382 Screenwriting II (3 credits)
Building on the work of Writing and Directing I (ART 282), 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. Prerequisite: ART 282.

ART 383 Directing II (3 credits)
An advanced workshop in the practices and techniques of screen directing. Students will explore script breakdown, visualization and storytelling, blocking and rehearsing, and set-direction through the analysis, direction, and production of class projects. Course may be taken as an Independent Study. Prerequisite: ART 282.

ART 384 Digital Cinematography (3 credits)
In this advanced course, students will acquire a technical and theoretical knowledge of lighting, while they practice advanced camera and lighting technique. Beyond technical skill, students will perform script analysis for aesthetic direction and interpretive lighting, working beyond illumination toward the art of cinematography. Course may be taken as an Independent Study. Prerequisite: ART 284.

ART 385 Studio and Post-Production Audio (3 credits)
An advanced workshop in a studio based environment where subjects include work in sound effects, dialogue editing, automated dialogue replacement (ADR), music editing, and mixing to picture. Course may be taken as an Independent Study. Prerequisite: ART 285.

ART 386 Editing & Digital Post-Production II (3 credits)
Building on the skills of Digital Post-Production I, this course focuses on the post-production and the necessary workflow of moving a project through post-production and toward delivery. Topics include advanced techniques in non-linear and on-line editing, the demands of various video formats, digital video effects, compositing, color correction, and edit lists, and delivery across multiple platforms. Course may be taken as an Independent Study.
Prerequisite: ART 286.

ART 391 Film Theory and Criticism (3 credits)
An advanced 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.
ART 101 Required.

ART 393 Professional 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.

SPECIAL COURSES FOR MAJORS

ART 170, 270, 370, 470 Special Topics & Independent Study in the Arts I-IV 3 credits each
Student majors may pursue investigation of topics beyond those listed in the catalog. Prior approval by the chair and a faculty mentor is required. Course number dependent on relevant level of coursework.

ART 491-492 Internship in the Arts I & II 3 credits each
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 493-494 Independent Research in the Arts I & II 3 credits each
Students pursuing advanced independent projects, especially those in connection with departmental or university honors, may register for these courses under the direct mentorship of department faculty. Prior approval of both faculty mentor and chair required.

ART 495-496 Senior Project I & II (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: Donahue
Associate Professors: Burr, Ewald, Faccini, Giuli, Marsilia, Shannon
Assistant Professors: Buckley, Daniel (Chair), Grimes, Hennes, Shank
Visiting Instructors: Caballero, Manghisi, Racic
Instructor/Spanish Language Program Coordinator: Zmurkewycz

Objectives:
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 as otherwise noted.

Art/Literature through Foreign Languages in the GER/GEP (See Curricula)
Students who wish to satisfy the Literature/Fine Arts portion of the University Distribution component of the GER/GEP by completing a course in Foreign Languages and Literatures should select one of the following:

Chinese
CHN 310 Selections in Chinese Literature

French
FRE 310 Introduction to Literary Analysis
FRE 330 France: Medieval to Early Modern
FRE 331 France: Enlightenment to Today
FRE 402 French Theater in Practice
FRE 410 The French Novel
FRE 412 Telling Tales: Short Narratives in the Francophone Literature
FRE 413 French Poetry
FRE 414 The French Essay
FRE 421 Love and Desire in Medieval French Literature
FRE 422 Making Our Voices Heard: French Women Writers of the Middle Ages and Renaissance
FRE 427 The Age of Louis XIV
FRE 434 French Romanticism
FRE 437 Surrealism
FRE 438 20th Century French Theater
FRE 462 Contemporary Francophone Cinema
FRE 470 Topics in French (when appropriate)

German
GRM 305 The Faust Legend
GRM 309 Civilization and Culture
GRM 310 Selections in German Literature
GRM 320 Contemporary German Cinema
GRM 401 Medieval German Literature
GRM 402 From German Enlightenment to Realism
GRM 403 From Bismarck to Hitler: German Texts, Politics and Culture 1871-1945
GRM 404 Modernity in the Literature of the Early 20th Century
GRM 405 Literature of German-Speaking Countries: 30s to Present
GRM 406 Phantoms, Spirits and the Uncanny: The Fantastic in German Literature from Romanticism to the Present
GRM 470 Topics in German (when appropriate)

Italian
ITA 306 The Roman Experience
ITA 310 Dalla lettura alla creatività: Texts, Contexts and Style in Italian Literature
ITA 320 Italian Through Film
ITA 340 Italian Culture and Civilization
ITA 360 Modern Italian Culture
ITA 365 Italian Society and the Media
ITA 380 Italian Journeys: From Marco Polo to the Age of Mass Tourism
ITA 401 Early Italian Cinema: From the Stage to the Screen
ITA 402 L’italiana al cinema: from Post-Neorealism to the Present
Undergraduate Programs

MAJOR IN FRENCH, GERMAN, ITALIAN, OR SPANISH

GEP Signature Courses (See Curricula): six courses

GEP Variable Courses (See Curricula): six to nine courses

GEP Integrative Learning Courses (See Curricula): three courses

GER Electives: a varying number of courses, typically nine to twelve.

Major Concentration: Generally speaking, the major comprises a ten-course sequence that begins by strengthening students’ language skills, then introduces them to literary and cultural content, and culminates in advanced readings, discussions and research of a more specialized nature.

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, language, and Spanish linguistics. All courses are offered in Spanish. See individual faculty members for more information.

Major in Spanish

Requires 10 SPA courses (30 credits) including:

- SPA 202 Intermediate Spanish II (depending on placement)
- SPA 301 or 303 Spanish Conversation (depending on placement)
- SPA 302 or 304 Spanish Composition
- SPA 310 Introduction to Literatures of the Spanish-Speaking World
- 1 of the following 4 SPA courses:
  - SPA 350 Introduction to Latin American Cultures
  - SPA 351 Introduction to Spanish Cultures
  - SPA 355 Río de la Plata Study Tour
  - SPA 356 Spain Study Tour
- SPA 380 Introduction to Spanish Linguistics

the remaining SPA credits must include at least 2 4xx level SPA courses

Requires 3 Integrative Learning (IL) GEP courses (9 credits) including:

- LIN 101 Introduction to Linguistics

2 of the following courses:

- LIN 317, 340, 401, 470
- EDU 357
- HIS 203, 204, 301, 302, 303, 304, 359
- POL 331
- THE 356

There is also an oral proficiency interview required of all Spanish majors during their final semester. See Dr. Carmen Faccini or Dr. Heather Hennes for more information about 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 appropriate level. (See individual language programs for details.)

Minor in Spanish

Requires 6 SPA courses (18 credits) including:

- SPA 202 Intermediate Spanish II (depending on placement)
- SPA 301 or 303 Spanish Conversation
- SPA 302 or 304 Spanish Composition

the remaining SPA credits must include SPA courses at the 3xx or 4xx levels

There is also an oral proficiency interview required of all Spanish minors during their final semester. See Dr. Jennifer Ewald or Dr. Elaine Shank for more information about the minor.

Other Related Programs

In addition to the Spanish major and minor, a minor or certificate in Latin American Studies is also available. See the Latin American Studies Program website at...
http://www.sju.edu/academics/cas/latinamerstudies/index.html. A student may wish to consider a minor in Linguistics. See the Advisor for Linguistics Minors, Dr. Jennifer Ewald, for more information and visit the Linguistics Program website at http://www.sju.edu/academics/cas/linguistics/index.html.

Study Abroad
Spanish majors and minors are strongly encouraged to study abroad in a Spanish-speaking country of their choice. The Center for International Programs (http://www.sju.edu/academics/centers/cip/studyabroad) provides 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 included 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’ interests in Spanish.) Students who are interested in studying abroad should meet with Dr. Elaine Shenk, the Spanish Program Coordinator for Study Abroad, to discuss their study abroad plans.

Minor in Linguistics
With the approval of the Department of Foreign Languages, a student may elect to minor in Linguistics by taking six courses. See the Advisor for Linguistics Minors, Dr. Jennifer Ewald, for more information.

Advisory Option——Teacher Certification in French, German, Italian, and Spanish
Students majoring in Foreign Languages 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 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 150 (Schools in Society and the accompanying lab); PSY 100 (Introduction to Psychology); and EDU 151 (Educational Psychology and the accompanying lab). 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 400 level courses in French, German, Italian, or Spanish. The normal prerequisite for courses numbered 310 or higher: Conversation (301) and Composition (302).

Non-Native 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 departmental 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.

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 for more information.

English as a Second Language Courses
All international students whose primary language is not English or who have English language deficiencies ought to take ESL 201 and ESL 202, Composition and Critical Thinking for Non-Native Speakers of English, in their first two semesters. ESL 201 and ESL 202 will satisfy the GEP non-native language requirement for students whose native language is not English.

ESL 201 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 202 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 Courses
In general, students must successfully complete two courses in sequence at the appropriate level in order to fulfill the GEP non-native language requirement. The appropriate course level for each student will be determined by faculty during the language placement process. Students who are placed in 201 Conversation will satisfy the GEP non-native language requirement by passing that single course.

CHN 101 Beginning Chinese I (4 credits)
Proficiency-based instruction will encourage the development of speaking and listening comprehension. Instruction of basic grammar and pronunciation will accompany active student participation in task-oriented group work in the classroom. This course is aimed at developing the novice low/mid level according to ACTFL – American Council on the Teaching of Foreign Languages. This course is reserved for beginning students with no experience with the Chinese language.

CHN 102 Beginning Chinese II (4 credits)
Proficiency-based instruction will encourage the development of speaking and listening comprehension, with some focus on understanding Chinese characters. Instruction of basic grammar and pronunciation will accompany active student participation in task-oriented group work in the classroom. This course is aimed at developing the novice mid/high level according to ACTFL – American Council on the Teaching of Foreign Languages. Prerequisite: CHN 101 or equivalent.

CHN 201 Intermediate Chinese I (3 credits)
Proficiency-based instruction will encourage the development of speaking, reading, writing and listening comprehension. Instruction of basic grammar and pronunciation
will accompany active student participation in task-oriented group work in the classroom. This course is aimed at developing the novice high/intermediate low level according to ACTFL – American Council on the Teaching of Foreign Languages. Prerequisite: CHN 102 or equivalent.

CHN 202 Intermediate Chinese II (3 credits)
Proficiency-based instruction will encourage the development of speaking, reading, writing and listening comprehension. Instruction of basic grammar and pronunciation will accompany active student participation in task-oriented group work in the classroom. This course is aimed at developing the intermediate low/mid level according to ACTFL – American Council on the Teaching of Foreign Languages. Prerequisite: CHN 201 or equivalent.

CHN 301 Chinese Conversation and Composition (3 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 310 Selections in Chinese Literature (3 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/DEP. Taught in Chinese.

CHN 330 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-cultural awareness in business will be discussed in-depth.
Pre-requisite CHN 1311 and/or 1321 or by permission of instructor.

FRENCH COURSES
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 understand and analyze literary texts and cultural notions from a variety of periods.

All courses are offered in French. Course requirements for the major in French are as follows:

- Two courses numbered 300 to 320
- Eight courses numbered 321 or higher

French Studies Courses
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 culture/civilization;
- Five courses in French language and literature of which two will be at the 300-level or above and three at the 400 level;
- Four approved advanced courses distributed among at least two departments.

Appropriate courses include the following:

| ART 208 | Modern Art 1850-1860 |
| ART 209 | Contemporary Art |
| ART 211 | Art at the Barnes Foundation |

HIS 321 French Revolution and Napoleon
HIS 325 France 1814-1914
PHL 43B French Existentialism

Students in French or French Studies are strongly encouraged to participate in a study abroad program in France or Quebec, Canada. Please see Study Abroad Courses from other institutions must be pre-approved by the program director.

Honors in French and French Studies Courses
In addition to the above courses, two semesters of independent study (FRE493-494) 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.

Study Abroad Courses
For summer study at the Université Laval in Quebec, Canada, see Study Abroad.

FRE 101 Beginning French I (4 credits)
Proficiency-based instruction will encourage the development of speaking, reading, writing and listening comprehension. Instruction of basic grammar and pronunciation will accompany active student participation in task-oriented group work in the classroom. This course is aimed at developing the novice low/mid level according to ACTFL – American Council on the Teaching of Foreign Languages. This course is reserved for beginning students with no experience with the French language.

FRE 102 Beginning French II (4 credits)
Proficiency-based instruction will encourage the development of speaking, reading, writing and listening comprehension. Instruction of basic grammar and pronunciation will accompany active student participation in task-oriented group work in the classroom. This course is aimed at developing the novice mid/high level according to ACTFL – American Council on the Teaching of Foreign Languages. Prerequisite: FRE 101 or equivalent.

FRE 113 First-Year French III (4 credits)
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.
Prerequisite FRE 102. This GER course is will be phased out at the end of the 2010-2011 academic year.

FRE 201 Intermediate French I (3 credits)
Proficiency-based instruction will encourage the development of speaking, reading, writing and listening comprehension. Instruction of basic grammar and pronunciation will accompany active student participation in task-oriented group work in the classroom. This course is aimed at developing the novice high/intermediate low level according to ACTFL – American Council on the Teaching of Foreign Languages. Prerequisite: FRE 102 or equivalent.

FRE 202 Intermediate French II (3 credits)
Proficiency-based instruction will encourage the development of speaking, reading, writing and listening comprehension. Instruction of basic grammar, pronunciation, and writing will accompany active student participation in task-oriented group work in the classroom. This course is aimed at developing the intermediate low/mid level according to ACTFL – American Council on the Teaching of Foreign Languages. Prerequisite: FRE 201 or equivalent.

FRE 301 French Conversation (3 credits)
This course is designed to help students improve their oral communication skills in French through participation in interactive tasks. Much attention will be paid to the practice of new vocabulary. Discussion of grammar and communicative strategies will be integrated as needed in order to facilitate students’ attempts at various rhetorical functions, such as describing, narrating, explaining, defining, expressing and supporting opinions, and tailoring the discourse to the audience and context.
Prerequisite: FRE 202 or equivalent.
FRE 302 French Composition (3 credits)
This course is designed to improve students’ ability to communicate in written French and to develop the writing skills they will need to succeed in advanced French courses. Skills are developed through a process-oriented approach to writing, including steps related to vocabulary generation, organizing an outline, writing a draft, editing and revising, and writing a final version.
Prerequisite: FRE 301 or permission of the instructor.

FRE 310 Introduction to Literary Analysis (3 credits)
Study of variety of genres including theater, essays, fiction and poetry, with an emphasis on the methods for analyzing each genre. Fulfills the Art/Literature requirement of the GER/GEP.

FRE 320 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 325 Comparative Stylistics and Translation (3 credits)
Course under development. Students compare the linguistic structures and modes of expression in English and in French and do systematic exercises in translation as a means of acquiring a better understanding of both languages and improving their expression in written and spoken French. Pending departmental approval.

FRE 340 Current Events in the French Media (3 credits)
Course under development. This course focuses on oral expression, listening comprehension and contemporary Francophone culture through the consumption, discussion and analysis of French-language media. Pending departmental approval.

FRE 330 France: Medieval to Early Modern (3 credits)
This course offers a cultural orientation to the French nation, focusing on the development of languages, ideas, art, architecture and social, political and economic structures within the geographical area sometimes identified as “The Hexagon,” from the tenth century to the seventeenth.
Prerequisite: FRE 301 or permission of the instructor. Fulfills the Art/Literature requirement of the GER/GEP.

FRE 331 France: The Enlightenment to Today 3 credits
This course offers a cultural orientation to France and the francophone world, focusing on the evolution of ideas, artistic and literary movements, and political, social and economic structures, from the eighteenth century to the twenty-first.
Prerequisite: FRE 301 or permission of the instructor. Fulfills the Art/Literature requirement of the GER/GEP.

FRE 401 Advanced Oral Expression (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, acquiring and using native-like expressions and vocabulary. Students will do listening and pronunciation exercises, and reflect on and discuss current events. Course materials will include contemporary songs, films, television news reports, articles from the press and a variety of francophone websites.
Prerequisite: FRE 301 or departmental approval.

FRE 402 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 301 or FRE 310 or permission of the instructor. Fulfills the Art/Literature requirement of the GER/GEP.

FRE 410 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/GEP.

FRE 412 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 413 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/GEP.

FRE 414 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/GEP.

FRE 420 Major French 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/GEP.

FRE 421 Love and Desire in Medieval French Literature (3 credits)
Study of the origin and development of the literature and culture of the Middle Ages. Students will read a selection of texts that evoke love and desire in a variety of thematic forms. Fulfills the Art/Literature requirement of the GER/GEP.

FRE 422 Making Our Voices Heard: French Women Writers of the Middle Ages and Renaissance (3 credits)
A study of representations of women in 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/GEP.

FRE 427 The Age of Louis XIV (3 credits)
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/GEP.

FRE 434 French Romanticism (3 credits)
A study of the origins of French Romanticism, its philosophical background, and its various forms of expression from Chateaubriand to Gérard 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/GEP.

FRE 437 Surrealism (3 credits)
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 film, will be studied. Fulfills the Art/Literature requirement of the GER.

FRE 438 20th Century French Theater to the Present (3 credits)
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-scène will be examined. Fulfills the Art/Literature requirement of the GER/GEP.

FRE 461 Caribbean Francophone Literature (3 credits)
This course will teach students to read and appreciate contemporary francophone literature of Martinique, Guadeloupe and Haiti by familiarizing them with the colonial and post-colonial history of the region, its cultural richness and its literary modes.
Students will read works in different genres by major authors of the French Caribbean. Fulfills the Art/Literature requirement of the GER/GEP.

FRE 462 Contemporary Francophone Cinema (3 credits)
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/GEP.

FRE 466 The Francophone Press (3 credits)
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. The course aims to familiarize students with the contemporary Francophone world and its information media. It is also designed to improve students' general language skills in French.

FRE 470 Topics in French 3 credits.

FRE 471 Economic and Business French (3 credits)
An introduction to business notions and to 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 may also be covered. 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. Prerequisite FRE 301 or permission of the instructor.

FRE 493 Independent Reading and Research in French (3 credits)

FRE 494 Independent Reading and Research in French (3 credits)

FRE 398-399 Course(s) taken abroad/transfer courses

FRE 486-489 Course(s) taken abroad/transfer courses

GERMAN COURSES
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 beginning at the intermediate level or (GRM 201 or higher). 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: two language courses (GRM 201-202 or higher) and eight approved courses in the language of the major at the 300 or 400 level. The German 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.

Honors in German
Two semesters of independent study (GRM 493-494) with an honors section designation, during which the student will complete a senior thesis on an appropriate topic under the supervision of a German faculty advisor. The senior thesis requires an oral presentation of the research that will ordinarily take place at the end of the spring semester.

German Honor Society
The department has an active chapter of Delta Phi Alpha, the National German Honor Society. Yearly initiation takes place in the spring semester. Qualified students are encouraged to apply. Please contact the German faculty with questions or to express your interest.

Study Abroad
Students of German are strongly encouraged to participate in a study abroad program for one year, one semester or a summer in Germany either within an academic program or as an intern in a German company.

GRM 101 Beginning German I (4 credits)
Proficiency-based instruction will encourage the development of speaking, reading, writing and listening comprehension. Instruction of basic grammar and pronunciation will accompany active student participation in task-oriented group work in the classroom. This course is aimed at developing the novice level according to ACTFL – American Council on the Teaching of Foreign Languages. This course is reserved for beginning students who have limited experience with the German language.

GRM 102 Beginning German II (4 credits)
Proficiency-based instruction will encourage the development of speaking, reading, writing and listening comprehension. Instruction of basic grammar and pronunciation will accompany active student participation in task-oriented group work in the classroom. This course is aimed at developing the intermediate level according to ACTFL – American Council on the Teaching of Foreign Languages. This course is reserved for beginning students who have limited experience with the German language.

GRM 111 First-Year German I (4 credits)
This course is open only to those who have successfully completed GRM 101 and 102. 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. Prerequisites: GRM 101 and 102.

GRM 201 Intermediate German I (3 credits)
Proficiency-based instruction will encourage the development of speaking, reading, writing and listening comprehension. Instruction of basic grammar and pronunciation will accompany active student participation in task-oriented group work in the classroom. This course is aimed at developing the novice high/intermediate low level according to ACTFL – American Council on the Teaching of Foreign Languages. Prerequisite: GRM 102 or equivalent.

GRM 202 Intermediate German II (3 credits)
Proficiency-based instruction will encourage the development of speaking, reading, writing and listening comprehension. Instruction of basic grammar and pronunciation will accompany active student participation in task-oriented group work in the classroom. This course is aimed at developing the intermediate low to high level according to ACTFL – American Council on the Teaching of Foreign Languages. Prerequisite: GRM 202 or equivalent.

GRM 301 German Conversation (6 credits)
This course is designed to help students improve their oral communication skills in German through participation in interactive tasks. Much attention will be paid to the practice of new vocabulary. Discussion of grammar and communicative strategies will be integrated as needed in order to facilitate students’ attempts at various rhetorical functions, such as describing, narrating, explaining, defining, expressing and supporting opinions, and tailoring the discourse to the audience and context. Prerequisite: GRM 202 or equivalent.
GRM 305 The Faust Legend (3 credits)
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.

GRM 306 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 300 or departmental approval.

GRM 309 German Civilization and Culture (3 credits)
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.

GRM 310-311 Selections in German Literature (6 credits)
An introduction to German literature with selected readings from the works of principal writers from various periods. Fulfills the Art/Literature requirement of the GER/GERP.

GRM 320 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/GERP.

GRM 321 Getting to know the German Media: Press, TV, and Cyberspace (3 credits)
The course will strengthen oral and written communication in German through discussion and analysis of the press, Deutsche Welle (German direct news broadcasts) and a variety of online news sources. The focus will be on contemporary culture and current events. Prerequisite: GRM 300 or departmental approval.

GRM 330 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 300 or departmental approval.

GRM 332 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 300 or departmental approval.

GRM 401 Medieval German Literature (3 credits)
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.

GRM 402 From German Enlightenment to Realism (3 credits)
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/GERP.

GRM 403 From Bismarck to Hitler: German Texts, Politics and Culture 1871-1945 (3 credits)
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 of both of a series of literary texts, as well as background readings on the time period. Fulfills the Art/Literature requirement of the GER/GERP.

GRM 404 Modernity in the Literature of the Early 20th Century (3 credits)
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/GERP.

GRM 405 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/GERP.

GRM 406 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 to 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 approval for fulfilling the Art/Literature requirement of the GER/GERP.

GRM 490-491 Internship in German

GRM 493-494 Independent Research in German (6 credits)

GRM 296-297 Course(s) taken abroad/transfer courses

GRM 396-399 Course(s) taken abroad/transfer courses

GRM 496-499 Course(s) taken abroad/transfer courses

ITALIAN COURSES
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 texts from a variety of periods. All courses are offered in Italian. Course requirements for the major in Italian are as follows:

- 10 courses (30 credits), including ITA 201 and 202 and eight courses at the 300 level or higher. 201/202 are waived if the language placement process determines that the student ought to begin studies in Italian in a course at a higher level.

Study Abroad Courses
For study at SJU in Rome and Florence, Italy, see Study Abroad.

ITALIAN COURSES

ITA 101 Beginning Italian I (4 credits)
Proficiency-based instruction will encourage the development of speaking, reading, writing and listening comprehension. Instruction of basic grammar and pronunciation will accompany active student participation in task-oriented group work in the classroom. This course is aimed at developing the novice low/ mid level according to ACTFL – American Council on the Teaching of Foreign Languages. This course is reserved for beginning students with no experience with the Italian language.

ITA 102 Beginning Italian II (4 credits)
Proficiency-based instruction will encourage the development of speaking, reading, writing and listening comprehension. Instruction of basic grammar and pronunciation will accompany active student participation in task-oriented group work in the classroom. This course is aimed at developing the novice mid/high level according to ACTFL – American Council on the Teaching of Foreign Languages. Prerequisite: ITA 101 or equivalent.

ITA 201 Intermediate Italian I (3 credits)
Proficiency-based instruction will encourage the development of speaking, reading, writing and listening comprehension. Instruction of basic grammar and pronunciation will accompany active student participation in task-oriented group work in the
classroom. This course is aimed at developing the novice high/intermediate low level according to ACTFL – American Council on the Teaching of Foreign Languages. Prerequisite: ITA 102 or equivalent.

**ITA 202 Intermediate Italian II (3 credits)**
Proficiency-based instruction will encourage the development of speaking, reading, writing and listening comprehension. Instruction of basic grammar, pronunciation, and writing will accompany active student participation in task-oriented group work in the classroom. This course is aimed at developing the intermediate low/mid level according to ACTFL – American Council on the Teaching of Foreign Languages. Prerequisite: ITA 201 or equivalent.

**ITA 301 Italian Conversation (3 credits)**
This course is designed to help students improve their oral communication skills in Italian through participation in interactive tasks. Much attention will be paid to the practice of new vocabulary. Discussion of grammar and communicative strategies will be integrated as needed in order to facilitate students’ attempts at various rhetorical functions, such as describing, narrating, explaining, defining, expressing and supporting opinions, and tailoring the discourse to the audience and context. Prerequisite: ITA 202 or equivalent.

**ITA 302 Italian Composition (3 credits)**
This course is designed to improve students’ ability to communicate in written Italian and to develop the writing skills they will need to succeed in advanced Italian courses. Skills are developed through a process-oriented approach to writing, including steps related to vocabulary generation, organizing an outline, writing a draft, editing and revising, and writing a final version. Prerequisite: ITA 301 or permission of the instructor.

**ITA 303 Advanced Italian Conversation (3 credits)**
The purpose of this course is to improve students’ oral 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. Conducted in Italian. Prerequisite: ITA 301 or permission of the instructor.

**ITA 304 Advanced Italian Composition (3 credits)**
The purpose of this course is to improve students’ 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. Conducted in Italian. Prerequisite: ITA 301 or permission of the instructor.

**ITA 306 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 the city, 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. Conducted in Italian. Prerequisite: ITA 301 or permission of the instructor. Satisfies the GER/GEP Art/Literature requirement. Pending departmental approval.

**ITA 310 Dalla lettura alla creatività: Texts, Contexts and Style in Italian Literature (3 credits)**
Course under development. This writing-intensive course introduces the fundamental principles and techniques of literary analysis in each of the major genres (lyric poetry, short story, theatre, epic poetry, novel), while presenting a sampling of masterpieces and authors from across the Italian literary tradition. This course is intended to strengthen reading and writing skills; hence careful attention to the text will be a prime focus. We will pay close attention to vocabulary used in literary study, as well as linguistic and stylistic difficulties in textual analysis. Conducted in Italian. Prerequisite: ITA 301 or permission of the instructor. Pending departmental approval.

**ITA 320 Italian Through Film (3 credits)**
Course under development. It aims to improve students’ speaking and listening skills and their understanding of Italian culture by viewing and discussing Italian film. Conducted in Italian. Prerequisite: ITA 301 or permission of the instructor. Pending departmental approval.

**ITA 330 The Italian Business World and its Language**
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). Conducted in Italian. Prerequisite: ITA 301 or permission of the instructor.

**ITA 340 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. Prerequisite: ITA 301 or permission of the instructor. Satisfies the GER/GEP Art/Literature requirement.

**ITA 350 Topics and Methods for Teaching Italian**
Course under development. 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 multi-dimensional 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. Conducted in Italian. Prerequisite ITA 301 or permission of the instructor. Satisfies the GER/GEP Art/Literature requirement. Pending departmental approval.

**ITA 360 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. Prerequisite ITA 301 or permission of the instructor. Satisfies the GER/GEP Art/Literature requirement.

**ITA 365 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.
Prerequisite ITA 301 or permission of the instructor. Satisfies the GER/GE requirement.

ITA 380 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 tourists over the centuries. Through a variety of texts—travel diaries, 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 pilgrims, poets, explorers and artists. We will consider three historical periods: the age of discovery (ca. 1300-1600), the grand tour (ca. 1600-1800) and the age of mass tourism (ca. 1800-present). The course concludes with a virtual tour of various regions of contemporary Italy. As a final project, students will author their own travel guide to the Italian city (or cities) of their choice. Recommended for students who wish to further their cultural and linguistic preparation before studying abroad, this content-based language course emphasizes the vocabulary and idiomatic expressions necessary for travel in Italy. Conducted in Italian.
Prerequisite ITA 301 or permission of the instructor. Satisfies the GER/GE requirement.

ITA 401 Early Italian Cinema: From the Stage to the Screen (3 credits)
Course under development. Its focus will be on films and the nascent movie industry in Italy in the first part of the twentieth century. This course will develop students’ speaking and writing skills and enhance their understanding of the film medium in the Italian tradition. Conducted in Italian.
Prerequisite ITA 301 or permission of the instructor. Pending departmental approval.

ITA 402 L’italiano al cinema: 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, Scala, Risi, Monicelli) and “nuovi registi” (Bellacchio, Giordano, 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. Conducted in Italian.
Prerequisite ITA 301 or permission of the instructor Pending GER/GE Art/Lit approval.

ITA 410 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.
Prerequisite ITA 301 or permission of the instructor Satisfies the GER/GE requirement.

ITA 420 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, Risi, 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 Neo-realism. 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.
Prerequisite ITA 301 or permission of the instructor Satisfies the GER/GE requirement.

ITA 425 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 Buonarroti, 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. 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.
Prerequisite ITA 301 or permission of the instructor Satisfies the GER/GE requirement.

ITA 430 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 90’s, to the socio-political problems of a new multicultural city in the 90’s and 00’s. Conducted in Italian.
Prerequisite ITA 301 or permission of the instructor Satisfies the GER/GE requirement.

ITA 435 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.
Prerequisite ITA 301 or permission of the instructor Satisfies the GER/GE requirement.

ITA 440 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, novella. 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.
Prerequisite ITA 301 or permission of the instructor Satisfies the GER/GE requirement.

ITA 445 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, Donatella, 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.
Prerequisite ITA 301 or permission of the instructor Satisfies the GER/GE requirement.
ITAL 450 Italy in the Age of the Grand Tour (3 credits)
Course under development. This course focuses on travel through Italy as an educational experience and cultural initiation and aims to improve students’ reading, writing and speaking skills in Italian, while familiarizing them with culturally important sites and encouraging them to think critically about the nation of the Grand Tour. Conducted in Italian.
Prerequisite ITA 301 or permission of the instructor Pending departmental approval.

ITA 455 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.
Prerequisite ITA 301 or permission of the instructor Satisfies the GER/GEP Art/Literature requirement.

ITA 460 Dante, Petrarch, Boccaccio and the Dawn of the Renaissance 3 credits
This course explores intersections between the lives and the major works of the three “crows” of Italian literature: Dante Alighieri (1265-1321), Francesco Petrarch (1304-1374) and Giovanni Boccaccio (1313-1375). By reading selections from Dante’s Commedia, Petrarch’s Canzoniere and Boccaccio’s Decameron, the course aims to contextualize and interpret the literary masterpieces that marked the end of the Middle Ages and the beginning of the Renaissance. We will touch on the social world in which the three crowned heroes lived, highlighting the authors’ conceptions of politics, theology, philosophy and the visual arts. Throughout the course, particular attention will be granted to the rivalries, friendships and collaborations that unite the three crowned princes of Florence. Conducted in Italian.
Prerequisite ITA 301 or permission of the instructor Satisfies the GER/GEP Art/Literature requirement.

ITA 480-499 Internship

ITA 493 Independent Reading and Research in Italian (3 credits)

ITA 494 Independent Reading and Research in Italian (3 credits)

ITA 296-299 Course(s) taken abroad/transfer courses

ITA 396-399 Course(s) taken abroad/transfer courses

ITA 496-499 Course(s) taken abroad/transfer courses

JAPANESE COURSES
In general, students must successfully complete two courses in sequence at the appropriate level in order to fulfill the GEP non-native language requirement. The appropriate course level for each student will be determined by faculty during the language placement process. Students who are placed in 301 Conversation will satisfy the GEP non-native language requirement by passing that single course.

JPN 101 Beginning Japanese I (4 credits)
Proficiency-based instruction will encourage the development of speaking and listening comprehension. Instruction of basic grammar and pronunciation will accompany active student participation in task-oriented group work in the classroom. This course is aimed at developing the novice low/mid level according to ACTFL – American Council on the Teaching of Foreign Languages. This course is reserved for beginning students with no experience with the Japanese language.

JPN 102 Beginning Japanese II (4 credits)
Proficiency-based instruction will encourage the development of speaking and listening comprehension, with some focus on understanding Japanese characters. Instruction of basic grammar and pronunciation will accompany active student participation in task-oriented group work in the classroom. This course is aimed at developing the novice mid/high level according to ACTFL – American Council on the Teaching of Foreign Languages. Prerequisite: JPN 101 or equivalent.

JPN 201 Intermediate Japanese I (3 credits)
Proficiency-based instruction will encourage the development of speaking, reading, writing and listening comprehension. Instruction of basic grammar and pronunciation will accompany active student participation in task-oriented group work in the classroom. This course is aimed at developing the novice low/intermediate low level according to ACTFL – American Council on the Teaching of Foreign Languages. Prerequisite: JPN 102 or equivalent.

JPN 202 Intermediate Japanese II (3 credits)
Proficiency-based instruction will encourage the development of speaking, reading, writing and listening comprehension. Instruction of basic grammar and pronunciation will accompany active student participation in task-oriented group work in the classroom. This course is aimed at developing the intermediate low/mid level according to ACTFL – American Council on the Teaching of Foreign Languages. Prerequisite: JPN 201 or equivalent.

JPN 301 Japanese Conversation and Composition (3 credits)
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. Prerequisite: JPN 202 or equivalent.

JPN 302 Japanese Conversation and Composition (3 credits)
This course is designed to give the student the additional practice in spoken and written Japanese with increased emphasis on the more difficult modern Japanese grammatical constructions and idioms. Prerequisite: JPN 301 or equivalent.

JP 310 Selections in Japanese Literature (3 credits)

JPN 330 Japanese Film and Culture (3 credits)
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. Taught in English. Pending GER/GEP Art/Literature approval.

Russian Courses
In general, students must successfully complete two courses in sequence at the appropriate level in order to fulfill the GEP non-native language requirement. The appropriate course level for each student will be determined by faculty during the language placement process. Students who are placed in 301 Conversation will satisfy the GEP non-native language requirement by passing that single course.

RUS 101 Beginning Russian I (4 credits)
Proficiency-based instruction will encourage the development of speaking and listening comprehension as well as reading and writing. Instruction of basic grammar and pronunciation will accompany active student participation in task-oriented group work in the classroom. This course is aimed at developing the novice low/mid level according to ACTFL – American Council on the Teaching of Foreign Languages. This course is reserved for beginning students with no experience with the Russian language.
RUS 102 Beginning RUS II (4 credits)
Proficiency-based instruction will encourage the development of speaking and listening comprehension as well as reading and writing. Instruction of basic grammar and pronunciation will accompany active student participation in task-oriented group work in the classroom. This course is aimed at developing the novice mid/high level according to ACTFL – American Council on the Teaching of Foreign Languages. Prerequisite: RUS 101 or equivalent.

RUS 201 Intermediate Russian I (3 credits)
Proficiency-based instruction will encourage the development of speaking, reading, writing and listening comprehension. Instruction of basic grammar and pronunciation will accompany active student participation in task-oriented group work in the classroom. This course is aimed at developing the novice high/intermediate low level according to ACTFL – American Council on the Teaching of Foreign Languages. This course is reserved for PLS students. Prerequisite: RUS 101 or equivalent. This course is not open to native or heritage speakers of Spanish.

SPA 101 Beginning Spanish I (4 credits)
Proficiency-based instruction will encourage the development of speaking, reading, writing and listening comprehension. Instruction of basic grammar and pronunciation will accompany active student participation in task-oriented group work in the classroom. This course is aimed at developing the novice low/mid level according to ACTFL – American Council on the Teaching of Foreign Languages. Prerequisite: SPA 100 or equivalent.

SPA 102 Beginning Spanish II (4 credits)
Proficiency-based instruction will encourage the development of speaking, reading, writing and listening comprehension. Instruction of basic grammar and pronunciation will accompany active student participation in task-oriented group work in the classroom. This course is aimed at developing the novice mid/high level according to ACTFL – American Council on the Teaching of Foreign Languages. Prerequisite: SPA 101 or equivalent. This course is not open to native or heritage speakers of Spanish.

SPA 201 Intermediate Spanish I (3 credits)
Proficiency-based instruction will encourage the development of speaking, reading, writing and listening comprehension. Instruction of basic grammar and pronunciation will accompany active student participation in task-oriented group work in the classroom. This course is aimed at developing the intermediate low/mid level according to ACTFL – American Council on the Teaching of Foreign Languages. Prerequisite: SPA 102 or equivalent. This course is not open to native or heritage speakers of Spanish.

SPA 202 Intermediate Spanish II (3 credits)
Proficiency-based instruction will encourage the development of speaking, reading, writing and listening comprehension. Instruction of basic grammar and pronunciation will accompany active student participation in task-oriented group work in classroom. This course is aimed at developing the intermediate low/mid level according to ACTFL – American Council on the Teaching of Foreign Languages. Prerequisite: SPA 201 or equivalent. This course is not open to native or heritage speakers of Spanish.

SPA 311 Selections in Spanish Literature (6 credits)
Introduction to Spanish literature and its history. Selected readings of plays, essays, novels, short stories, and poetry. Satisfies art/literature requirement of the GER/GEP.

Spanish Courses

SPAN 110 Beginning Spanish I (3 credits)
Proficiency-based instruction will encourage the development of speaking, reading, writing and listening comprehension. Instruction of basic grammar and pronunciation will accompany active student participation in task-oriented group work in the classroom. This course is aimed at developing the novice low/mid level according to ACTFL – American Council on the Teaching of Foreign Languages. This course is reserved for beginning students with no experience with the Spanish language. This course is not open to native or heritage speakers of Spanish.

SPA 116 is the former SPA 1061. SPA 113 is the former SPA 1031.

SPA 110 Beginning Spanish I (3 credits)
Proficiency-based instruction will encourage the development of speaking, reading, writing and listening comprehension. Instruction of basic grammar and pronunciation will accompany active student participation in task-oriented group work in the classroom. This course is aimed at developing the novice mid/high level according to ACTFL – American Council on the Teaching of Foreign Languages. Prerequisite: SPA 100 or equivalent. This course is not open to native or heritage speakers of Spanish.

SPA 111 First-Year Spanish III (4 credits)
SPA 111 is the former SPA 1071. Prerequisite: SPA 110 or equivalent. 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.

SPA 112 Intermediate Spanish I (3 credits)
Prerequisite: SPA 102 or equivalent. This course is not open to native or heritage speakers of Spanish.

SPA 113 First-Year Spanish III (for Non-Beginners) (4 credits)
SPA 113 is the former SPA 1071. Prerequisite: SPA 110 or equivalent. This course is designed to give the student additional practice in spoken and written Russian with increased emphasis on difficult modern Russian grammatical constructions and idioms.

SPA 114 Intermediate Spanish II (3 credits)
Prerequisite: SPA 110 or equivalent. This course is designed as a follow-up to 113, to give the student additional practice in spoken and written Russian.

SPA 115 Year Spanish III (3 credits)
Prerequisite: SPA 114 or equivalent. 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.

SPA 116 Year Spanish II (for Non-Beginners) (4 credits)
SPA 116 is the former SPA 1061. Prerequisite: SPA 110 or equivalent. This course is designed to give the student additional practice in spoken and written Russian with increased emphasis on difficult modern Russian grammatical constructions and idioms.

SPA 117 Year Spanish IV (3 credits)
SPA 117 is the former SPA 1071. Prerequisite: SPA 114 or equivalent. 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.
This course is aimed at the intermediate low/mid level according to ACTFL. Articles and texts. Students' writing skills are developed through a Writing Intensive component. The purpose of this course is to introduce students to the reading and discussion of literary works in their contexts. The course will develop the four basic rhetorical modes: exposition, description, narration, and supporting opinions, and tailoring the discourse to the audience and context. This course is not open to native or heritage speakers of Spanish.

Prerequisite: SPA 210 or equivalent.

SPA 296 Course Taken Abroad/Transfer Course 3 credits

SPA 297 Course Taken Abroad/Transfer Course (3 credits)

SPA 298 Course Taken Abroad/Transfer Course (3 credits)

SPA 299 Course Taken Abroad/Transfer Course (3 credits)

SPA 301 Spanish Conversation (3 credits)

This course is designed to help students improve their oral communication skills in Spanish through participation in interactive tasks. Much attention will be paid to the practice of new vocabulary. Discussion of grammar and communicative strategies will be integrated as needed in order to facilitate students' attempts at various rhetorical functions, such as describing, narrating, explaining, defining, expressing and supporting opinions, and tailoring the discourse to the audience and context. This course is not open to native or heritage speakers of Spanish.

Prerequisite: SPA 210 or equivalent.

SPA 302 Spanish Composition (3 credits)

This course is designed to improve students' ability to communicate in written Spanish and to develop the writing skills they will need to succeed in advanced Spanish courses. Skills are developed through a process-oriented approach to writing, including steps related to vocabulary generation, organizing an outline, writing a draft, editing and revising, and writing a final version. This course is not open to native or heritage speakers of Spanish.

Prerequisite: SPA 301 or permission of the instructor. This course counts for the Writing Intensive component.

SPA 303 Spanish Conversation for Heritage Speakers (3 credits)

This course is designed for Hispanic students whose family origin is a Hispanic country and who speak Spanish in their household. The course will develop conversation skills on concrete and abstract topics through the study of the twenty-one Spanish-speaking countries. Vocabulary building will be achieved through conversations about these countries on such topics as politics, health care, the role of the Church, human rights, and the evolving rights of women. Conversations will also include art, music, and changing traditions. This course is open only to native and heritage speakers of Spanish.

Prerequisite: SPA 303 or permission of the instructor. This course counts for the Writing Intensive component.

SPA 304 Spanish Composition for Heritage Speakers (3 credits)

This course is designed for Hispanic students whose family origin is a Hispanic country and who speak Spanish in their household. Using films, newspapers, articles from magazines, paintings and murals by Hispanic artists and excerpts from Hispanic literature, this course will develop the four basic rhetorical modes: exposition, argumentation, description, and narration. By composing frequent essays, the student will learn how to be an effective writer in Spanish. Emphasis is placed on orthography and dialetics as essential elements of effective writing. This course is open only to native and heritage speakers of Spanish.

Prerequisite: SPA 303 or permission of the instructor. This course counts for the Writing Intensive component.

SPA 310 Introduction to Literatures of the Spanish-Speaking World (3 credits)

Through literature we can explore both the culture of a people and the universal themes and struggles that unite us. The experience of literature is enhanced when one has the framework for understanding literary works in their contexts. The purpose of this course is to introduce students to the reading and discussion of literature in Spanish. Students will read selections in both prose and verse. Authors and texts will vary but will represent the literatures of Latin America and Spain.

Prerequisite: SPA 302 or 304. This course fulfills the Art/Lit requirement.

SPA 320 Current Events in the Spanish-Language Media (3 credits)

This course is designed to help students advance their communication skills in Spanish as well as their critical thinking skills as they research and discuss current issues reported in the Spanish-language media. Topics will fall under a wide range of categories, such as ecology and the environment, social issues, international and domestic politics, culture (both popular and "high"), business and economics, and science and technology. Primary sources of information include online news sources from Spanish America and/or Spain, journals, radio and television broadcasts.

Prerequisite: SPA 301 or 303.

SPA 330 Spanish for Business (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.

Prerequisite: SPA 301 or 303.

SPA 331 Spanish for International Business (3 credits)

This course is principally for students who are majoring in the Haub School of Business. 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.

Prerequisite: SPA 301 or 303.

SPA 340 Advanced Spanish Conversation (3 credits)

The purpose of this advanced level course is to help students improve their oral Spanish by engaging in a variety of interactive tasks. Students will build on their current knowledge of Spanish grammar and vocabulary and will be encouraged to take linguistic risks. They will be given opportunities to create sustained discourse and to communicate in various contexts in order to accomplish a variety of communicative functions. This course is not open to native or heritage speakers of Spanish.

Prerequisite: SPA 301.

SPA 341 Advanced Spanish Composition (3 credits)

This advanced level course is designed to build on students' current Spanish writing skills. The course is aimed at improving students' ability to communicate in written Spanish in various writing contexts. Students' writing skills are developed through a process-oriented approach to writing.

Prerequisite: SPA 302 or 304.

SPA 342 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 also counts for a Linguistics minor. This course is not open to native or heritage speakers of Spanish.

Prerequisite: SPA 301.

SPA 350 Introduction to Latin American Cultures (3 credits)

The purpose of this course is to orient students to the diverse peoples and places of Latin America. Students will use Spanish to discuss the geography, history, politics
and cultures of the region. Some attention will be paid to current issues in Latin America, as reported in online news sources from the region.

Prerequisite: SPA 301 or 303. This course satisfies the Non-Western Studies requirement.

SPA 351 Introduction to Spanish Cultures (3 credits)
The purpose of this course is to orient students to Spain’s rich and diverse cultural heritage, varied terrain and dynamic history. Students will also discuss current issues and events, as reported in Spanish online news sources.

Prerequisite: SPA 301 or 303.

SPA 355 Rio de la Plata: Study Tour (3 credits)
This course is a study tour of different geographical points of the Southern Cone region (South America): Montevideo, Colonia and Punta del Este (Uruguay), Buenos Aires and Iguazu Falls (Argentina). The aim of the course is to improve students’ knowledge of Latin American socio-political, historical and cultural reality—of the Southern Cone region, in particular—through the study of the history, geography and sociology of the region, as well as through the study of its literature, music, painting, and other artistic manifestations. Lectures, visits to museums and cultural sites, films, and meetings with local personalities will be part of our activities. Students will be able to focus on a field of interest in their research papers, sharing their findings with the class in oral presentations. Lectures, readings, journals, discussions, oral presentations, exams and papers will be in Spanish. This course counts toward a minor or major in Spanish, or it can be used as an elective course. This course fulfills the Art/Literature requirement.

Prerequisite: SPA 301 or 303 or permission of the instructor.

SPA 356 Spain: Study Tour (3 credits)
Spain is one of the most dynamic countries in Europe today. It’s a mixture of the old and the new. Some of the major influences of the ancient and contemporary worlds will be studied through history, literature, film, art, architecture, regional languages, politics, economic development and music. The highlight of the course is the experience in Spain itself. Fulfills the Art/Literature requirement.

Prerequisite: SPA 301 or 303 or permission of the instructor.

SPA 360 Faith, Justice and Spanish-Speaking Communities I (4 credits)
Centering on topics about catholic social teaching, this course offers additional practice in written and spoken Spanish beyond the 301 and 302 courses. This is a Service Learning course: thus, students will volunteer three hours per week in Spanish-speaking communities of the Greater Delaware Valley. Readings, written assignments and classroom conversations and journal will focus on issues related to service to the poor, underserved and marginalized in Spanish-speaking communities of the United States such as underlying causes of poverty, immigration and nationalization, bilingual education, health care, housing and the role of the Church in America. The purpose is to integrate volunteer service in Spanish-speaking communities while further developing proficiency in communication in Spanish.

Prerequisite: SPA 301 or 303. This is a Service Learning course.

SPA 361 Faith, Justice and Spanish-Speaking Communities II (4 credits)
Centering on topics about catholic social teaching, this course offers additional practice in written and spoken Spanish beyond the 301 and 302 courses. This is a Service Learning course: thus, students will volunteer three hours per week in Spanish-speaking communities of the Greater Delaware Valley. Readings, written assignments and classroom conversations and journal will focus on issues related to service to the poor, underserved and marginalized in Spanish-speaking communities of the United States such as underlying causes of poverty, immigration and nationalization, bilingual education, health care, housing and the role of the Church in America. The purpose is to integrate volunteer service in Spanish-speaking communities while further developing proficiency in communication in Spanish.

Prerequisite: SPA 301 or 303. This is a Service Learning course.

SPA 370 Topics in Spanish (3 credits)
The purpose of this course is to explore specific topics within the literatures and/or cultures of the Spanish-speaking world. Topics will vary according to the semester in which the class is offered; check the semester listing for current topic.

Prerequisite: SPA 301 or 303.

SPA 375 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. This course also counts for a Linguistics minor.

Prerequisite: SPA 302 or 304.

SPA 380 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 (dialektology) and within society (sociolinguistics), language use for communication (pragmatics), language learning (second language acquisition), and language teaching (pedagogy and applied linguistics). This course also counts for a Linguistics minor.

Prerequisite: SPA 301 or 303.

SPA 396 Course Taken Abroad/Transfer Course (3 credits)

SPA 397 Course Taken Abroad/Transfer Course (3 credits)

SPA 398 Course Taken Abroad/Transfer Course (3 credits)

SPA 401 Topics in Latin American Cultures (3 credits)
This course is a focused study of select aspects of Latin American cultures. It is designed to help students build a framework for understanding some of the geographical, historical, social, and political circumstances that have shaped Latin American realities and cultural manifestations. The course will take a thematic approach, and topics will vary.

Prerequisites: SPA 302 or 304; and SPA 350 or 355 or permission of the instructor. Note: a course in Latin American history (HIS) may substitute for SPA 350.

SPA 402 Topics in Spanish Cultures (3 credits)
This course provides an in-depth look at select aspects of Spanish cultures and civilization. It also provides a framework for understanding these cultural manifestations within their geographical, historical, political and social contexts. The course will take a thematic approach, and topics will vary.

Prerequisites: SPA 302 or 304; and SPA 351 or 356 or permission of the instructor. Note: a course in Spanish history (HIS) may substitute for SPA 351.

SPA 410 From the Old World to the New World in Hispanic Literatures (3 credits)
This course examines some of the transformations that took place in Spanish and/or Spanish American literatures between the Middle Ages and the mid-18th century. This time period saw the rise and fall of the Spanish Empire in the Americas, which was highly transformative for the peoples on both sides of the Atlantic. Students will examine select texts from this period and will situate them within their historical, social, cultural and political contexts.

Prerequisite: SPA 310. This course fulfills the Art/Lit requirement.

SPA 411 From the Modern World to the Present World in Hispanic Literatures (3 credits)
This course will explore literary and artistic expressions of Spain and/or 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.

Prerequisite: SPA 310. This course fulfills the Art/Lit requirement.

SPA 420 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.

Prerequisite: SPA 310, 2011 or 2021. This course fulfills the Art/Lit requirement.

SPA 421 De Brujas, Náufragos y Sicarios: Short Modern Latin American Novel & Film (3 credits)
Analyzing 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, Gnetti, R. Castellanos, E. Garro, Sábado, Fuentes, Vargas Llosa, Carpenter, García Márquez, Rufio, Benedetti, M. Traba, Peri Rossi, Cortázar, Galeano, T. Mercado, Giardinielli, A. Goradicher, L. Heker, S. Molloy, G. Gamba, I. Veronil, among others.

Prerequisites: SPA 302 or 304; and either SPA 310, 350, 201 or 202. This course fulfills the Art/Lit requirement.

SPA 422 Culture, Dictatorship, and Exile in the Southern Cone: 1973-85 3 credits
In this course we study different aesthetic 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 these aesthetic 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 las pájaros, Missing, La historia oficial (The Official History), La noche de las lágrimas, 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. Vignetti, M. Sosa, V. Jara, L. Gieso, Sting, among others.

Prerequisite: SPA 310, 201 or 202. This course fulfills the Art/Lit requirement.

SPA 423 Latin American Modern Short Story (3 credits)
This course includes the reading of short stories and nouvelles 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: Dario, Qaiaoq, Felisberto Hernández, Borges, Bley Casarre, Mujica Lainez, Cortázar, Gnetti, Poniatowska, Rufio, Carpenter, García Márquez, Galeano, Haroldo Conti, L. Padura Fuentes, R. Arenas, Irma Veronil, M. Valenzuela, R. Ferré, Zoi Valdés, A. Somers, Benedetti, Peri-Rossi, etc. Students’ tasks may include: journal of critical readings; mid-term and final exams; final research paper.

Prerequisite: SPA 310, 201 or 202. This course fulfills the Art/Lit requirement.

SPA 424 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 aesthetic-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.

Prerequisite: SPA 310, 2011 or 202. This course fulfills the Art/Lit requirement.

SPA 425 Imagery of the Conquest: Indigenous and Mestizo Perspectives (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.

Prerequisites: SPA 302 or 304; and SPA 350 or 355 or permission of the instructor. This course satisfies either the Art/Lit or the Non-Western Studies requirement.

SPA 426 Culture in Revolution (3 credits)
In this course students will become familiar with three main milestones of Latin American history and culture in the 20th century: the Mexican, Cuban and Nicaraguan Revolutions. Beginning with a discussion of the concept of “revolution” and a historical introduction to these periods, we will focus specifically on the cultural policies of the new regimes, with particular emphasis on the literary campaigns derived from those policies. Students will also become familiar with the different cultural manifestations of those periods, including literature, visual arts, and popular music.

Prerequisites: SPA 302 or 304; and either SPA 310, 350, 201 or 202. This course fulfills the Art/Lit requirement.

SPA 427 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.

Prerequisite: SPA 310, 2011 or 202. This course fulfills the Art/Lit requirement.

SPA 430 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, carta de relación, crónica, historia etc.—while contemplating the ideological implications of each.

Prerequisite: SPA 310, 201 or 202. This course fulfills the Art/Lit requirement.

SPA 431 Commonplaces of Colonial Experience (3 credits)
In this course students think about how various spaces became places through human experience in Colonial Spanish America. They engage in reflective discussion about the physical conditions, value systems, beliefs and politics that created such places and, in some cases, have changed their meaning over time. They explore the dynamics of spaces endowed with different values by different peoples at different times. Through these discussions students think about some commonplaces of
colonial experience, as well as the experience of colonial legacies and colonial places in the 21st century.
Prerequisite: SPA 302 or 304; and SPA 350 or 355 or a course in Latin American history (LHS) or permission of the instructor. This course satisfies either the Art/Lit or the Non-Western Studies requirements.

SPA 440 Major Spanish Authors (3 credits)
A study in depth of one or two major authors; the choice to be determined by the instructor.
Prerequisite: SPA 310, 201 or 202. This course fulfills the Art/Lit requirement.

SPA 444 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.
Prerequisite: SPA 310, 201 or 202. This course fulfills the Art/Lit requirement.

SPA 442 Passions of Heart and the Soul in Imperial Spain (3 credits)
This course will study Renaissance and Baroque Spanish poetry emphasizing the pastoral, mystic and decadence modes.
Prerequisite: SPA 310, 201 or 202. This course fulfills the Art/Lit requirement.

SPA 443 Staging Gender, Sexuality and Social Conflict in Spain’s Golden Age (3 credits)
Reading, discussion, and analysis of selected works in 16th and 17th century Spanish drama.
Prerequisite: SPA 310, 201 or 202. This course fulfills the Art/Lit requirement.

SPA 444 Heroes, Villains, Rogues and Saints in Don Quijote (3 credits)
The works of Cervantes with special emphasis on the Quijote and the Novelas Ejemplares.
Prerequisite: SPA 310, 201 or 202. This course fulfills the Art/Lit requirement.

SPA 445 The Literary Spain of Ignatius of Loyola (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 lifetime.
Prerequisite: SPA 310, 201 or 202. This course fulfills the Art/Lit requirement.

SPA 446 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.
Prerequisite: SPA 310, 201 or 202. This course fulfills the Art/Lit requirement.

SPA 447 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.
Prerequisite: SPA 310, 201 or 202. This course fulfills the Art/Lit requirement.

SPA 448 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.
Prerequisite: SPA 310, 201 or 202. This course fulfills the Art/Lit requirement.

SPA 449 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.
Prerequisite: SPA 310, 201 or 202. This course fulfills the Art/Lit requirement.

SPA 450 Spain into the 21st Century: Thirty Years of Democracy (3 credits)
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.
Prerequisite: SPA 310, 201 or 202. This course fulfills the Art/Lit requirement.

SPA 455 Women in Spanish Literature (3 credits)
Feminist interpretation of major works of a given period of Peninsular or Latin American literature. Choice to be determined by instructor.
Prerequisite: SPA 310, 201 or 202. This course fulfills the Art/Lit requirement.

SPA 456 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 literary, feminist and translation theories.
Prerequisite: SPA 310, 201 or 202. This course fulfills the Art/Lit requirement.

SPA 460 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 plan to use Spanish for personal or professional reasons outside the classroom. Because of its emphasis on communication skills for non-native speakers, this course is not open to native or heritage speakers of Spanish. This course also counts for a Linguistics minor.
Prerequisite: SPA 302 or 304.

SPA 461 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. This course also counts for a Linguistics minor.
Prerequisites: SPA 302 or 304; and SPA 380.

SPA 466 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. This course also counts for a Linguistics minor.
Prerequisite: SPA 310 or 304.

SPA 467 Language Contact and Politics in the U.S. (3 credits)
This course is designed to engage students in a review and critical analysis of the history and politics of language contact within the context of the United States. Given the demographic shifts in population taking place currently in the U.S., the course will focus primarily on the contact between Spanish and English. We will discuss bilingualism and the characteristics of language contact, language ideologies, language planning and policy, Official English movements, and bilingual education. We
will examine the language of hegemony used to maintain the dominance of English vis-à-vis Spanish (and other languages) present in our society. We will also do some comparative study connecting this reality to what is happening with Spanish in other situations of language contact. This course also counts for a Linguistics minor. Satisfies Diversity requirement.
Prerequisite: SPA 302 or 304.

SPA 486 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. This course also counts for a Linguistics minor.
Prerequisite: SPA 302 or 304. This course is not open to native or heritage speakers of Spanish.

SPA 470 Topics in Spanish (3 credits)
The purpose of this course is to explore specific topics within the literatures and/or cultures of the Spanish-speaking world. Topics will vary according to the semester in which the class is offered; check the semester listing for current topic.
Prerequisites: SPA 310; and 350, 351, 355 or 356.

SPA 480 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. This course also counts for a Linguistics minor.
Prerequisite: SPA 302 or 304.

SPA 490 Spanish Internship I (3 credits)
This course is a practicum in which the student applies his/her communication skills in Spanish in a work environment related to his/her professional area. The majority of the work for this course is that performed at the internship site. The student is responsible for securing the internship site and will meet with the professor prior to the semester in which the internship is to take place in order to discuss the course requirements and expectations. During the practicum, the student will reflect upon his/her experience at the internship site in written assignments and in regular meetings with the professor. At the end of the semester, the student will submit a final paper or deliver a final presentation based on his/her internship experience. This course is intended as an advanced course for Spanish majors or minors who have completed the other course requirements for the major or minor.
Prerequisites: SPA 301 or 303, and SPA 302 or 304.

SPA 491 Spanish Internship II (3 credits)
This course is a practicum in which the student applies his/her communication skills in Spanish in a work environment related to his/her professional area. The majority of the work for this course is that performed at the internship site. The student is responsible for securing the internship site and will meet with the professor prior to the semester in which the internship is to take place in order to discuss the course requirements and expectations. During the practicum, the student will reflect upon his/her experience at the internship site in written assignments and in regular meetings with the professor. At the end of the semester, the student will submit a final paper or deliver a final presentation based on his/her internship experience. This course is intended as an advanced course for Spanish majors or minors who have completed the other course requirements for the major or minor.
Prerequisites: SPA 301 or 303, and SPA 302 or 304.

SPA 493 Independent Research in Spanish I (3 credits)
Prerequisites: SPA 301 or 303; and 302 or 304; and 310; and 350, 351, 355 or 356; and 360.

SPA 494 Independent Research in Spanish II (3 credits)
Prerequisites: SPA 301 or 303; and 302 or 304; and 310; and 350, 351, 355 or 356; and 360.

SPA 496 Course Taken Abroad/Transfer Course (3 credits)
SPA 497 Course Taken Abroad/Transfer Course (3 credits)
SPA 498 Course Taken Abroad/Transfer Course (3 credits)
SPA 499 Course Taken Abroad/Transfer Course (3 credits)

Gender Studies Program
Director: C. Murray
Committee on Gender Studies: Ayella, Burkhalter, Edwards-Alexander, Franks, Gallagher, A. Green, Joyce, Logio, Patton, Scola, Skolnick Sosa, Terry, Wang

Gender Studies is an interdisciplinary field drawing from scholarship in the humanities, social sciences, natural sciences, and business. The Gender Studies program provides students with an intellectually challenging and engaging way of examining the world through the lens of “gender.” Gender Studies courses explore how social structural categories such as gender, race, class, and sexuality influence human behavior and social interactions, structure access to opportunities and impact the lived experiences of women and men. Gender Studies courses apply current feminist/gender theories to issues in literature, art, history, philosophy, political science, psychology, religious studies, science, sociology, and business.

Gender as a social construction acts as the organizing principle for all Gender Studies courses. In addition, implicit in all Gender Studies courses is a basic tenet of feminist scholarship—that all academic work should connect 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 advocacy and action in community agencies and 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 201 Seminar in Feminist Theories must be one of the six courses. Students are encouraged, but not required, to take GEN 470 Selected Topics in Gender Studies. Students may select courses from the following list:

ART 107 * Women in Art
ART 207 * Race-Gender in American Art and Architecture
ART 266 * Women in Modern Theatre
EDU 369 Perspectives of Women in Education
ENG 205 * Cultural Differences Men and Women: Lesbian and Gay Narratives
ENG 205 * Women and Men Writing their Lives
ENG 205 * Cultural Diversity: African American Literature
ENG 208 Special Topics: Contemporary American Women Poets
ENG 405 * The Eighteenth-Century Novel: Genre, Gender, and Class
ENG 405 * Exploring Post-colonialism
ENG 405 * Nineteenth-Century Authors: Jane Austen
ENG 443 * Feminist Narrative Strategies
ENG 444 * Writing Through Race and Gender
ENG 431 Elizabeth the Queen
ENG 481 Images of Women in Literature
FRE 470 Major French Authors: French Women Writers of the Middle
HIS 351 * Gender, Ideology, and Revolution in East Asia
HIS 385 History of Women in America Since 1820
HIS 472 Clio/Calliope in European History: Gender and Authority, 500-1600
ITA 455 Women’s Voices in Italian Fiction
MGT 150 * Gender in the Workplace
MGT 212 * Managing Workforce Diversity
PHL 446  *Feminist Epistemology
PHL 395  *Feminist Perspectives on Self, Identity, and Moral Development
PHL 395  *Contemporary Issues in a Diverse Society
POL 323  *Women, Gender, and American Politics
POL 388  *Global Gender Issues
PSY 121  Child Development
PSY 123  *Psychology of Men/Women
PSY 124  *Human Sexuality
PSY 150  *Gender in the Workplace
PSY 152  Psychology of Violence and Aggression
PSY 212  *Multicultural Psychology
PSY 233  *Adulthood and Aging
PSY 235  *Psychology of Gender
PSY 494  *Gender, Occupational Choice and Occupational Success
REL 382  *Women and Religion in the Ancient World
SOC 102  *Social Problems
SOC 208  *Sociology of Gender
SOC 209  *Marriage and the Family
SOC 232  *The Sociology of Human Sexuality
SOC 254  *Violence and Victims
SOC 286  *Violence in Intimate Relationships
SOC 322  *The Culture and Politics of Motherhood
SOC 351  *Gender and the Law
SOC 356  *Gender, Crime, and Criminal Justice
SPA 446  Romanticism and Realism: Heroes, Angels, and Villains in Nineteenth Century Spanish Literature
SPA 455  Women in Spanish Literature
THE 342  Women in Muslim Tradition
THE 335  *Gender and Christian Spirituality
THE 357  *Feminist Theologies
* Course may also satisfy a GEP requirement.

**GENDER STUDIES PROGRAM COURSES**

**GEN 200 Seminar in Feminist Theories (3 credits)**
This course provides a survey of feminist frameworks for thinking about sex, gender and oppression. The course begins with a consideration of whether the distinction between gender and sex is tenable, what it means to say that a category is socially constructed and how socially constructed categories can be oppressive. Given women's diversity, the latter part of the course considers critiques of attempts to provide a single systematic feminist framework. This will lead us to rethink the project of feminist theory and consider its possible new directions.

**GEN 470 Selected Topics in Gender Studies (3 credits)**
An independent study course, 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 201, the approval of an independent study director in the student’s major, and the approval of the Director of Gender Studies.

**History**

**Professors:** Carter, Miller, Sibley, Smith
**Associate Professors:** Keefe, Lewin, (chair) Warren
**Assistant Professor:** Chakars, Aysen
**Visiting Assistant Professors:** Hansan
**Lecturers:** Burns, Casino, Connolly, Eisenhower, Fridrici, Kaczynska, Maher, Powell, Reader, Sullivan, Swidler, Zeman

**David H. Burton Postdoctoral Fellow: Hooper**

The Department of History helps students develop the awareness of the qualitative differences between historical eras, and encourage: a sense of the past; a degree of familiarity with the political, social, economic, 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, ideas, movements, and events in the past.

The Department’s more specialized courses emphasize less the acquisition 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**

Because of the implementation of the new General Education Program, there are currently two programs of study for the History major:

For students who entered SJU before the fall of 2010, or transfer students who entered SJU in the fall of 2010 with 15 or more credits:

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

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

**Social/Behavioral Science:**

PDL 101  Introduction to American Government and Politics
PDL 103  Introduction to Comparative Politics  

**PDL 105  Introduction to International Politics**

**GER Electives: any eight courses**

**Major Concentration:**

HIS 201-202  History of the United States

and ten approved courses at the 203 or above.

Besides HIS 101-102 and HIS 201-202, 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/collquia (400 level) in any area offered, one in the junior year and one in the senior year. At least two courses at the 203 or above level must be before 1800. The seminars/collquia will also count to satisfy the area or time requirements for 203 level or above 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.

For students who entered SJU in the fall of 2010 or later, or transfer students who entered SJU in the fall of 2010 with 14 or fewer credits:

**GER Signature Courses (See Curricula): six courses**
GEP Variable Courses (See Curricula): six to nine courses, including
Social/Behavioral Sciences:
Any 100 level POL
GEP Overlays (See Curricula):
GEP Electives: ten courses
Major Concentration:
HIS 201-202 History of the United States
and ten approved courses at the 203 or above level.
Besides HIS 154 and HIS 201-202, 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 (400 level) in any area offered, one in the junior year
and one in the senior year. At least two courses at the 203 or above level must be
before 1800. The seminars will also count to satisfy the area or time requirements
for 203 or above 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.
INTEGRATED LEARNING COMPONENT FOR HISTORY MAJORS
The History ILC is a system of three tracks for the integrated learning component of
the new curriculum. Our students would take three courses from any one track, as
below, and also have the option of building their own, under their advisor’s guidance.
Courses taken as part of the History Department’s ILC must be within the College of
Arts and Sciences, and may count toward a minor or a second major; they may not,
however, count for the History major or for variable courses being counted elsewhere in the GEP. Other ILCs may be accepted, subject to department approval.
1) Arts and Letters Track, which consists of any three courses in any of the following majors:
Ancient Studies
Classics
English
Fine and Performing Arts
Foreign Languages and Literatures
Philosophy
Theology
2) Social Sciences Track, which consists of any three courses in any of the following majors:
Criminal Justice
Economics
Education
Political Science
Sociology
3) Multi-Disciplinary, which consists of any three (non-history) courses in any of the
following programs:
Africana Studies
American Studies
Asian Studies
European Studies
Faith Justice Studies
Gender Studies
International Relations
Latin American Studies
Medieval/Renaissance/Reformation Studies
MINOR IN HISTORY
For students admitted under the GEP, the minor in History requires completion of HIS
154 and any five history courses numbered HIS 201 or higher. For those admitted
under the GER, the minor requires HIS 101-102, HIS 201-202 and any four history
courses numbered HIS 203 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 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,
among others, 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 L
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 History ILC by taking: EDU 150/152
(Schools in Society and the accompanying lab); PSY 100 (Introduction to Psychology);
and EDU 157/158 (Adolescent Development and the accompanying lab).
HISTORY COURSES
Upper Division Courses (203 or higher level)
Courses above the survey level will ordinarily be offered in a two-to-three year cycle.
meaning that those not taught in the current academic year will be offered the
following year or two. New or revised courses not currently listed in the catalog may
be added.
Seminars, Directed Reading, and Research Courses (HIS 470-HIS 494)
At least two seminars will be scheduled each semester, with the topics and
professors announced in advance. Topics will vary. Each will offer the opportunity
for in-depth study of a specialized area and for creation of a major research project.
Students will analyze primary and secondary sources to understand the predominant structures and relationships that have transformed our world from the early modern era to the twentieth century. Topics will include the development of political and economic ideas and systems (e.g., democracy, liberalism, conservatism, nationalism, fascism, colonialism, capitalism, socialism), changing conceptions of culture and identity (e.g., race, gender, ethnicity, art), and the conflicts and opportunities born of this transformation (e.g., anti-colonial movements, social revolutions, world wars, international organizations, globalization, religious and cultural conflicts). Readings and discussions will emphasize understanding how modern systems of political, economic and social meaning and exchange, including Western dominance, emerged.

HIS 204 Latin American Experience (3 credits)
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 and will satisfy the History GER for students who entered under that program.

HIS 209 Historical Introduction to Modern Europe (3 Credits)
Students who receive a 4 or 5 on the AP European History exam, or the IB equivalent, will receive credit for this course number.

HIS 210 Historical Introduction to Sub-Saharan Africa (3 Credits)
This course will examine the social, political, and economic history of sub-Saharan Africa from pre-colonial times to the twentieth century. It will emphasize themes such as the early formation of states and empires, the impact of the Trans-Atlantic slave trade, the European colonization of the continent, and the struggles and successes of modern African nation states. The course is designed to provide the students with a background for understanding the most important forces that have shaped Africa and continue to affect the lives of people throughout the continent.

HIS 301 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 302 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 303 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 304 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 315 The Glory that was Greece: The Classical and Hellenistic Worlds (750-300 BCE) (3 credits)
From Homer to Alexander, the Greeks of antiquity marked 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 GEP Art/Lit requirement.

HIS 316 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.

HIS 317 The Medieval Experience (3 credits)
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.

HIS 318 The Italian Renaissance 1100-1600 (3 credits)
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.

**HIS 319 Revolutions 1517-1688: Religious, Social and Scientific (3 credits)**
A study of the profound upheavals that shook Europe in the early modern period. Specific emphasis on the social and political aspects of the religious wars and on the content and transmission of knowledge.

**HIS 320 Absolutism and Enlightenment: 1650-1789 (3 credits)**
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.

**HIS 321 French Revolution and Napoleon (3 credits)**
This course will examine the causes of the French Revolution of 1789, the revolutionary governments and the Napoleonic era.

**HIS 322 Europe in the Twentieth Century, 1914-1939 (3 credits)**
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.

**HIS 323 Europe in the Twentieth Century, Since 1939 (3 credits)**
A course in which stress is placed on the Second World War and the recovery of Europe in the post-war era.

**HIS 324 Modern International Socialism (3 credits)**
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.

**HIS 325 France 1814-1914 (3 credits)**
A study of political, diplomatic, social, economic and religious trends from the fall of Napoleon Bonaparte to the outbreak of the First World War.

**HIS 326 The Age of Empire (3 credits)**
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.

**HIS 327 Transformations in Early Modern Europe, 1400-1800 (3 credits)**
This course will examine the massive cultural, religious, economic, intellectual and scientific transformations, which produced a new vision of humanity—the "individual"—as we know it.

**HIS 328 European Diplomatic History, 1814-1914 (3 credits)**
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.

**HIS 329 Ireland 1758-1898 (3 credits)**
This course will explore the interplay of the major political traditions—nationalist and unionist, constitutional and physical force—in the shaping of modern Ireland.

**HIS 330 England from Danes to Tudors, 700-1485 (3 credits)**
This course will examine the ways in which official decrees—royal, noble, and ecclesiastical—affect 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 331 Tudor-Stuart England, 1485-1714 (3 credits)**
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 332 Age of Aristocracy: Britain 1689-1832 (3 credits)**
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 conscription of British national identity; reform and the unraveling of the confessional state in the years after Waterloo: the arts, from Classical to Romantic.

**HIS 333 Victorian Britain, 1815-1901 (3 credits)**
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 334 Twentieth-Century Britain (3 credits)**
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 335 Germany: From the French Revolution through World War I (3 credits)**
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 336 The Weimar Republic and Nazi Germany (3 credits)**
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 337 History of Russia, 1682-1861 (3 credits)**
A survey of the major political, social, economic, and cultural developments in Russia from Kievan Rus to the emancipation of the serfs. Topics will include Kievan Rus; the Golden Horde; the Rice of Moscovy; the consolidation of the Romanov autocracy; the expansion of the empire; and the Great Reforms.

**HIS 338 History of Russia and the Soviet Union, 1861-1991 (3 credits)**
A survey of the major political, social, economic, and cultural developments of the Russian Empire from 1861 to 1917 and of the Soviet Union from its foundation to its break-up in 1991. Topics will include the decline of tsarism; the Russian revolutions; Stalinism; WWII; the Cold War; the “shaw years” under Khrushchev; the “stagnation years” under Brezhnev; and the reforms under Gorbachev.

**HIS 339 The Mongol Empire 1100-1500 (3 Credits)**
In the thirteenth century, the Mongols built the largest contiguous land empire the world has ever known. This course will cover the rise, running, and all of this empire. It will explore the society and culture of the Mongols, the world’s most famous nomadic conquerors. In addition, the course will examine how the Mongol Empire impacted the course of Eurasian history. It will explore how the empire affected not only the Mongols themselves, but also the many peoples to whom they conquered.

**HIS 346 From Baghdad to Burgos: Jews, Christians, and Muslims, Medieval Mediterranean World (3 Credits)**
In this advanced course on medieval intercultural 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 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 347 Beyond the Pillars of Hercules: The Transatlantic Empires of Spain and Portugal, 1492-1713 (3 Credits)**

This course will investigate the Spanish and Portuguese kingdoms’ earliest encounters with the New World, the formation of colonial settlements and governments, and the bi-directional flow of people and goods. Additionally, the class will focus intensely on the cultural and religious challenges that resulted from the secret migration of Jews to the Americas, as well as the intermixing of European and Native American populations.

**HIS Ireland 1788-1998 (3 Credits)**

This course will explore the interplay of the major political traditions-nationalist and unionist, constitutional and physical force- in the shaping of modern Ireland

**HIS 329 Crime and Punishment in History (3 credits)**

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 350 Exchange and Conquest in Modern East Asia (3 credits)**

This course is a chronological survey of East Asian history from 1600 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 351 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 352 Late Imperial China (3 credits)**

Chinese social, political, intellectual, and cultural history during the Ming and Qing dynasties up to the Opium Wars (1880-1840). 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 353 Modern China (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 354 Japan Since 1800 (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 past-war Japan.

**HIS 355 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 356 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 357 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 358 Contemporary China World 3 credits**

The history of China since 1976. Major topics covered will be the death of Mao and the end of the Cultural Revolution; the opening of relations with the United States; Deng Xiaoping’s rise; opening and reform; China’s “economic miracle”; the one-third policy; the 1989 democracy movement and its aftermath; China’s challenge rise as a global economic and political power; the environmental challenge accompanying China’s economic development; and the Communist Party’s strategies and tactics to maintain power.

**HIS 359 Beyond the Pillars of Hercules: The Transatlantic Empires of Spain and Portugal, 1492-1713 3 credits**

This course will investigate the Spanish and Portuguese kingdoms’ earliest encounters with the New World, the formation of colonial settlements and governments, and the bi-directional flow of people and goods. Additionally, the class will focus intensely on the cultural and religious challenges that resulted from the secret migration of Jews to the Americas, as well as the intermixing of European and Native American populations.

**HIS 360 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 361 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 362 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 363 The Elections of 2012 (3 credits)**

An analysis of the presidential, congressional, and gubernatorial races of 2012. The course will offer the student a basis for understanding the ongoing election cycle of 2012, 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 under-standing the tactics and strategies of the two major parties as they position themselves for and then campaign in the Elections of 2012.

**HIS 364 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 365 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 366 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 367 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 emphasis on the expanding role of the presidency, social movements embracing racial, class, and gender issues, and emerging cultural crosscurrents since World War II.

**HIS 368 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 369 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 379 African-American History Since the Civil War (3 Credits)**
This course will explore the history of African-Americans from Reconstruction to the present day. Students will examine the unity and diversity of the African-American experience, including the myriad social, cultural, political, and economic conditions that created this experience, the ways in which African-Americans have shaped American history and culture, and African-American efforts, in concert with other Americans, to subvert, transcend, and otherwise reform a discriminatory landscape and reassert the founding principles of the American republic.

**HIS 380 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 381 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 382 American Biography (3 credits)**
An examination of the role of specific men and women in American history, with special consideration of the nature of biography as a historical method.

**HIS 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 384 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 385 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 386 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 387 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 388 Reacting to the Past (3 credits)**
This course will immerse students in the historical record through a series of extended role-playing games. By reading primary sources, conducting additional research, and participating in first-person debates, students will develop a more active, engaged, and empathetic understanding of both historic events and historical practice.

**HIS 471 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 472 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 473 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 475 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 476 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 478 Seminar in Global/Comparative History (3 credits)
Lectures, readings, and discussion focusing on an announced theme in global and/or comparative history. Each student undertakes a major research project associated with the selected theme.

HIS 480 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 481 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 482 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 483 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 493-494 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 Sorensen
Associate Director: Christian Marsilio

The Honors Program offers qualified and interested students an enriched and challenging alternative to their General Education Requirement/General Education Program and an opportunity for intensified independent research or creative work in their major concentration.

GENERAL HONORS
Honors courses in the General Education Requirement (GER)/General Education Program (GEP) 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. 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. 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/GEP 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 GER/GEP 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/GEP 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/GEP requirements. Students must notify the Registrar’s office, the Honors Program, and their academic advisor which GER/GEP 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. 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. 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 elect a second reader for the thesis, after consulting with their advisor. 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 15th. 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.

Honors Courses

HDN 301-302 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 any of the following GER/GEP course requirements: HIS 101, 102, ENG 101, 102, or the Art/Literature GER/GEP requirement.

HDN 303-304 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 of the following GER/GEP course requirements: HIS 101, 102, ENG 101, 102, or the Art/Literature GER/GEP requirement.

HDN 305-306 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/GEP English, Literature/Arts requirements. Students who have one semester of Western Civilization may use this course for the second History GER.

HDN 307-308 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/GEP or one Natural Science GER/GEP course. For non-Mathematics and non-Natural Science majors only.

HDN 309 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/GEP requirement, the upper-level requirement for history majors, the American literature requirement for English majors, and the elective requirement for American Studies minors.
HON 310 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 GER/GEP for all majors.

HON 311 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/GEP.

BIO 163 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 natural science GER/GEP requirements for non-science majors.

CLA 320 The Golden Age of Rome (3 credits)
This course will explore the ways in which literature, the arts, architecture, and political ideology combined in the Rome of Octavian (43 BC-14 AD) between the death of Julius Caesar in 44 BC and the rise of Tiberius in 14 AD. This course will merge the fields of the literary critic, the philologist, the architect, the art historian, the archaeologist, the engineer; and the social historian. The readings have been carefully selected to promote the formation of a comprehensive overview without sacrificing the detailed point of view. They are intended to invite the student to find and to explore the causal nexus of these fields of endeavor. Contemporary and past historical events will be perceived in the florid iconography of the period; architecture and sculpture will have unique meaning; literature will have emblematic meaning not seen before at such a profound level. Satisfies the Art/Literature GER/GEP.

CLA 321 Sexuality and Gender in the Ancient World (3 credits)
A study of the ancient Greek and Roman cultural constructions of gender through reading of legal, philosophical, medical, historical, religious, and literary works. We will examine the connections between the ancient ideology of gender and the legal, social, religious, and economic roles of women in Greek and Roman cultures. We will also compare this ancient ideology of gender with conceptions of masculinity and femininity in modern American culture. Satisfies the Art/Literature GER/GEP. Also satisfies Gender Studies requirement.

DSS 200 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 200 for Business majors or minors.

DSS 220 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 develop 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 210 or equivalent. Satisfies DSS 220 for Business majors or minors.

ECN 450 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/GEP Social Science course.

ENG 319 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 GER/GEP.

ENG 416 Rebellious Women Writers: Reformers, Slaves, and Suffragists (3 Credits)
This Honors course, a variation of the team-taught “Women’s Writing as Emancipation” course, explores how British and American women of the late seventeenth to early twentieth centuries used writing to rebel against the status quo. In this course, we will examine a wide variety of women’s texts - narrative fictions, poetry, political polemics, conduct books, letters, autobiographies, social theories, sermons, and protest leaflets - and we will discuss the effects of these different responses to women’s plight. We will look closely at the influences that British and American writers exerted upon one another. Satisfies Art/Literature GER/GEP for all majors.

FRE 150 Language, Culture, Identity: Being/Speaking French (3 credits)
This course, taught in English, will introduce first-year Honors students at Saint Joseph’s University to undergraduate scholarship through substantive readings (both primary and secondary materials), research tasks, critical discussions and cultural experiences outside of class, including a museum visit and film viewings. The focus will be on the Francophone world, beginning with the development of French language and culture, and the construction of “Frenchness,” moving through the colonial and post-colonial periods and ending with French-speaking communities as they function in today’s global environment. We will read poetry, essays and fiction by Frantz Fanon, Aimé Césaire, Maryse Condé and Azouz Begag. We will also discuss and employ certain concepts of French sociologist Pierre Bourdieu. GER First Year Seminar.

LIN 340 Communication in Social Contexts (3 credits)
This course analyzes how people communicate with each other in various social contexts. We will focus on recent research topics in discourse analysis and explore particular contexts of discourse such as that which takes place in the legal field (police interrogations; naturalization interviews); family interactions (homecoming routines; ventriloquizing); childhood settings (apologies, sporting events); the workplace (medicine, business, media) and the classroom (teacher-student; student-student, teacher-teacher interactions). Special attention will be given to classroom discourse, the area of applied linguistics research that investigates empirical linguistic data from classroom interaction. We will focus on substantive issues
addressed by the research and theoretical frameworks used to structure the inquiry. Satisfies one GER/GER Social Science course.

MAT 132 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/GER.

MAT 138 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/GER.

MGT 121 Organizations in Perspective (3 credits)
This course explores the nature of the firm and the development of the employeremployee 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. Satisfies MGT 110 for Business majors or minors.

MGT 381 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 Mock Court exercise is included. This course is highly recommended for students who plan to attend law school. Satisfies MGT 360 for Business majors or minors.

PHL 258 Authentic Self: Augustine, Kierkegaard, and Heidegger
This course will center on careful textual study of primary sources in philosophy/theology that deal with the analysis of human “fallenness” and self-recovery. A key element that will emerge is the role of the will, not just the theoretical freedom of the will, but the necessity to make a specific act of the will, namely to will to be one’s authentic self. All three authors are major figures in and sources for the philosophical and theological traditions of the West. Satisfies third-level Philosophy GER/GER.

PHL 336 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 101 I, 154. Satisfies the third-level Philosophy GER/GER.

PHL 356 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 Philosophy GER/GER.

PHL 357 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 Jesuit 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 third-level Theology or Philosophy GER/GER.

PHL 434 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. Satisfies the third-level Philosophy GER/GER.

PHL 438 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/GER.

POL 320 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/GER.

SOC 286 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/GER.

SOC 363 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/GER.

SOC 287 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/GER.

SPA 427 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. Satisfies the Art/Literature GER/GEP.

**THE 336 The Jewish and Christian Encounter (3 credits)**

Why has the relationship between Christians and Jews been frequently hostile? How have the two communities influenced each other, for good and for ill? Is there a relationship between the Nazi genocide and historical church teaching? Has there been improvement in the two traditions’ relationship in recent decades? What are today’s pressing challenges? This course will examine all these questions. Satisfies third-level Theology GER/GEP.

**Interdisciplinary Health Care Ethics**

Director: Ana S.J., M.D.

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 Health Care Ethics - Basic Track**

Students seeking the Health Care Ethics Minor are required to complete six (6) 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 PHL 154 Moral Foundations. Of the six (6) minor courses, students are required to take the Capstone Course (described below) during senior year and either THE 261 Christian Social Ethics or THE 336 Christian Medical Ethics in the interim between these two courses. The remaining 4 courses are electives (listed below). In addition to the course work, all students must attend at least 2 events sponsored by the Institute of Catholic Bioethics each semester. Make sure to sign-in for all events.* (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:

1. Take THE 368 (Just Health Care in Developing Nations), including major research paper, or
2. The student can design a research project as part of an Independent Study course that has been approved by a faculty member associated with the minor program or the Institute of Catholic Bioethics.

**Elective Courses – choose any four (4)**

1. ECN 390 Economics of Health Care
2. IHS 310 Psychosocial Aspects of Chronic Illnesses and Disabilities
3. IHS 313 Global Health Care
4. IHS 211 Health Care Systems & Its Responsibilities
5. IHS 252 Health Care Policy
6. IHS 253 Nutrition: Health & Disease
7. IHS 256 HIV/AIDS: Sexuality, Money, Politics, Research, Public Health and Ethics
8. IHS 343 Helping & Healing: Ethics, Community & Personal Transformation
9. IHS 345 Better Death: Hospice Care
10. PHL 250 Philosophy of Death
11. PHL 314 Topics in Medicine and Philosophy
12. SOC 216 (IHS 216) Alcohol, Drugs and Society
13. SOC 217 (IHS 217) Mental Health & Society
14. SOC 223 (IHS 323) Health and Society
15. THE 347-361 Death & Rebirth
16. THE 361 Catholic Social Teaching
17. THE 241 Faith & Justice: Scripture and Social Values
18. THE 364 Sexuality & Catholic Morality
19. THE 368-SL Just Health Care in Developing Nations
20. THE 373 Economic Ethics

**Interdisciplinary Health Services**

*Professors: Rowe, White
**Assistant Professors:** Black, Cardosa, Newhouse (Director)
**Interdisciplinary Health Services Advisory Board:** Black, Dowdall, Linehan, Rowe, 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 curative 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.

**Requirements for the Interdisciplinary Health Services Major**

Due to the implementation of the new General Education Program, there are currently two programs of study for the Interdisciplinary Health Services major:

For students who entered SJU before the fall of 2010, or transfer students who entered SJU in the fall of 2010 with 15 or more credits:

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

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

**Mathematics:**
- MAT 107: Topics in Contemporary Mathematics
- MAT 118: Introduction to Statistics or higher (Note: Some upper-level natural science courses require calculus)

**Natural Science:**
- CHM 120 - 125: General Chemistry I & II
- CHM 120L - 125L: General Chemistry Laboratory I & II

**Philosophy**
- PHL 250: Philosophy of Death
- PHL 322: Philosophy of Science

**GER Electives: any eight courses**

**Major Concentration:**

**IHS Core Requirements: 5 courses**
- IHS 110: Psychosocial Aspects of Health, Illness and Disability
- IHS 211: The Health Care System and Its Responsibilities
- IHS 323: Health and Society
- IHS 331/331L: Statistics and Research Methods in Health Fields
- IHS 495: 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 248: Health and the School-aged Child
- IHS 252: Health Care Policy
- IHS 253: Nutrition: Health and Disease
- IHS 255: Human Sexuality and Disease
- IHS 263: Theories of Addiction and Addictive Behavior
- IHS 270: Violence and Aggression: Deconstructing Youth Violence
- IHS 343: Helping and Healing: Ethics, Community, and Personal Transformation
- IHS 345: Seeking a Better Death: Hospice Care
- IHS 346: Administration of Health Care and Public Health Organizations
- IHS 349: Managed Health Care
- IHS 354: Diversity Leadership in Healthcare
- IHS 357: Introduction to Autism Spectrum Disorder
- IHS 359: Planning and Evaluating Public Health Promotion Programs
- IHS 441: Alternative Medicine and Non-traditional Therapies
- IHS 458/458L: Epidemiology
- IHS 490: Internship in Health Services
- IHS 493-494: Independent Health Research

**Social Sciences Courses:**
- PSY 223: Health Psychology
- PSY 122: Abnormal Psychology for non-majors
- PSY 236: Physiological Psychology
- SOC 217: Mental Health & Society

**Natural Sciences Courses:**
- BIO 201: Organismic Biology
- BIO 404: Biochemistry
- BIO 406: Comparative Anatomy
- BIO 408: Histology
- BIO 416: Microbiology
- BIO 417: Systemic Physiology
- CHM 210/210L: Organic Chemistry I with Laboratory
- CHM 215/215L: Organic Chemistry II with Laboratory

**Additional Natural Science Requirements: 2 courses**
- BIO 101/101L: Biology I: Cells
- BIO 102/102L: Biology II: Genetics

**Note:** Students planning graduate study in allied health are strongly encouraged to minor in biology or chemistry.

For students who entered SJU in the fall of 2010 or later, or transfer students who entered SJU in the fall of 2010 with 14 or fewer credits:

**GEP Signature Courses (See Curricula): six courses**

**GEP Variable Courses (See Curricula): six to nine courses, including**

**Natural Science:**
- CHM 120/120L: General Chemistry I with Laboratory

**GEP Overlays (See Curricula): three courses**

**GEP Integrative Learning Component: three courses**

**Psychology:**
- PSY 100: Introductory Psychology

**Sociology:**
- SOC 101: Introductory Sociology
- SOC 205: Ethnic and Minority Relations

**GEP Electives: eight courses**

**Major Concentration: fifteen courses including**

**IHS Core Requirements: 5 courses**
- IHS 110: Psychosocial Aspects of Health, Illness and Disability
### Undergraduate Programs

**IHS 211**  The Health Care System and its Responsibilities  
**IHS 323**  Health and Society  
**IHS 331/331L**  Statistics and Research Methods in Health Fields  
**IHS 495**  Senior Capstone in Health Services  

**Area Studies:** 5 courses (at least 3 courses must be from the Health Services Courses group)  

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**Social Sciences Courses:**  
- **PSY 223**  Health Psychology  
- **PSY 224**  Abnormal Psychology for non-majors  
- **PSY 236**  Physiological Psychology  
- **SOC 217**  Mental Health and Society  

**Natural Sciences Courses:**  
- **BIO 201**  Organismic Biology  
- **BIO 404**  Biochemistry  
- **BIO 406**  Comparative Anatomy  
- **BIO 408**  Histology  
- **BIO 416**  Microbiology  
- **BIO 417**  Systemic Physiology  
- **CHM 210/210L**  Organic Chemistry I with Laboratory  
- **CHM 215/215L**  Organic Chemistry II with Laboratory  

**Additional Mathematics Requirement:**  
**MAT 118**  Introduction to Statistics  

**Additional Natural Science Requirements: 3 courses**  
- **BIO 101/101L**  Biology I: Cells  
- **BIO 102/102L**  Biology II: Genetics  
- **CHM 125/125L**  General Chemistry II with Laboratory  

**Additional Philosophy Requirement:**  
- **PHL 250**  Philosophy of Death  
  or  
- **PHL 322**  Philosophy of Science  

**Note:** Students planning graduate study in allied health are strongly encouraged to minor in biology or chemistry.  

**INTERDISCIPLINARY HEALTH SERVICES COURSES**  

**IHS 110 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 211 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 access 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 248 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 252 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.  

**IHS 253 Nutrition: Health and Disease (3 credits)**  
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 255 Human Sexuality and Disease (3 credits)
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 256 HIV/AIDS: Sexuality, Money, Politics, Research, Public Health, and Ethics (3 credits)
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 263 Theories of Addiction and Addictive Behaviors (3 credits)
This course involves 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 270 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 323 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 331/331L 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 334 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 345 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 346 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 349 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 354 Diversity Leadership in Health Care (3 credits)
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 357 Introduction to Autism Spectrum Disorders (3 credits)
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 359 Planning and Evaluating Public Health Promotion Programs (3 credits)
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 441 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 458/458L Epidemiology (3 credits)**
This 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 490 Internship in IHS 3-6 credits**
Offered in the summer only. Permission of the Director required.

**HIS 493-494 Independent Study in IHS 3-6 credits**
Students need to complete the application form for independent study (available in the Dean’s Office), meet the GPA and other requirements, and have the approval of the IHS Director and Associate Dean in order to register.

**IHS 495 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 110, 323, 211, 331/331L

**International Relations**

**Director:** Carter

**Committee on International Relations Major:** Baglione, Carter, Liebman, Pardo, Sibley

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**
Because of the implementation of the new General Education Program, there are currently two programs of study for the International Relations major:

For students who entered SJU before the fall of 2010, or transfer students who entered SJU in the fall of 2010 with 15 or more credits:

- GER Common Courses (See Curricula): six courses
- GER University Distribution (See Curricula): fourteen courses, including
  - Social/Behavioral Sciences:
    - ECN 102 Introductory Economics (Macro)
    - POL 103/113 Introduction to Comparative Politics
    - POL 105/115 Introduction to International Politics
  - 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 101 Introductory Economics (Micro)
- and any two of the following:
  - HIS 203 Historical Introduction to Latin America
  - HIS 205 Historical Introduction to the Islamic World
  - HIS 206 Historical Introduction to East Asia
  - HIS 202 US History II
  - IRT 211 Geography

**Core Courses:** (2 courses)
- IRT 250 Theory and Methods in International Relations
- IRT 495 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 321 International Economics
- ECN 322 International Macroeconomics
- ECN 370 Economic Development
- ECN 430 Modern Economic Systems
- ECN 440 U.S. Economic History
- ECN 445 Economics Of Multinational Enterprises
- ECN 450 Nationalism And The Economy
- ECN 455 Economics Of Transition
- ECN 460 African Economies
- ECN 475 Asian Economies
- ECN 480 Economics Of Poverty & Income Distribution
- ECN 485 Economics Of Migration & Immigration
- HIS 203 Historical Introduction To Latin America
- HIS 204 Latin American-U.S. Migration
- HIS 205 Historical Introduction to the Islamic World
- HIS 206 Historical Introduction to South Asia
- HIS 207 Historical Introduction to East Asian Civilizations
- HIS 210 Historical Introduction to Sub-Saharan Africa
- HIS 301 United States And Latin America
- HIS 302 History Of Modern Mexico
- HIS 304 Social Protest In Latin American History
For students who entered SJU in the fall of 2010 or later, or transfer students who entered SJU in the fall of 2010 with 14 or fewer credits:

**GEP Signature Courses (See Curricula): six courses**

**GEP Variable Courses (See Curricula): six to nine courses, including**

**Social/Behavioral Sciences:**
- ECN 101  Introductory Economics (Macro)
- PDL 103/113  Introduction to Comparative Politics
- PDL 105/115  Introduction to International Politics

**GEP Overlays (See Curricula): three courses**
- IRT 494  Honors Research In International Relations

**Foundational Courses: (3 courses)**
- ECN 102  Introductory Economics (Micro)
- PDL 103/113  Introduction to Comparative Politics
- PDL 105/115  Introduction to International Politics

and any two of the following:
- HIS 202  U.S. History II
- HIS 203  Historical Introduction to Latin America
- HIS 205  Historical Introduction to the Islamic World
- HIS 206  Historical Introduction to South Asia
- HIS 207  Historical Introduction to East Asian Civilization
- IRT 211  Geology

**Core Courses: (2 courses)**
- IRT 250  Theory and Methods in International Relations
- IRT 495  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 321  International Economics
- ECN 322  International Macroeconomics
- ECN 340  Modern Economic Systems
- ECN 370  Economic Development
- ECN 440  U.S. Economic History
- ECN 445  Economics Of Multinational Enterprises
- ECN 450  Nationalism And The Economy
- ECN 455  Economics Of Transition
- ECN 460  African Economies
- ECN 470  Asian Economies
- ECN 480  Economics Of Poverty & Income Distribution
- ECN 485  Economics Of Migration & Immigration
- HIS 203  Historical Introduction To Latin America
- HIS 204  Latin American-U.S. Migration
- HIS 205  Historical Introduction to the Islamic World
- HIS 206  Historical Introduction to South Asia
- HIS 207  Historical Introduction to East Asian Civilizations
- HIS 210  Historical Introduction to Sub-Saharan Africa
- HIS 301  United States And Latin America
Minors in International Relations will complete 6 courses that satisfy the following requirements:

- PDL 105 and one other Foundation Course (choose one from ECN 101, ECN 102, IRT 211, HIS 103, HIS 105, HIS 205, HIS 206, PDL 103)
- plus 4 upper division IR courses. In completing these 4 upper division courses, students must take at least one approved ECN, HIS, and PDL 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 PDL 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.

**INTERNATIONAL RELATIONS COURSES**

IRT 250 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 495 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 493-494 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 Neiva, Chair of Foreign Languages
Committee on Latin American Studies: Clark, Faccini, Henness, Mauri, Mendaza, Neiva, Samway, Shenk

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 multidisciplinary 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 a level of proficiency 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 200 level (or demonstrate proficiency 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 at or beyond the 200 level. Any 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.

Sample Course Offerings
Please note: Students may count at most only two of the following courses towards the Minor in Latin American Studies: SPA 202, SPA 301, SPA 302, SPA 303, SPA 304, SPA 310, SPA 410, SPA 411.

ECN 321 International Economics
ECN 370 Economic Development
EDU 357 Education and the Jesuit Mission in Latin America
HIS 203 Historical Introduction to Latin America
HIS 204 Latin American-U.S. Migration
HIS 301 United States and Latin America
HIS 302 Colonial Mexico
HIS 303 History of Modern Mexico
HIS 304 Social Protest in Latin American History
HIS 475 Seminar in Latin American History
PDL 341 Revolution and Development
PDL 331 Latin American Politics
PDL 342 Nationalism
PDL 407 Seminar on Democracy and Democratization
SPA 301 Spanish Conversation
SPA 302 Spanish Composition
SPA 410 From the Old World to the New in Hispanic Literature I
SPA 411 From the Modern World to the Present in Hispanic Literature II
SPA 410 Topics in Latin American Cultures
SPA 430 Narratives of European Exploration and Conquest in America
SPA 420 Major Latin American Authors
SPA 421 Latin American Modern Novel
SPA 422 Culture, Dictatorship and Exile in the Latin American Southern Cone 1973-85
SPA 423 Latin American Modern Short Story
SPA 424 The Discourse of Latin American Modernity (Poetry)
SPA 425 Visions of the Vanquished: Indigenous and Mestiza Perspectives of Colonization
SPA 2521 Honors Readings in Women's Voices in 20th Century Spanish and Latin American Fiction
SPA 470 Topics in Spanish Linguistics
SJC 1031 Dominican Republic
SJC 204 Cultural Anthropology
THE 356 Liberation and Political Theologies
THE 352 Faith and Justice: Scripture and Social Values
THE 368 (IHS 368) Just Health Care in Developing Nations

Linguistics
Dr. Robert R. Daniel, Chair of Foreign Languages
Dr. Jennifer Ewald, Head of Linguistics
Dr. Elaine Shenk, Faculty

Linguistics is the study of how languages work, where they come from, how they are used in society, how they change over time and how they are learned. Linguists serve as translators, interpreters, speech therapists, professors, researchers, and language teachers, to name a few professional roles. They also investigate issues including language acquisition, literacy, bilingualism, speech pathology, and language planning or policy. Linguists sometimes speak or have knowledge of more than one language though depending on their specialization, some speak only their native language. (The Linguistics Program is housed within the Department of Foreign Languages and Literatures).

MINOR IN LINGUISTICS
A student may minor in Linguistics by taking six preapproved courses including LIN 101. These approved include all courses taught in Linguistics (LIN) and some courses in English, French, Philosophy, Psychology, Sociology and Spanish. See the Advisor for Linguistics Minors, Dr. Jennifer Ewald, for more information and visit the Linguistics Program website at http://www.sju.edu/academics/cas/linguistics/index.html.
As an increasingly interdisciplinary field, Linguistics is closely related to many other academic fields including Autism Studies, Classical and Modern Languages, Communication Studies, Computer Science, Criminal Justice, Education, English, Philosophy, Political Science, Psychology and Sociology. Students of Linguistics often pursue careers as clinical psychologists, educators, information technology specialists, lawyers, linguists, marketing and advertising consultants, social workers, speech pathologists, speech therapists, translators and interpreters. For that reason, several courses in other SJU programs count toward a minor in Linguistics while fulfilling requirements in their respective programs:

ENG 381 History of the English Language
PHL 220 Logic
PHL 240 Symbolic Logic
PHL 474 Language and Thought
PHL 475 Language and Meaning
SOC 317 Sociolinguistics
SPA 342 Advanced Spanish Grammar
SPA 380 An Introduction to Spanish Linguistics
SPA 460 A Linguistic Approach to Oral Communication: Analysis and Practice
SPA 461 Methods for Teaching Spanish
SPA 466 Spanish Dialectology
SPA 467 Language Contact and Politics in the U.S.
SPA 468 Spanish Phonetics and Phonology
SPA 480 Topics in Spanish Linguistics
FRE/GRM/ITA 470 Topics (when the topic is appropriate; requires approval)

Linguistics in the GER/GEP
These GER/GEP requirements are fulfilled by the following courses:

Art/Lit
LIN 101 Introduction to Linguistics

Social Sciences
LIN 317 Sociolinguistics
LIN 240 Communication in Social Contexts: "Can You Hear Me Now?"

Diversity
LIN 317 Sociolinguistics
LIN 401 Bilingualism and Language Diversity

First Year Seminar
LIN 150 Language, Communication and Culture
LIN 150 Language, Linguistics and the Real World

LINGUISTICS COURSES

LIN 101 Introduction to Linguistics (3 credits)
This course is an introduction to the study of language and areas of linguistics. It focuses on how language works, where it comes from, how it is used in society, how it changes over time and how it is learned. We will also explore commonly-held beliefs about the nature of language and language use in real-life contexts. Satisfies the GER/GEP Art/Lit requirement.

LIN 150 First-Year Seminar in Linguistics (3 credits)
Topics will vary.

Language, Linguistics and the Real World is an honors first-year seminar. It is of particular interest and benefit to students pursuing various specialties including, but not limited to, Second Language Studies; English; Communication Studies; Speech Therapy; Autism Studies; certain specialties within Education, Sociology and Psychology; and Linguistics. This course is geared toward helping students become consciously aware of the role of language in their daily lives (i.e., in the “Real World”). They will be taught to recognize linguistic features of language(s) and will explore current research findings in linguistics. They will also be encouraged to be "linguists" themselves in the sense that they will document and analyze language-related issues commonly found in daily communicative interactions. The course is divided into six sections: (1) Language & Linguistics; (2) Language & Translation; (3) Language & Acquisition; (4) Language & Cultural Change; (5) Language, Power & Identity; and (6) Language & Communication. It fulfills the First-Year Seminar requirement of the GEP and counts toward the Linguistics minor. This course is pending Honors approval.

Language, Communication and Culture is a first-year seminar that explores the interaction among language, communication, and culture. Communication can potentially be facilitated through the recognition of similar cultural or linguistic practices as well as impeded by a lack of awareness of differences in usage from one language—or even one dialect of a language—to another. In this course, we will discuss communicative behaviors from around the world to highlight both similarities and differences that exist in human language and examine the ways in which these present us with “rich points” for learning (Agar 1996). This course fulfills the First-Year Seminar requirement of the GEP and counts toward the Linguistics minor.

LIN 200 Language and Culture (3 credits)
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 220 Logic (3 credits)
A study of the logic of ordinary language; the function of language, forms of argument, fallacies, definition, analysis of propositions and deductive reasoning, analogy and scientific hypothesis testing.

LIN 240 Symbolic Logic (3 credits)
See PHL 240.

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—indeed of axioms, expressive and deductive completeness, and consistency. See PHL 240. Does not fulfill the philosophy GER.

LIN 301 Teaching Languages at Home and Abroad (3 credits)
This course is an introduction to language teaching and is designed for students interested in teaching a second or foreign language for professional, academic or personal reasons. It will help prepare students to tutor or teach English as a second language (ESL), English as a foreign language (EFL), or other languages such as French, German, Italian or Spanish in a variety of educational settings at home and abroad. In addition to a career in language teaching, other future opportunities might include teaching positions in community service ESL classes, the Peace Corps, or through grants/fellowships including Fulbrights, among others. In this course, we will explore topics such as language acquisition, teaching methods, materials preparation
and assessment. This course, which counts toward the Linguistics minor, is open to students from all academic majors and there is no prerequisite.

LIN 317 Sociolinguistics (3 credits)
This course focuses on the use of language within its social context. In this course, we will gain an appreciation for the diversity that exists in human language and for the communicative values inherent in every language variety; scrutinize assumptions about linguistic identity and difference; examine issues of subordination and privilege in our own and others’ lives as related to issues of language; explore the relevance of social categories (e.g., class, age, gender, ethnicity, other social groups) as related to language variation; explore how sociolinguistic research informs policy decisions in classrooms and government legislation; and become familiar with data-collection and research methodologies used to investigate specific topics within the field of sociolinguistics. This class counts toward the minor in Linguistics, the GER/GEP Social Science and the GER Diversity requirements. See SOC 317.

LIN 330 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 340 Communication in Social Contexts: “Can You Hear Me Now?” (3 credits)
This course analyzes how people communicate with each other in various social contexts. We will focus on recent research topics in discourse analysis and explore particular contexts of discourse such as that which takes place in the legal field (police interrogations; naturalization interviews); family interactions (homecoming routines; ventriloquizing); childhood settings (apologies, sporting events), the workplace (medicine, business, media) and the classroom (teacher-student, student-student, teacher-teacher interactions). Special attention will be given to classroom discourse, the area of applied linguistics research that investigates empirical linguistic data from classroom interaction. Satisfies Social Science GER/GEP requirement.

LIN 381 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 world-wide use. The course will be based on modern linguistic methods and information. See ENG 381.

LIN 401 Bilingualism and Language Diversity (3 credits)
This course is an exploration of bilingualism and linguistic diversity both within the U.S. and beyond its borders. Bilingualism is examined from both sociolinguistic and psycholinguistic perspectives, as we identify historical, geographical, and sociopolitical issues that shape the linguistic identity of bilinguals in the U.S. who come from languages and cultures other than our own. In addition to examining the theoretical and methodological issues in bilingualism research, students will also engage this reality through community observations and interviews with representatives of bilingual communities. Satisfies Diversity GER/GEP requirement.

LIN 470 Topics in Linguistics (3 credits)
The purpose of this course is to explore specific topics within the field of linguistics. Topics will vary according to the semester in which the class is offered; check the semester listing for current topic.

LIN 474 Language and Thought (3 credits)
Rene Descartes held a view called “mind-body dualism”, according to which human persons are fundamentally thinking substances that are somehow causally linked to particular physical substances: bodies. One of his reasons for holding this view was that he believed that the human faculty of language could never, even in principle, be adequately explained by any purely physical description of things. Language, as he saw it, is evidence of mind, and indeed he believed that where language is absent, mind is also absent. Creatures without language are, in Descartes’ view, mindless organic automatons. Few today would defend Descartes’ view in all details, but the general sense that language is an important “mark of the mental” has not gone away. Instead, it has given rise to a cluster of narrower but interesting and important questions: Are certain kinds of mental states imposible without language? Does the specific language that we speak influence our thoughts in some way? Do our innate tendencies of thought force our languages to take certain forms? We could restate these questions in a somewhat different way. Does language hold thought on a leash? Does thought hold language on a leash?

LIN 475 Language and Meaning (3 credits)
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. See PHL 475. Does not fulfill the Philosophy GER. See PHL 475.

LIN 490 Linguistics Internship I (3 credits)
This course is a practicum in which the student applies his/her knowledge of Linguistics in a professional work environment. The majority of the work for this course is that performed at the internship site. The student is responsible for securing the internship site and will meet with the professor prior to the semester in which the internship is to take place in order to discuss the course requirements and expectations. During the practicum, the student will reflect upon his/her experience at the internship site in written assignments and in regular meetings with the professor. At the end of the semester, the student will submit a final paper or will deliver a final presentation based on his/her internship experience. This course is intended as an advanced course for Linguistics minors who have completed the other course requirements for the minor.

LIN 491 Linguistics Internship II (3 credits)
This course is a practicum in which the student applies his/her knowledge of Linguistics in a professional work environment. The majority of the work for this course is that performed at the internship site. The student is responsible for securing the internship site and will meet with the professor prior to the semester in which the internship is to take place in order to discuss the course requirements and expectations. During the practicum, the student will reflect upon his/her experience at the internship site in written assignments and in regular meetings with the professor. At the end of the semester, the student will submit a final paper or will deliver a final presentation based on his/her internship experience. This course is intended as an advanced course for Linguistics minors who have completed the other course requirements for the minor.

LIN 493 Independent Research in Linguistics I (3 credits)
This will allow the student to round out the minor with a supervised research project that will help expand the student’s interests and development.

LIN 494 Independent Research in Linguistics II (3 credits)
This will allow the student to round out the minor with a supervised research project that will help expand the student’s interests and development.

LIN 496 Course(s) Taken Abroad/Transfer Credit (3 credits)

LIN 497 Course(s) Taken Abroad/Transfer Credit (3 credits)

Mathematics

Professors: Banerji (Emeritus), Bowdy, Hecker (Chair), Klingberg, Rash, Riddle (Emeritus), Smith
Associate Professors: Cavaliere, Costello (Emeritus), Fillebrown, Foley (Emeritus), Farmar, Hall, Laison, Lurie
Assistant Professors: Berezovski, Hayes, Regis, Tapp, Terry
Visiting Assistant Professors: Bobo, Deliberato
The Department of Mathematics 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 mathematics education. The objective of the bachelor's degree program in mathematics is to prepare students for professional careers in a variety of industries and for graduate programs leading to the M.S. and Ph.D. Students also may opt for advanced degrees in education, business administration, law, or medicine. A creative imagination is required for success.

Learning Goals:
1. Students will gain a general knowledge of the field of mathematics.
2. Students will receive training in specific skills in mathematics and related fields.
3. Students will be prepared for entry into professional careers, graduate schools and other avenues related to mathematics as a discipline.
4. Students will gain experience in research and in independent work at the undergraduate level.

Learning Objectives:
Upon completion of the curriculum in the Department of Mathematics, students will have the knowledge and expertise to do the following:
1. Name some of the major areas of mathematics, identify important figures in the history of mathematics and some of the contributions they have made to the field, describe some important historical facts in the development of mathematics and cite examples of the latest trends in mathematical methods.
2. Determine an appropriate algebraic, analytic, or geometric method to solve a given problem; explain why they chose that method; and apply the method to solve the mathematical problem.
3. Determine an appropriate method to solve an applied problem mathematically, explain why they chose that method, and can use applied methods to model and solve a problem mathematically.
4. Perform basic computations from differential calculus, integral calculus, multivariable calculus and linear algebra and can use techniques from calculus to solve problems and provide examples of the usefulness of calculus in the real world.
5. Know the fundamental concepts of set theory and can generalize these concepts to problems in other mathematical settings.
6. Identify basic proof techniques; can determine whether a proof they read is logically sound; can explain proofs they have read on their own, both orally and in writing; and can identify an appropriate basic proof technique to prove a given statement, and prove the statement using that technique.
7. Describe the usefulness of abstraction; can list examples of mathematical ideas, concepts, and/or techniques that are useful in different contexts and across different areas within math; and given a general mathematical concept, idea, or technique can provide an example of an area of mathematics where it is useful, and describe how it is used.
8. Be aware of various professional opportunities, and can make an informed choice about their future profession and meet the mathematical standards necessary to pursue their chosen profession.
9. Explain and apply mathematics that they learn independently, either orally or in writing.
10. Students will feel that they are an important part of the Saint Joseph's mathematical community, participate in extracurricular departmental activities and are satisfied with their experience in the mathematics department.

Requirements for the Mathematics Major:
Due to the implementation of the new General Education Program, there are currently two programs of study for the Mathematics major:

- For students who entered SJU before the fall of 2010, or transfer students who entered SJU in the fall of 2010 with 15 or more credits:
  - GER Common Courses (See Curricula): six courses
  - GER University Distribution (See Curricula): fourteen courses, including
    - Mathematics:
      - MAT 161 Calculus I
      - MAT 162 Calculus II
      - MAT 213 Calculus III
      - MAT 225 The Fundamental Ideas of Mathematics (or CSC 140 with permission)
      - MAT 409 Real Analysis
  - GER Electives: any six courses
  - Major Concentration:
    - CSC 120 Computer Science I (or CSC 110 Virtual Worlds and Robots)
    - MAT 180 Theory of Numbers
    - MAT 226 Introduction to Linear Algebra
    - MAT 403 Abstract Algebra
    - one elective chosen from MAT 404, 410, 415, or 418 and any other six MAT courses approved by advisor and chair.
  - For students who entered SJU in the fall of 2010 or later, or transfer students who entered SJU in the fall of 2010 with 14 or fewer credits:
    - GER Signature Courses (See Curricula): six courses
    - GER Variable Courses (See Curricula): six to nine courses, including
      - Mathematics:
        - MAT 161 Calculus I
        - MAT 213 Calculus III
        - MAT 225 The Fundamental Ideas of Mathematics (or CSC 140 with permission)
        - MAT 409 Real Analysis
    - GER Electives: any six courses
    - Major Concentration:
      - CSC 120 Computer Science I (or CSC 110 Virtual Worlds and Robots)
      - MAT 180 Theory of Numbers
      - MAT 213 Calculus III
      - MAT 225 The Fundamental Ideas of Mathematics (or CSC 140 with permission)
      - MAT 409 Real Analysis
      - one elective chosen from MAT 404, 410, 415, or 418 and any other six MAT courses approved by advisor and chair.
  - For students who entered SJU before the fall of 2010, or transfer students who entered SJU in the fall of 2010 with 14 or fewer credits:
    - GER Common Courses (See Curricula): six courses
    - GER University Distribution (See Curricula): fourteen courses, including
      - Mathematics:
        - MAT 161 Calculus I
        - MAT 162 Calculus II
        - MAT 213 Calculus III
        - MAT 225 The Fundamental Ideas of Mathematics (or CSC 140 with permission)
        - MAT 409 Real Analysis
    - GER Electives: any six courses
    - Major Concentration:
      - CSC 120 Computer Science I (or CSC 110 Virtual Worlds and Robots)
      - MAT 180 Theory of Numbers
      - MAT 213 Calculus III
      - MAT 225 The Fundamental Ideas of Mathematics (or CSC 140 with permission)
      - MAT 409 Real Analysis
      - one elective chosen from MAT 404, 410, 415, or 418 and any other six MAT courses approved by advisor and chair.
    - For students who entered SJU before the fall of 2010, or transfer students who entered SJU in the fall of 2010 with 14 or fewer credits:
      - GER Common Courses (See Curricula): six courses
      - GER University Distribution (See Curricula): fourteen courses, including
        - Mathematics:
          - MAT 161 Calculus I
          - MAT 162 Calculus II
          - MAT 213 Calculus III
          - MAT 225 The Fundamental Ideas of Mathematics (or CSC 140 with permission)
          - MAT 409 Real Analysis
        - GER Electives: any six courses
        - Major Concentration:
          - CSC 120 Computer Science I (or CSC 110 Virtual Worlds and Robots)
          - MAT 180 Theory of Numbers
          - MAT 213 Calculus III
          - MAT 225 The Fundamental Ideas of Mathematics (or CSC 140 with permission)
          - MAT 409 Real Analysis
          - one elective chosen from MAT 404, 410, 415, or 418 and any other six MAT courses approved by advisor and chair.
one elective chosen from MAT 404, 410, 415, or 418, and any other six 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 213, and any five other mathematics courses numbered higher than 162, 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
For students who entered SJU before the fall of 2010, or transfer students who entered SJU in the fall of 2010 with 15 or more credits:

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 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.

For students who entered SJU in the fall of 2010 or later, or transfer students who entered SJU in the fall of 2010 with 14 or fewer credits:

The Pennsylvania Department of Education requirements and program of study sequence for students under the GEP have not yet been finalized. This section of the catalog will be updated as soon as the requirements are in place. Students interested in the five year program should speak to Dr. Fillebrown as early in their academic careers as possible.

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 one of the mathematics elective courses 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.

Note: The requirements for secondary education certification for students who entered SJU in the fall of 2010 or later, or transfer students who entered in the fall of 2010 with 14 or fewer credits, have changed significantly due to changes in the Pennsylvania Department of Education requirements. Please be sure to consult the appropriate list of course requirements and speak with the Departmental advisor, Dr. Fillebrown.

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. 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.

MATHEMATICS COURSES
MAT 105 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. This course will be discontinued in 2012 and does not fulfill the GEP Mathematics requirement. It does fulfill a GER Mathematics requirement.

MAT 106 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 105 or permission of instructor. This course will be discontinued in 2012 and does not fulfill the GEP Mathematics requirement. It does fulfill a GER Mathematics requirement.

MAT 107 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. This course will be discontinued in 2012 and does not fulfill the GEP Mathematics requirement. It does fulfill a GER Mathematics requirement.

MAT 111 The Mathematics of Patterns (3 credits)
This course focuses on mathematics as the science of identifying, understanding and describing patterns. Patterns that occur in nature and empirical studies can be identified and modeled using fundamental ideas such as functions (mathematical rules), probability (long term behavior), exploratory data analysis (statistics) and geometry. Through a series of guided investigations students will master the reasoning used to identify the patterns, the mathematical model used to describe the pattern and the computational techniques necessary to further explore and apply the pattern in new situations. This course is designed specifically for students intending to become elementary or middle school teachers. However, the course is open to anyone and has no pre-requisites. It does not fulfill the GEP Mathematics requirement; it does fulfill a GER Mathematics requirement.

MAT 112 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. Course does not fulfill the GEP Mathematics requirement; it does fulfill a GER Mathematics requirement.

MAT 120 Pre-Calculus Mathematics (4 credits)
The sole purpose is to prepare the student for courses in Calculus, i.e. MAT 155-166 or 181-182. 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. Does not fulfill the GEP or GER Mathematics requirement.

MAT 128 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. Course does not fulfill the GEP Mathematics requirement; it does fulfill a GER Mathematics requirement.

MAT 130 The Whole Truth About Whole Numbers (3 credits)
This course involves studying properties of natural numbers and integers. Topics include divisibility, prime numbers, the Euclidean Algorithm and the RSA Encryption system for putting messages into code.

MAT 131 Linear Methods (3 credits)
This course studies basic properties and applications of matrices and vectors. Then, matrices and vectors will be used in a variety of applications, including solving word problems involving systems of linear equations, investigating Markov chains, and analyzing transformations of objects on the screen in computer graphics. Students in this course will be required to have a graphing calculator that can perform standard matrix operations.

MAT 132 Mathematics of Games and Politics (3 credits)
This course will focus on both computational and theoretical aspects of game theory and decision theory. It will begin with an overview of game theory focusing first on games of pure chance or probability theory. Topics here include expected value, counting methods and conditional probability. For strategic games, the notions of dominant strategies. Nash equilibria, social dilemmas and, for zero sum games, saddle points and the Minimax theorem will be considered. The final area covered is social choice theory. Topics here include weighted voting, fairness criteria and the famous Arrow’s Impossibility Theorem for multiple candidate elections.

MAT 136 Mathematics and Visual Arts (3 credits)
This course will explore connections between mathematics and the arts. Mathematics - itself an aesthetic endeavor - has made fundamental contributions to art history and continues to be a source of inspiration to many contemporary artists. We will begin with the study of mathematical perspective, and of optical devices, such as the camera obscura, which assisted artists and illustrators in depicting the world around them. At the beginning of the twentieth century, artists turned to non-Euclidean geometries and higher dimensional spaces for inspiration and to break free from the constraints of linear perspective. We will take some time to understand these geometries as well. The remaining topics will be chosen according to the interests and talents of the students in the course. Possibilities include fractals, math and music, math and architecture, and advanced perspective topics.

MAT 138 Symmetry (3 credits)
“Symmetry” is a ubiquitous concept in modern mathematics and science. Certain shapes and images seem more symmetric than others, yet is not immediately obvious how to best measure and understand an object’s symmetry. In fact, the quest to more precisely quantify the concept of symmetry has been a driving force in science and mathematics, and will form the central theme of this course.

MAT 155 Fundamentals of Calculus (3 credits)
This course covers the fundamentals of differential calculus (limit, continuity, and the derivative) and introduces the definite integral and its connection to the antiderivative. In addition, we discuss the historical roots of calculus and the challenges faced in establishing a rigorous logical foundation for its concepts.

MAT 156 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 155 or MAT 161. Course does not fulfill the GEP Mathematics requirement; it does fulfill the GER Mathematics requirement.

MAT 161 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 120 or adequate performance on calculus readiness test.

MAT 162 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 161 or permission of department.

MAT 180 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 213 Calculus III (4 credits)
Vector geometry in R2 and R3; 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 162 or permission of department.

MAT 225 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 162

MAT 226 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 213 or equivalent.

MAT 231 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: MAT 162 and some musical training (ART 151 or equivalent). Students with exceptional performance in Calculus I (or AP) and musical training will be admitted on a case-by-case basis.

MAT 232 Chaos, Fractals and Dynamical Systems (3 credits)
Prerequisite: MAT 166 or MAT 162.
MAT 233 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.
Prerequisite: MAT 213 or permission of instructor.

MAT 238 Differential Equations (3 credits)
Prerequisite: MAT 213 or equivalent.

MAT 239 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 225.

MAT 240 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 213 or equivalent.

MAT 311 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 213. Enrollment in or completion of MAT 226 would be beneficial.

MAT 313 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 226 or permission of instructor.

MAT 316 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 226 or permission of instructor.

MAT 321 Probability (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 213.

MAT 322 Mathematical Statistics (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 321

MAT 323 Geometry (3 credits)
Prerequisite: MAT 225.

MAT 334 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, Prufer’s Theorem); directed Euler circuits; Pólya-deBruijn theory; Mobius inversion.
Prerequisite: MAT 162.

MAT 336 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); Goedel’s incompleteness theorems of 1931.
Prerequisite: MAT 162.

MAT 403 Abstract Algebra (3 credits)
Group theory, including finite groups, subgroups, cyclic groups, permutation groups, group isomorphisms, and cosets; introduction to rings and fields, including integral domains, polynomial rings, unique factorization domains and Euclidean domains.
Prerequisite: MAT 225.

MAT 404 Abstract Algebra II (3 credits)
A more in depth treatment of rings and fields including integral domains, fields, field extensions, homomorphisms, and the insolubility of the quintic by radicals. Galois theory.
Prerequisite: MAT 403.

MAT 409 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 240 will be covered in more depth in this course.
Prerequisite: MAT 213 and 225.

MAT 410 Complex Analysis (3 credits)
Analytic functions; complex integration; singularities.
Prerequisite: MAT 240, MAT 409, or permission of instructor.

MAT 413 Mathematical Programming (3 credits)
Tangent vectors and directional derivatives; mappings and differential forms on $\mathbb{E}_k$; Frenet fields; covariant derivatives; frame fields; Cartan structural equations; orientation; Euclidean geometry; surfaces in $\mathbb{R}^3$; calculus on surfaces; integration of forms; shape operators; normal and Gaussian curvature; geometry of surfaces.
Prerequisite: MAT 409.

MAT 423 Applied Statistical Methods (3 credits)
Statistical models, design and analysis of experiments, regression, Monte Carlo methods, and other advanced topics in statistics.
Prerequisites: MAT 156 or 162 and MAT 128 or MAT 322.

MAT 418 Topology of Point Sets (3 credits)
Set theory, mappings, topological and metric spaces, sequences, continuity, connectivity, and compactness.
Prerequisite: MAT 409 or equivalent.

MAT 370-470 Special Topics (formerly Independent Study) (6 credits)
MAT 491-492 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.

MAT 493-494 Research (6 credits)
Students need to complete the application form for independent study (available in the Dean’s Office) and have the approval of the department chair and Associate Dean in order to register.

MAT 493-494 Honors Research (6 credits)
Must be elected in junior year to allow adequate research time. Students need to complete the application form for independent study (available in the Dean’s Office) and have the approval of the department chair, Associate Dean and the Honors Program Director in order to register.

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 GEP or major requirements. Students who successfully complete the program requirements earn a Minor in Medieval, Renaissance, and Reformation Studies.

In satisfying the GEP, 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. In the History Group, students must take HIS 330, HIS 317 or HIS 318.

History Group

HIS 317 The Medieval Experience, 500-1400
HIS 318 The Italian Renaissance, 1000-1500
HIS 319 Revolutions, 1517-1648: Religious, Social, and Scientific
HIS 330 England from Danes to Tudors: 700-1485
HIS 331 Tudor-Stuart England
HIS 382 Colloquium in European History
HIS 372 Directed Readings: The Italian Renaissance
HIS 2081 (HDN 2233/SPA 2291 101) Identity and Power in the Americas, 1350-1650

Language, Literature and Fine Arts Group

ART 203 Medieval and Renaissance Art
ENG 383 Chaucer and the Medieval World
ENG 483 Renaissance Non-Dramatic Literature
ENG 484 Renaissance Drama
ENG 404 English, Irish, Anglophone Authors
ENG 241 Shakespeare: Early Works
ENG 403 Later Works of Shakespeare
FRE 302 Medieval French Literature
GRM 306 Medieval German Literature
SPA 441 Medieval Spanish Literature
SPA 442 Golden Age Spanish Literature Prose and Poetry
SPA 443 Golden Age Drama

SPA 444 Cervantes

Philosophy and Theology Group

PHL 410 Medieval Philosophy
PHL 412 The Philosophy of Aquinas
POL 301 Classical and Medieval Political Thought
REL 241 Islam
THE 335 Gender and Christian Spirituality
REL 335 The Early Church
THE 333 Knowledge and Love of God in the Middle Ages
THE 2271 16th Century Protestant and Catholic Debates

Philosophy

Professors: Kearney (Emeritus), McColl, McCarthy, Moody, Wachterhauser
Associate Professors: Buettcher, Brokes, Godfrey, S.J., Linehan, R.S.M., Lombardi, S.J, St. Amour
Assistant Professors: Corabi, Hebeler, McDonald (Chair), Payne
Visiting Assistant Professors: Fleeger, Hoffman, Kaczera, S.J.

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 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.

PHILOSOPHY IN THE GEP:

To achieve the aims of philosophy in the University’s GEP, all students are required to take two philosophy courses: one course that deals with morality, PHL 154 Moral Foundations; and one course that deals with philosophical themes critical to reflection upon the nature of humans as persons. This second course can be chosen from among a number of courses in the Philosophical Anthropology area. In addition, students may choose to take a philosophy course to satisfy the GEP signature requirement in the Faith and Reason area.

Jesuit Tradition Signature GEP Course: PHL 154 Moral Foundations (3 credits)

A critical study of the various ways in which agents, actions, and social practices are evaluated from the moral point of view, as this has been articulated in major Western ethical theories. Tools for this study include: an introduction to philosophical reasoning; concepts basic to the moral point of view, such as rights, duties, virtue and character. Theories studied include, but are not limited to: Consequentialism, Deontalasism, and Natural Law. This course is a prerequisite for any ethics-intensive course, as well as for the required course in the Philosophical Anthropology area.

Course Objectives:

A critical study of the various ways in which agents, actions, and social practices are evaluated from the moral point of view, as this has been articulated in major Western ethical theories. Tools for this study include: an introduction to philosophical reasoning; concepts basic to the moral point of view, such as rights, duties, virtue and character. Theories studied include, but are not limited to: Consequentialism, Deontalasism, and Natural Law.
Students will begin to develop the ability to reason philosophically about moral issues.

Students will learn to take the moral point of view toward moral questions, as distinguished from a legal, managerial or economic point of view.

Students will come to understand and be able to explain major theoretical approaches to moral issues.

Students will increase their capacity for moral discernment, by being able to identify and critically evaluate conceptual and theoretical presuppositions of moral views (their own and others’).

Students will be equipped to participate intelligently in moral debate about significant current issues.

Students will have laid the foundation for further study of ethical issues that are of personal or professional interest.

**Variable GEP Course: PHL 2xx: Philosophical Anthropology Course Area (3-Credits)**

A range of 3-credit courses will be offered by the Philosophy department to satisfy this requirement in the variable core of the GEP.

As anthropology is the study of the *anthropos*, the human being, philosophical anthropology takes up those questions that go beyond the assumptions of business, administrative studies, performing and plastic arts, and the social and physical sciences. Against the tendency to define humans by their differing functions or roles, courses in this set consider what is basic to being human as given and as attainable, and what serves as the basis for judgments about what is inhumane. It is also where the topic of diverse and common humanity can be considered, as well as the topic of persons as individual and social, caring and competitive. Students have momentum from their majors for asking about being human as being productive, as being vulnerable, as being sexual and being gendered, as having dignity and freedom. Each SJU student should have the opportunity to consider some such perspective on being human.

The requirement of a course in Philosophical Anthropology reflects the conviction that humans are beings who seek to explain to themselves who they are. To paraphrase St. Augustine, if no one asks me what a human being is, I know; if I want to explain it to a questioner, I do not know. The self-knowledge required to meet the challenge posed by Augustine’s questioner may be achieved by courses satisfying one or more of three criteria: the metaphysics of the person, individual and society, and the meaning of life. The possession of this self-knowledge is a prerequisite for achieving the Ignatian ideal of *cura personalis*, care that is fitting for a human being in particular.

**Course Area Objectives:**

- The student will consider sameness and difference: human diversity and human commonality, some bases for these, and what difference these differences should make.
- The student will consider different ways of understanding human beings.
- The student will study different types of explanation for what human beings do, in terms of causation and freedom.
- The student will consider what is given in being human and what is acquired.
- The student will consider differences over time, such as social change and evolution, life and post-death possibility.

**The Philosophy Major**

Majoring in philosophy is a time-honored way of gaining a liberal arts education, i.e., an education fitting for a person who would be free. Philosophy majors at Saint Joseph’s University, will have an opportunity to read some of the most profound and challenging books ever written. In the classroom they will partake in lively discussions of life-changing ideas. Majors will develop your capacity to think clearly and creatively, to argue logically and express your thoughts persuasively, to criticize rationally and converse openly, to uncover assumptions and recognize implications, to raise those important questions others somehow seem to overlook.

The Department of Philosophy is committed to excellence in teaching. As a deliberately pluralistic department possessing expertise across a broad range of philosophical traditions and methods, we are able to offer courses across all major historical periods (i.e., ancient, medieval, modern, contemporary) and areas of field specialization (e.g., epistemology, metaphysics, ethics, social-political, etc.). Majors are challenged to grapple with perennial philosophical problems (e.g., free will, skepticism, objectivity, the nature and existence of God, etc.) and are introduced to processes of inquiry that allow for the development and appropriation of philosophical modes of thinking, speaking, and writing. An active Undergraduate Philosophy Society provides a forum for gathering with other students also genuinely interested in philosophy, and for student-faculty dialogue outside the classroom.

**Requirements for the Philosophy Major**

Philosophy majors have the option of pursuing one of four tracks: (1) History of Philosophy; (2) Social-Political/Philosophy of Law; (3) Mind, Language, Science; and (4) Philosophy of Religion. Major concentration requirements are the same for all four tracks, though the integrated learning requirements (ILC) will vary from track to track.

**GEP Signature Requirements (6 Courses)**

- PHL 154 Moral Foundations
- THE 154 Faith, Justice, Catholic Tradition
- ENG 102 Texts and Contexts
- HIS 154 Forging the Modern World
- XXX Faith and Reason course area
- XXX 150 First Year Seminar

**GEP Variable Requirements (6-9 Courses)**

- ENG 101 Craft of Language
- THE xxx Religious Difference
- PHL 2xx Philosophical Anthropology
- MAT xxx Mathematics - Beauty

- Non-Native Language (0-2 courses)
- Natural Science (1 four-credit lab course or 2 three-credit non-lab courses)
- Social/Behavioral Science
- Fine Arts/Literature

**GEP Overlay Requirements**

- Writing Intensive
- Ethics Intensive
- Diversity/Globalization/Non-Western

**Major Concentration Requirements (8 courses)**

1. Logic or Symbolic Logic
2. History course: Ancient/Pre-Modern
3. History course: Modern/Contemporary
4. Upper-level PHL elective course
5. Upper-level PHL elective course
6. NON-GEP Upper-level PHL elective
7. PHL 495 Senior Seminar or PHL 395 Junior Seminar
8. CHOOSE ONE BELOW:
   - GEP Faith and Reason (if taken in Philosophy)*
   - Upper-level PHL Course
Integrated Learning (ILC) Requirements (3 courses)

History of Philosophy Track:
Philosophy majors pursuing the History of Philosophy track should select three courses from among the following:

- HIS 315: The Glory that was Greece: Classical & Hellenic Worlds 750-300 B.C.
- CLA 201: Classical Mythology
- CLA 202: Classic Epic in Translation
- POL 301: Classical and Medieval Political Thought
- THE 333: Knowledge & Love of God in the Middle Ages
- HIS 317: The Medieval Experience
- HIS 319: Revolutions: 1517-1648: Religious, Social, Scientific
- HIS 320: Absolutism and Enlightenment: 1650-1789
- POL 302: Modern Political Thought

Greek, Latin, German, French (1 or more in the SAME language)

Social-Political/Philosophy of Law track:
Philosophy majors pursuing the Social-Political (Philosophy/Law track) should select three courses from among the following:

- Any Economics course
- POL 122: Law and Public Policy
- POL 310: Constitutional Politics
- POL 311: Constitutional Law – Rights & Civil Liberties
- POL 312: Law and Social Change
- POL 117: Introduction to Political Thought
- POL 303: American Political Thought
- POL 407: Seminar: Theories of Justice in the 21st Century
- POL 301: Classical and Medieval Political Thought
- POL 302: Modern Political Thought
- POL 352: Political Economy of Booms and Busts
- POL 401: Seminar: Freedom of Religion
- POL 113: Introduction to Comparative Politics
- POL 115: Introduction to International Politics
- POL 117: Intro to Political Thought
- POL 357: Ethics in International Affairs
- POL 351: International Law and Organization
- SOC 253: Race and Social Justice
- SOC 345: Law and Social Policy
- SOC 351: Gender and the Law

Mind, Language, Science Track:
Philosophy majors pursuing the Mind, Language, Science track should select three courses:

- Any Mathematics course
- Any Natural Science course
- Any Computer Science course
- Any Linguistics course
- PSY 220: Sensation and Perception
- PSY 222: Neuropsychology
- PSY 221: Animal Learning and Memory
- PSY 224: Psychopharmacology
- PSY 226: Psychology of Emotion
- PSY 225: Comparative Animal Behavior

PSY 234: Psychology of the Self
PSY 122: Abnormal Psychology
PSY 231: Developmental Psychology

Philosophy of Religion Track:
Philosophy majors pursuing the Philosophy of Religion track should select three courses:

One Theology/Religious Studies course beyond the GEP, and two courses from the list below:

- PDL 401: Seminar: Freedom of Religion
- HIS 316: The Grandeur That was Rome
- HIS 317: The Medieval Experience
- SOC 327: Sociology of Religion
- SOC 368: Cults as Social Movements

NOTE: Latin or Greek language courses (1 or more in the SAME language) Can replace any or all of the above ILC requirements.

ELECTIVES (14 – 18 courses)

Requirements for the Philosophy Minor:
Students seeking to complete a minor in philosophy must take the two philosophy courses required in the GEP: PHL 154 Moral Foundations; and PHL 2xx Philosophical Anthropology. In addition, students must complete 4 more philosophy courses. We recommend that philosophy minors take a philosophy course to satisfy the GEP Faith and Reason signature course area, as well as one to satisfy the Ethics Intensive overlay.

Philosophy Courses

Signature Core Philosophy Courses

PHL 150 First-Year Seminar (3 credits)
Various first-year seminars are offered each year by philosophy faculty.

PHL 154 Moral Foundations (3 credits)
A critical study of the various says in which agents, actions, and social practices are evaluated from the moral point of view, as this has been articulated in major Western ethical theories. Tools for this study include an introduction to philosophical reasoning concepts basic to the moral point of view, such as rights, duties, virtue and character. Theories studied include but are not limited to Consequentialism, Deontologism, and Natural Law. (Satisfies the GEP Jesuit tradition common course requirement).

Logic Courses

PHL 220 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 the philosophy GEP.

PHL 240 Symbolic Logic (3 credits)
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—indeed of axioms, expressive and deductive completeness, and consistency. Does not fulfill the philosophy GEP.

Philosophical Anthropology Course Area

PHL 250 Philosophy of Death (3 credits)
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
PHL 252 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. (Satisfies the GEP variable course requirement in the Philosophical Anthropology area.)

PHL 254 Philosophy and The Democratic Body (3 credits)
For centuries philosophers have tried to understand what it means to be human by analyzing various aspects of the human condition. Unfortunately, the fact that we are embodied beings has not yet received adequate treatment. This course is an attempt to correct many years of philosophical avoidance of the body. We will not begin our inquiry with the assumption that human consciousness is just a given and is the same in all human beings. Rather, we will begin with an analysis of various forms of embodiment and consciousness as affected by the types of bodies that we have and social attitudes towards these bodies. (Satisfies the GEP variable course requirement in the Philosophical Anthropology area.)

PHL 256 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. (Satisfies the GEP variable course requirement in the Philosophical Anthropology area.)

PHL 258 The Authentic Self: Augustine, Kierkegaard, Heidegger (3 credits)
This course will center on careful textual study of primary sources in philosophy/theology that deal with the analysis of human “fallenness” and self-recovery. A key element that will emerge is the role of the will: not just the theoretical freedom of the will, but the necessity to make a specific act of the will, namely to will to be one’s authentic self. Focus on works of Augustine, Kierkegaard, and Heidegger. (Satisfies the GEP variable course requirement in the Philosophical Anthropology area.)

Non-Western Philosophy Courses

PHL 304 African Philosophy (3 credits)
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 proverb 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.

PHL 306 Indian Philosophy (3 credits)
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.

Topics Philosophy Courses

PHL 310 Philosophy of Art (3 credits)
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.

PHL 311 Philosophy of Law (3 credits)
Philosophy of Law examines some of the philosophical questions raised by law and legal systems, such as the nature and limits of law, the relation between law and morality, the challenges in applying the principles of constitutional, contract, criminal and tort law, and specific issues such as civil disobedience, equality and liberty, rights and responsibility, and punishment and excuses.

PHL 314 Topics in Philosophy and Medicine (3 credits)
This course examines critical philosophical questions that arise from the practice of medicine and medical research. Central topics include: confidentiality; informed consent; research on humans and non-human animals; stem cell and genetic research; reproductive and end-of-life issues; and the just distribution of health care resources.

PHL 316 Food and Justice (3 credits)
It’s indisputable that there are complex moral issues related to food. How should we respond to the problems of global hunger in the 21st century? How should we respond to the fact that millions of children and adults on our planet are severely malnourished, if not facing starvation? Are our current means of food production sustainable? And do they threaten the health and well-being of future generations? What moral challenges are raised by the use of biotechnology in food production and processing? How can we provide safe, acceptable, nutritious food for all persons in such a way that is respectful to the welfare of all sentient beings?

PHL 320 Business, Society, and Ethics (3 credits)

PHL 322 Philosophy of Science (3 credits)
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.

PHL 324 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 328 Philosophy and Evolution (3 credits)
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.

PHL 330 Social and Political Philosophy (3 credits)
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?
PHL 332 Economic and Social Philosophy (3 credits)
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.

PHL 338 Violence and Non-Violence (3 credits)
This course will focus on two levels: philosophical reflection on the moral dimensions of violence and nonviolence in general, and analysis of some specific moral issues concerning the resort to violence. Issues include the morality of war, especially under current conditions, and criminal punishment. Theories of nonviolence, and practical alternatives to violence, will be examined.

PHL 338 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 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.

PHL 340 Topics In Political Philosophy (3 credits)
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 may include political legitimacy, human rights, private property and distributive justice, just and unjust war, cosmopolitanism and patriotism, global justice, social unity and solidarity, tolerance, multiculturalism, and the role of religion in politics.

PHL 342 Dimensions of Freedom (3 credits)
Political philosopher Hannah Arendt claims that the ability to forgive and the ability to make and keep promises are at the center of human freedom, the capacity to interrupt automatic processes and begin something new. The experience of imprisonment will be an important focus of class discussion, and a starting point to examine multiple dimensions of human freedom. These include: negative vs. positive freedom; freedom of action vs. inner freedom (thought, imagination, will); political freedom vs. political oppression; the extent to which freedom in any of these senses is a good, worthy of the value we tend to give it. For each dimension, we will also ask what inner and/or external conditions limit or even preclude its exercise.

Faith and Reason Courses
Courses that may be taken to satisfy the Jesuit Signature core course in Faith and Reason

PHL 350 God in Recent Philosophy (3 credits)
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 a variety of considerations: the warranting power of prayer; the protection of 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.

PHL 351 Reason, Faith, and Relativism (3 credits)
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 appear 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.

PHL 352 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 353 Philosophy, Science, and Religion (3 credits)
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.

PHL 354 Philosophy of Religion (3 credits)
Philosophical analysis of some of the following topics: religious experience, belief, human destiny, evil, knowledge of and language about God. Readings from classical and contemporary sources.

PHL 355 Philosophical Issues In Christian Doctrine (3 credits)
This course will investigate the coherence and plausibility of some of the most central teachings of Christianity. A sampling of potential topics includes: heaven and hell, the Trinity, Original Sin, the Atonement, and the Incarnation. There will also be a discussion of different methods of deciding when a teaching is essential to Christianity, and an exploration of various alternative interpretations of the doctrines.

PHL 356 Religious Diversity (3 credits)
Religious diversity is an inescapable fact. It is hard to imagine anyone’s thinking his or her religion (should he or she have one) to be the only one that exists or the only one capable of evincing commitment and devotion. The diversity of religions raises questions that are practical as well as theoretical. The fact of religious diversity has elicited various philosophical reactions, ranging from exclusivism, to relativism to inclusivism.

PHL 357 The Uses and Abuses of Jesus in Modernity (3 credits)
A representative survey of important 18th 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 as history, the Christ of faith, and the Christ-idea and archetype in Western tradition. 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.

PHL 358 Contemporary Atheism and the Problem of God (3 credits)
This course examines some of the most influential types of arguments against the existence of God in contemporary philosophy, including the argument from evil, which asserts that the amount of suffering in the world points strongly against the existence of God.

History of Philosophy Courses

PHL 401 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 402 Plato and Aristotle (3 credits)
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 404 Love and Friendship in the Ancient World (3 credits)
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 works 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.

PHL 410 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, the distinction of the sciences.

PHL 412 The Philosophy of Aquinas (3 credits)
Selected topics in the metaphysics, psychology, epistemology, and ethics of Thomas Aquinas. The problem of faith and reason; contemporary developments in Thomism.

PHL 420 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 430 Philosophy of Kant (3 credits)
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 preceded 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 try to both understand and evaluate the theory of transcendental idealism.

PHL 432 German Idealism (3 credits)

PHL 434 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 436 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 438 Kierkegaard, Mozart, 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.

PHL 440 Phenomenology (3 credits)
A study of the philosophical background, methods, and results of the phenomenological movement in 20th century European thought. After examining a cluster of philosophical problems that gave rise to the movement, we shall focus mainly, though not exclusively, on the work of Husserl, Heidegger, and Sartre. In addition to our study of philosophical method, we shall explore phenomenological accounts of various matters such as consciousness, perception, hermeneutics, the existential nature of human beings, transcendence, self-deception, and others.

PHL 446 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 possible gender-bias in traditional philosophical methods.

PHL 450 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, Rayce, 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 461 Contemporary Thomism (3 credits)
St. Thomas Aquinas, one of the greatest philosopher-theologians of the Middle Ages, employed both reason and faith to 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 Rousset, Joseph Marechal, Josef Pieper).

Other Philosophy Courses

PHL 201 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. (Does not satisfy the GEP variable course requirement in the Philosophical Anthropology area.)

Advanced Non-GEP Philosophy Courses

PHL 471 Problems in the Theory of Knowledge (3 credits)
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.

PHL 473 Science, Mind, and Philosophy (3 credits)
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 474 Language and Thought (3 credits)
Rene Descartes held a view called "mind-body dualism," according to which human persons are fundamentally thinking substances that are somehow causally linked to particular physical substances: bodies. One of his reasons for holding this view was that he believed that the human faculty of language could never, even in principle, be adequately explained by any purely physical description of things. Language, as he saw it, is evidence of mind, and indeed he believed that where language is absent, mind is also absent. Creatures without language are, in Descartes' view, mindless organic automatons. Few today would defend Descartes' view in all details, but the
general sense that language is an important "mark of the mental" has not gone away. Instead, it has given rise to a cluster of narrower but interesting and important questions: Are certain kinds of mental states impossible without language? Does the specific language that we speak influence our thoughts in some way? Do our innate tendencies of thought force our languages to take certain forms?

**PHL 475 Language and Meaning (3 credits)**
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.

**PHL 476 The Work Of Daniel Dennett (3 credits)**
Daniel Dennett is one of the most influential living philosophers. A protégé of Gilbert Ryle, Dennett has had an impact that goes beyond the disciplinary boundaries of philosophy, making him one of the few contemporary philosophers whose name and work are well known to the general educated public. The heart of Dennett’s work is in the philosophy of mind, where he defends an eliminative version of functionalism, arguing that many terms that philosophers argue with, and about, have little or no meaning. Such terms include “consciousness,” “qualia,” and “mental representation.” In addition, Dennett has tried to show how his specifically philosophical views on the mind can shed light on questions in comparative psychology, ethnology, and other sciences. He has also written a well-received book on Darwinism, arguing that Darwinian theory is a “universal acid” that, correctly understood, dissolves many longstanding problems and superstitions. This course will survey Dennett’s body of work, and the responses of his critics, on a wide range of topics.

**PHL 481 Analytic Philosophy (3 credits)**
An introduction to the language-oriented way of approaching philosophical issues that is widely practiced in English-speaking countries and, increasingly, elsewhere. The course will focus on a major concern of this philosophical tradition: questions concerning the nature of language itself. What makes a series of sounds or inscriptions “meaningful” and able to effect interpersonal communication? Must language “represent” the world in order to be meaningful? Does failure to grasp the underlying logic of our language lead to philosophical confusion?

**Philosophy Directed Readings Independent Study, Capstone**

**PHL 170 Special Topics in Philosophy (3 credits)**

**PHL 270 Special Topics in Philosophy (3 credits)**

**PHL 370 Special Topics in Philosophy (3 credits)**

**PHL 470 Special Topics in Philosophy (3 credits)**

**PHL 493 Independent Research (3 credits)**

**PHL 494 Independent Research (3 credits)**

**PHL 385 Junior Seminar (3 credits)**
On occasion, a seminar will be offered for juniors. Seminar topics will vary.

**PHL 485 Senior Seminar (3 credits)**
Readings, research, and dialogue concerning a common theme; a paper is required. Senior majors; minors with chair’s permission. Does not fulfill the philosophy GEP

**Physics**

**Professor:** Houston (Emeritus)
**Associate Professors:** Angiolillo (Chair), Haddad, Kortze
**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
Due to the implementation of the new General Education Program, there are currently two programs of study for the Physics major:
For students who entered SJU before the fall of 2010, or transfer students who entered SJU in the fall of 2010 with 15 or more credits:

GER Common Courses (See Curricula): six courses

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

Mathematics:
MAT 161-162 Calculus I, II

Natural Science:
PHY 105-106 University Physics I, II (with 105L-106L lab)

GER Electives: any seven courses

Major Concentration: Sixteen courses

MAT 213 Calculus III
PHY 251 Modern Physics I
PHY 252 Modern Physics II
PHY 257 Mathematical Methods in Physics
PHY 301 Classical Mechanics
PHY 303 Thermal Physics
or
PHY 409 Statistical Mechanics
PHY 307 Electricity and Magnetism

PHY 308 Waves and Optics
PHY 311 Experimental Methods of Physics I
PHY 312 Experimental Methods of Physics II
PHY 321 Quantum Mechanics I

and three PHY 3-credit electives, two of which must be at the 2000-level. Students are also required to enroll in PHY 390 Physics Seminar each semester.

For students who entered SJU in the fall of 2010 or later, or transfer students who entered SJU in the fall of 2010 with 14 or fewer credits:

GER Signature Courses (See Curricula): six courses

GER Variable Courses (See Curricula): six to nine courses, including

Mathematics:
MAT 161 Calculus I

Natural Science:
PHY 105 University Physics I
PHY 105L University Physics Laboratory I

GER Overlays (See Curricula): three courses

GER Integrative Learning Component: three courses

Students will take three of the following four courses:

Biology:
BIO 101 Biology I: Cells
BIO 102 Biology II: Genetics and Evolutionary Biology

Chemistry:
CHM 120 General Chemistry I Lecture*
CHM 125 General Chemistry II Lecture*

Students are encouraged, but not required, to take the associated Chemistry labs.

GER Electives: six courses

Major Concentration: Sixteen courses

MAT 162 Calculus II
MAT 213 Calculus III
PHY 106 University Physics II
PHY 106L University Physics Laboratory II
PHY 251 Modern Physics I
PHY 252 Modern Physics II
PHY 257 Mathematical Methods in Physics
PHY 301 Classical Mechanics
PHY 303 Thermal Physics
or
PHY 409 Statistical Mechanics
PHY 307 Electricity and Magnetism
PHY 308 Waves and Optics
PHY 311 Experimental Methods of Physics I
PHY 312 Experimental Methods of Physics II
PHY 321 Quantum Mechanics I

and three PHY 3-credit electives, two of which must be at the 2000-level or higher. Students are also required to enroll in PHY 390 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 253, PHY 261, PHY 262, PHY 407, PHY 405, PHY 413, PHY 419, and PHY 421. 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 105/105L, 106/106L, 251, and three other PHY electives. Among the three PHY electives, PHY 255 is strongly recommended for students lacking mathematics courses beyond MAT 162. And at least one PHY elective must be at the 200-level or higher. 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
For students who entered SJU before the fall of 2010, or transfer students who entered SJU in the fall of 2010 with 15 or more credits:

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 157 (Introduction to Psychology); and EDU 151 (Educational Psychology and the accompanying lab).

For students who entered SJU in the fall of 2010 or later, or transfer students who entered SJU in the fall of 2010 with 14 or fewer credits:

Pennsylvania’s Secondary (referred to as “secondary” or “7-12”) preparation program guidelines require a Professional Core of courses, early and varied field experiences (190 hours), and student teaching. In addition to the subject-specific content requirements for secondary programs that are met by the student’s major, candidates for the 7-12 teaching certificate in Pennsylvania must complete a prescribed sequence of coursework which includes the specific requirements for Accommodations and Adaptations for Diverse Learners in Inclusive Settings and Meeting the Needs of English Language Learners under 493.III.4(B)(1).

Below is the recommended program for students who will be eligible for a PA Level I teaching certificate AFTER August 31, 2013 pending approval from the Pennsylvania Department of Education.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>EDU 150</td>
<td>Schools in Society (3 credits)</td>
</tr>
<tr>
<td>EDU 152</td>
<td>Field Experience Schools in Society (1 credit)</td>
</tr>
<tr>
<td>EDU 157</td>
<td>Adolescent Development (3 credits)</td>
</tr>
<tr>
<td>EDU 158</td>
<td>Field Experience Adolescent Development (1 credit)</td>
</tr>
<tr>
<td>SPE 230</td>
<td>Introduction to Special Education (3 credits)</td>
</tr>
<tr>
<td>EDU 231</td>
<td>Assessment &amp; Evaluation in Education (3 credits)</td>
</tr>
<tr>
<td>EDU 233</td>
<td>Field Experience Assessment &amp; Evaluation in Education (1 credit)</td>
</tr>
<tr>
<td>SPE 350</td>
<td>Teaching in Inclusive Environments (3 credits)</td>
</tr>
<tr>
<td>EDU 353</td>
<td>Reading in the Content Area (3 credits)</td>
</tr>
<tr>
<td>EDU 354</td>
<td>Literacy, Language and Culture (3 credits)</td>
</tr>
<tr>
<td>EDU 618/619</td>
<td>Instructional Tech for Science +E. (4 credits)</td>
</tr>
<tr>
<td>EDU 497</td>
<td>Student Teaching (12 credits)</td>
</tr>
</tbody>
</table>

Note: Students may or may not be able to complete the requirements for certification within the normal 8 semesters. This will be largely controlled by the number of GEP variable core courses the student has to take. AP credit received and other factors. Given the complexity of the requirements it is essential that students interested in pursuing secondary education certification speak with their academic advisor about this early in their program of study.

FIVE YEAR COMBINED B.S. IN PHYSICS/M.S. IN EDUCATION OPTION
For students who entered SJU before the fall of 2010, or transfer students who entered SJU in the fall of 2010 with 15 or more credits:

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: (1) an independent faculty-directed research project in physics in the summer between the fourth and fifth years, (2) two graduate courses in physics, 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 Physics 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 physics teachers.

For students who entered SJU in the fall of 2010 or later, or transfer students who entered SJU in the fall of 2010 with 14 or fewer credits:

The Pennsylvania Department of Education requirements and program of study sequence for students under the GEP have not yet been finalized. This section of the catalog will be updated as soon as the requirements are in place. Students interested in the five year program should speak to their academic advisors and to Chair of the Department of Physics as early in their academic careers as possible.

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 210/210L and 215/215L 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 101-102 and 110-113 require calculus as a pre- or corequisite.

PHYSICS IN THE GER (See Curricula)
The GER requires that all students complete TWO semesters of natural science courses, with or without a lab component. Students who entered SJU before the fall of 2010, or transfer students who entered SJU in the fall of 2010 with 15 or more credits and who wish to satisfy the natural science GER by completing courses in Physics may do so by taking either of the two-semester introductory course sequence for science majors, PHY 101/101L and PHY 102/102L or PHY 105/105L and PHY 106/106L. Alternatively, students may fulfill one or both semesters of the natural science GER by completing one or two of the special one-semester Physics courses designed for non-science majors listed below.

Non-science majors Physics GER courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 110</td>
<td>Physics: Concepts and Applications</td>
</tr>
</tbody>
</table>
PHY III The Astronomical Universe
PHY II2 Energy: Problems and Promises
PHY II3 Exploring the Physical World
PHY II4 Technological Breakthroughs of the 20th Century

PHYSICS IN THE GEP (SEE CURRICULA)
The GEP requires that all students take EITHER one semester of a lab-based natural science course (6 contact hours) OR two semesters of lecture-only natural science courses. Students who entered SJU in the fall of 2010 or later, or transfer students who entered SJU in the fall of 2010 with 14 or fewer credits and who wish to satisfy the natural science GEP by completing courses in Physics may do so by taking the first semester of the science majors, lab-based course sequence, PHY 101/101L or PHY 105/105L, or one of the lab-based, one-semester courses for non-science majors, as they become available. Alternatively, students may fulfill one or both semesters of the natural science GEP by completing one or two of the special one-semester lecture-only Physics courses designed for non-science majors listed below.

Non-science majors Physics GEP lecture-only courses:

PHY II1 Physics: Concepts and Applications
PHY II2 The Astronomical Universe
PHY II3 Energy: Problems and Promises
PHY II4 Technological Breakthroughs of the 20th Century

Non-science majors Physics GEP lab-based courses:

PHY II3 Physics by Experiment (currently for Education majors only)

PHYSICS COURSES

PHY 101-102 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 101L for PHY 101; PHY 102L for PHY 102. PHY 101 is prerequisite to PHY 102.

PHY 101L-102L General Physics Laboratory I, II (2 credits)
A two-semester laboratory sequence to accompany PHY 101-102. Corequisites: PHY 101L for PHY 101; PHY 102L for PHY 102.

PHY 105-106 University Physics I, II (8 credits)
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.
Corequisites: PHY 105L for PHY 105; PHY 106L for PHY 106. First-semester calculus is corequisite for PHY 105. PHY 105 is prerequisite to PHY 106.

PHY 105L-106L University Physics Laboratory I, II (2 credits)
A two-semester laboratory sequence to accompany PHY 105-106. Corequisites: PHY 105L for PHY 105; PHY 106L for PHY 106.

PHY 110 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. Successful completion of this course satisfies one of the Natural Science requirements in the GER/GEP.

PHY III 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. Successful completion of this course satisfies one of the Natural Science requirements in the GER/GEP.

PHY II2 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 for conservation, transportation, and emissions control. The course emphasizes how real data shapes economics and policy, so the exact content will vary with current events. Successful completion of this course satisfies one of the Natural Science requirements in the GER/GEP.

PHY II4 Technological Breakthroughs of the 20th Century (3 credits)
This course will explore a smorgasbord of major technological advances that occurred during the 20th century. Many of these developments occurred as a result of the historical, political, and economic factors that shaped much of the landscape of the previous century. The scientific achievements will be discussed in the historical context upon which they occurred paying particular emphasis on the interesting personalities that were responsible for many of the discoveries. Successful completion of this course satisfies one of the Natural Science requirements in the GER. It fully meets the Natural Science requirement for students under the GEP. Currently restricted to Education Majors only.

PHY 251 Modern Physics I (4 credits)
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 the hydrogen atom, and, if time permits, many-electron atoms.
Prerequisite: PHY 106.

PHY 252 Modern Physics II (4 credits)
An extension of PHY 251 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.
Prerequisite: PHY 251.

PHY 253 Survey of Nanotechnology (3 credits)
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.
Prerequisites: PHY 105, PHY 105L, PHY 106, PHY 106L.

PHY 255 Linear Systems in Physics (3 credits)
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. 
Prerequisites: MAT 102 and PHY 106.

PHY 257 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 application of these mathematical techniques in solving problems in physics. 
Prerequisites: PHY 106, MAT 238 or PHY 255, or permission of instructor.

PHY 261 Electronics I (4 credits)
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. Two 3-hour lecture/laboratory periods.
Prerequisite: PHY 106.

PHY 262 Electronics II (4 credits)
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. Two 3-hour lecture/laboratory periods.
Prerequisite: PHY 261.

PHY 301 Classical 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 238 or PHY 255, PHY 106.

PHY 303 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 251.

PHY 307 Electricity and Magnetism (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 106, MAT 238 or PHY 255.

PHY 308 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 106, MAT 238 or PHY 255.

PHY 311 Experimental Methods of Physics I (2 credits)
Laboratory intensive with same 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 251.

PHY 312 Experimental Methods of Physics II (2 credits)
Extends the laboratory work begun in PHY 311. Focus on atomic, molecular, solid-state, and nuclear physics. Greater reliance on independent work by the student. 
Prerequisite: PHY 311.

PHY 321 Quantum Mechanics I (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 251, MAT 238 or PHY 255.

PHY 390 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 401 Advanced Mechanics (3 credits)
This course will further develop the Lagrangian and Hamiltonian formulations of classical mechanics. Additional emphasis will be given to such topics as: collision theory, noninertial reference frames, nonlinear mechanics and chaos, continuum mechanics, and topics in special relativity. 
Prerequisite: PHY 301.

PHY 403 Quantum Mechanics II (3 credits)
A continuation of the development of quantum theory started in PHY 321. Topics to include: identical particles including fundamental molecular quantum theory, time-independent and time dependent perturbation theory, the WKB and adiabatic approximations, scattering, and an introduction to field theory. 
Prerequisite: PHY 321.

PHY 405 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 251, MAT 238 or PHY 255, or permission of instructor.

PHY 407 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 251, PHY 252, PHY 257, or permission of the instructor.

PHY 409 Statistical Mechanics (3 credits)
Topics include ensembles and distribution functions, quantum statistics, Bose-Einstein and Fermi-Dirac statistics, and partition functions. 
Prerequisites: PHY 251, MAT 238 or PHY 255, or permission of instructor.

PHY 413 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 semiconducting materials will be explored with a particular emphasis on the underlying physics principles employed. 
Prerequisites: PHY 251, PHY 252, PHY 257 or permission of the instructor.

PHY 411 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 251, MAT 238 or PHY 255, or permission of instructor.
PHY 415 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 106, MAT 238 or PHY 253, or permission of instructor.

PHY 417 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 251, MAT 238 or PHY 253, or permission of instructor.

PHY 419 Biophysics (3 credits)
Application of physics to biological systems. Topics include: molecular 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 251, MAT 238 or PHY 253, or permission of instructor.

PHY 421 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 251, MAT 238 or PHY 253, or permission of instructor.

PHY 470 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 493-494 Research Project 3-6 credits
Students need to complete the application form for independent study (available in the Dean’s Office) and have the approval of the department chair and Associate Dean in order to register.

PHY 493-494 Honors Research Project (6 credits)
Must be elected in junior year to allow adequate research time. Students need to complete the application form for independent study (available in the Dean’s Office) and have the approval of the department chair, Associate Dean and the Honors Program Director in order to register.

Political Science

Professors: Baglione (Chair), Chase (Emeritus), Daugherty (Emeritus), Joess, Kane (Emeritus), Lea
Associate Professor: McNally
Assistant Professors: Fukuoka, Liebel, Scala
Lecturers: Kieczura, Powers, Radia, Schiller

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 local, state, 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
Because of the implementation of the new General Education Program, there are currently two programs of study for the Political Science major:
For students who entered SJU before the fall of 2010, or transfer students who entered SJU in the fall of 2010 with 15 or more credits:

GER Common Courses (See Curricula): six courses

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

Mathematics:

MAT 117 
Topics in Contemporary Mathematics

MAT 118 
Introduction to Statistics

Social/Behavioral Sciences:

ECN 101 
Introductory Economics (Micro)

ECN 102 
Introductory Economics (Macro)

PDL 101 or II 
Introduction to American Government and Politics

PDL 201 or 231 
Introduction to Political Science Research (American 201)

or

PDL 201 or 231 
Introduction to Political Science Research (Comparative and International) 231

Ideally majors take this course in the Spring of their sophomore year, after having completed at least two introductory courses. These courses are not offered in the Fall.

GER Electives: any eight courses

Major Concentration:

HIS 201-202 
History of the United States

Introductory Courses: two courses from

PDL 103 or 113 
Introduction to Comparative Politics

PDL 105 or 115 
Introduction to International Politics

PDL 107 or 117 
Introduction to Political Thought

First-year students entering as majors should take two first-year major section of these classes, i.e. 10x-level, not 11x-level.

Upper Division Courses:

7 POL courses, numbered PDL 300-495

Senior Seminar:

1 Senior Seminar PDL 400-409.

The Department strongly recommends that all students take the appropriate introductory course prior to enrolling in an upper division class.

For students who entered SJU in the fall of 2010 or later, or transfer students who entered SJU in the fall of 2010 with 14 or fewer credits:

GER Signature Courses (See Curricula): six courses

GER Variable Courses (See Curricula): six to nine courses, including

Social/Behavioral Sciences:

PDL 101 or II

GER Overlays (See Curricula): three courses, with PDL 201/231 satisfying Writing Intensive
GEP Integrative Learning Component: three courses
- ECN 101 Introduction to Macro Economics
- MAT 118 Statistics
- Any upper division ECN, HIS, PHL, PSY, SDC or continuing Foreign Language course beyond the GEP requirements.

GEP Electives: at least nine courses

**Major Concentration: twelve courses**

4 Introductory Courses:
- POL 103 or 113 Introduction to Comparative Politics
- POL 105 or 115 Introduction to International Politics
- POL 107 or 117 Introduction to Political Thought

First-year students entering as majors should take two first-year major sections of these classes, i.e., 10x-level, not 11x-level.

- POL 201 or 231 Introduction to Political Science Research (American) OR Introduction to Political Science Research (Comparative and International) 231

Ideally majors take this course in the Spring of their sophomore years, after having completed at least two introductory courses. These courses are no offered in the Fall.

7 Upper Division Courses:
7 POL courses, numbered POL 300-495
1 Senior Seminar:
1 Senior Seminar from among POL 400-409.

The Department strongly recommends that all students take the appropriate introductory course prior to enrolling in an upper division class.

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**
Because of the implementation of the new General Education Program, there are currently two programs of study for the Public Administration major:

For students who entered SJU before the fall of 2010, or transfer students who entered SJU in the fall of 2010 with 15 or more credits:

**GER Common Courses (See Curricula): six courses**
**GER University Distribution (See Curricula): fourteen courses, including Mathematics:**
- MAT 117 Topics in Contemporary Mathematics
- MAT 118 Introduction to Statistics

**Social/Behavioral Sciences:**
- ECN 101 Introduction to Macro Economics
- ECN 102 Introduction to Micro Economics
- MAT 118 Statistics

**GEP Electives: eight courses**

**GER Overlays (See Curricula): three courses, two must be MGT 212 & POL 201**

**GEP Integrative Learning Component: three courses**
- ECN 101 Introduction to Macro Economics
- ECN 102 Introduction to Micro Economics
- MAT 118 Statistics

**GEP Electives: eight courses**
**Major Concentration: twelve courses**

6 Introductory Courses (100-200 level):

- ACC 101 Concepts of Financial Accounting
- ACC 102 Managerial Accounting
- MGT 121 Organizations in Perspective
- OCE 200 Intro to Information Systems
- MGT 212 Managing Workforce Diversity
- POL 201 Intro to Political Science Research

7 Upper Division Courses (300-400 level):

1. Required (4 courses):
   - POL 314 Public Administration
   - POL 315 Government and Business
   - POL 317 Suburban Government & Problems
   - POL 491 Philadelphia Area Internship

2. PADM electives (choose 3 of following):
   - POL 308 Congress & the Legislative Branch
   - POL 309 The Presidency
   - POL 311 Constitutional Law: Civil Rights and Liberties
   - POL 312 Law and Social change
   - POL 313 Public Policy
   - POL 316 State and Local Government
   - POL 411 Washington Internship I
   - MGT 320 Management of Human Resources

The Department strongly recommends that all students take the appropriate introductory course prior to enrolling in an upper division class.

**MINOR IN POLITICAL SCIENCE**

In order to qualify for a minor in Political Science, a student must complete POL 101 and five other Political Science courses at least two of which must be upper division courses (200 level or higher). 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**

For a minor in Public Administration the student will be required to complete the following six courses:

- POL 314 Public Administration
- POL 315 Government and Business
- POL 316 Suburban Government and Problems

plus any three courses from the following:

- POL 312 Law and Social Change
- POL 313 Public Policy
- POL 316 State and Local Government
- POL 327 Environmental Politics in America
- POL 491 Philadelphia Area Internship

**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 101 for ECN 101 or ECN 102. Students may need to take more than the normal 40 courses to complete the major as well as the graduation and certification requirements. Please see Education in this Catalog for further advising information and be sure to be in contact with the social studies advisor in the Education Department.

**Requirements for Departmental Honors**

Students with cumulative GPA in Political Science of 3.5 may apply to the chair for Departmental Honors. Typically, before contacting the Chair, a junior major (a) should have multiple discussions with a Department member who will mentor the Honors project and (b) draft a proposal and develop a working bibliography. Fulfillment of the requirement includes honors research and writing a thesis (POL 493-494), as well as an oral defense at the end of each semester. Please see the Honors Program for more information; paperwork usually must be completed by April 15 of the junior year. Departmental Honors recipients count their Honors coursework sequence (POL 493-494) as 1 POL upper division and 1 senior seminar course.

**PUBLIC ADMINISTRATION COURSES**

**POL 314 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.

**POL 317 Suburban Government and Problems (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 hazardous control. Finally, it attempts to provide a basic framework for planning a cost effective response to technical and legal requirements of environmental issues.

**POL 329 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 hazardous control. Finally, it attempts to provide a basic framework for planning a cost effective response to technical and legal requirements of environmental issues.

**POL 331 U.S. Political Systems and Institutions (3 credits)**

An introduction to the study of comparative political systems with attention to the comparative method. Restricted to first-year majors, a smaller and more interactive class than the non-major section.

**POL 333 International 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. Restricted to first-year majors, a smaller and more interactive class than the non-major section.

**POL 335 Introduction to Comparative Politics (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 hazardous control. Finally, it attempts to provide a basic framework for planning a cost effective response to technical and legal requirements of environmental issues.

**POL 491 Philadelphia Area Internship (3 credits)**

**POLITICAL SCIENCE INTRODUCTORY COURSES**

**POL 101 First-Year Majors (FYM) 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. Restricted to first-year majors, a smaller and more interactive class than the non-major section.

**POL 103 First-Year Majors (FYM) Introduction to Comparative Politics (3 credits)**

An introduction to the study of comparative political systems with attention to the institutions and cultures of select countries from different world regions, cultures, and levels of economic development. Explores the varieties of democracy and the complexity of democratization in contemporary politics and introduces students to the comparative method. Restricted to first-year POL and IR majors, a smaller and more interactive class than the non-major section.

**POL 105 First-Year Majors (FYM) Introduction to International Politics (3 credits)**

An introductory survey of the major approaches, interpretations and problems in the field of International Politics. Topics include security (war, peace, terrorism), international political economy (hegemony, development, globalization), and transboundary issues (environmental issues, human rights). Restricted to first-year POL and IR majors, a smaller and more interactive class than the non-major section. Depending on the section, may satisfy the Globalization overlay requirement.
POL 107 First-Year Majors (FYM) 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). Restricted to first-year majors, a smaller and more interactive class than the non-major section.

POL 111 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 113 Introduction to Comparative Politics (3 credits)
An introduction to the study of comparative political systems with attention to the institutions and cultures of select countries from different world regions, cultures, and levels of economic development. Explores the varieties of democracy and the complexity of democratization in contemporary politics and introduces students to the comparative method.

POL 115 Introduction to International Politics (3 credits)
An introductory survey of the major approaches, interpretations and problems in the field of International Politics. Topics include security (war, peace, terrorism), international political economy (hegemony, development, globalization), and transboundary issues (environmental issues, human rights).

POL 117 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 121 The American Political Arena (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 major requirements.

POL 122 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 both government and private individuals. Does not fulfill major requirements.

POL 201 Introduction to Political Science Research: American Government (3 credits)
This course introduces students to the logic and methods of social science inquiry and teaches them how to write a research paper in political science. To master the task of research paper writing, the class will expose students to some important literature in American politics and help students develop, in a step-by-step fashion, research-paper writing skills. Specifically, students will write a research paper, in multiple drafts, on some aspect of American government and politics. In the process they will learn how to use the library and internet for research, distinguish between different types of sources, construct and evaluate theories, develop an understanding of a few statistical tests, document sources properly, and edit and revise their papers. Majors typically take this writing-centered course (or its sibling – POL 231) during their spring sophomore semester, after completing at least two POL introductory courses, at least one of which must be POL 107/111.

POLITICAL THEORY COURSES

POL 301 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, Marsiglia of Padua, Christine Pizan). We end by reflecting on how these authors help us make sense of the Renaissance turn toward humanism, realpolitik, and criticism of Christianity in the works of Bruni, Erasmus, and Machiavelli.

POL 302 Machiavelli v. the World (3 credits)
Machiavelli challenged political theorists to look at politics "as it is" rather than "as it ought to be." He asserted that rulers needed virtue – literally "manliness" – rather than Christian virtue or morality. This course investigates how Machiavelli’s ideas challenged (and threatened!) those of the Reformation and the Jesuits – and affected democratic and liberal theorists as they sought to reinvent the world. The course examines the political thought of Hobbes, Locke, Rousseau, Wollstonecraft, Mill, Marx, and Rawls – as well as 20th and 21st century writers who continue to debate the nature of politics, gender, and political leadership. It includes a simulation of Rousseau’s General Will and Rawls’s Original position.

POL 303 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 I) all these movements share concepts and 2) the ways in which later movements refuted, amended, and rejected the concepts that were fundamental to the “foundings.” 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 307 Democracy and Legal Theory (Summer Study Tour) (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 end with a short visit to Athens, the birthplace of democracy. After completing at least two POL introductory courses, at least one of which must be POL 107/111, during their spring sophomore semester, after completing at least two POL introductory courses, at least one of which must be POL 107/111.

POLITICAL THEORY COURSES

POL 301 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, Marsiglia of Padua, Christine Pizan). We end by reflecting on how these authors help us make sense of the Renaissance turn toward humanism, realpolitik, and criticism of Christianity in the works of Bruni, Erasmus, and Machiavelli.

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POL 307 Democracy and Legal Theory (Summer Study Tour) (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 COURSES

POL 209 Advising the President: A Simulation (3 credits)
A January intersession course for Social Science GER credit which analyzes the Contemporary American Presidency with special attention to the use of power, the role of personality, the nature of decision making, and the relationships between the executive and the media, interest groups, and public opinion. Students will participate in two simulations, one as advisors to the sitting president and the other as aids to a hypothetical female candidate running for the office in the upcoming election cycle. Because this is a January course, it is NOT for major credit.
POL 231 Introduction to Political Science Research: Comparative and International Politics (3 credits)
This course introduces students to the logic and methods of social science inquiry and teaches them how to write a research paper in political science. To master the task of research paper writing, the class will expose students to some important literature in Comparative and International Politics and help students develop, in a step-by-step fashion, research-paper writing skills. Specifically, students will write a research paper, in multiple drafts, on some aspect of Comparative or International Politics. In the process they will learn how to use the library and internet for research, distinguish between different types of sources, construct and evaluate theses, develop an understanding of a few statistical tests, document sources properly, and edit and revise their papers. Majors typically take this writing-centered course (or its sibling—POL 201) during their spring sophomore semester, after completing at least two POL introductory courses, at least one of which must be either POL 103/113 or POL 105/115.

POL 309 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 329 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.

POL 310 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 312 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. Satisfies the Writing-Intensive overlay requirement.

POL 313 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 314 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.

POL 315 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 316 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 317 Suburban Government and Problems (3 credits)
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 319 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 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 320 Elections of 2010 (3 credits)
In the fall of even-numbered years, the Department typically offers a special course in conjunction with the History Department that examines the contemporary election.

POL 321 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 322 Women and American Politics (3 credits)
This course is designed to provide students with a critical examination of women as political actors in the United States. We will analyze various forms of women's political participation, both in the traditional spheres of what is considered politics -- women as voters and politicians -- and also in more "non-traditional" spheres of political activism. We will examine how women are mobilized to participate in politics, focusing keenly on the differences among women in their political activism in an effort to understand how the intersection of gender, race, class, sexuality, age, and ability influence women's political activism. The primary goal of this course is to familiarize students with key issues, questions, and debates in the women and politics scholarship, mainly from a U.S. perspective. Students will become acquainted with many of the critical questions and concepts scholars have developed as tools for thinking about the gendered political experience. In this course you will learn to "read" and analyze gender politically, exploring how it impacts our understanding of the political world. Satisfies the Diversity overlay requirement.

POL 324 Race and Ethnic Politics (3 credits)
From its first days, the United States has faced the dilemma of how to incorporate populations different from the majority population into the polity. This dilemma continues today and appears in discussions of such issues as affirmative action, immigration and naturalization, language policy, and social welfare policy. In this course, we will examine the major theories that attempt to explain the roles of race and ethnicity in U.S. politics and the ways in which individuals use race and ethnicity as resources for political organization. We will examine the phenomenon of ethnicity and race in the political development of the United States. Finally, we will look at the
political attitudes and behaviors of ethnic and racial populations in order to measure their contemporary political influence. Among the topics to be covered include the meaning of race and ethnicity, the history of racial and immigration politics, prejudice, group participation and mobilization, political representation, and public opinion.

**POL 326 Political Sociology: The Mass Media in American Politics (3 credits)**
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 sta- bilizing 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 specifi- cally, 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 course ex- amines 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 po- litical 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 327 Environmental Politics in America (3 credits)**
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 conservatism 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.

**Comparative Politics Courses**

**POL 332 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 develop- ment 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. Satisfies the Non-Western overlay requirement.

**POL 333 Asian Political Systems (3 credits)**
This course will examine and discuss the political dynamics and policy behaviors of the most intriguing systems of East Asia (China, Japan, North Korea, South Korea and Taiwan). To this end, we will explore the intricacies of the cultural, historical, and psychological contexts in which behavioral and policy motivations may be explained. Along with the comparative analysis of each country (political system, political economy, state-society relations, and foreign relations), major contemporary issues and policies will be also examined. Satisfies the Non-Western overlay requirement.

**POL 335 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 342 Internal War (3 credits)**
This course analyzes 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 Courses**

**POL 351 International Law and Organization (3 credits)**
This course is an exploration of the relationship between the political and legal realms. It explores the normative framework within which international relations is conducted and the role of international organizations (IOs) and international law in the contemporary international system. Focusing on a comparative analysis of international governmental organizations (IGOs) and nongovernmental organizations (NGOs) and how they work with and against international law, we will explore whether such organizations and laws contribute to global governance and cooperation or whether they are merely a “false promise”. The course emphasizes two issue areas: the control of force (war and peace) and the protection of human rights.

**POL 352 Political Economy of Booms and Busts (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.

**POL 353 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. Also, satisfies the Globalization overlay requirement.

**POL 354 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 355 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 358 International Relations of the U.S. and South Asia (3 credits)
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.

POL 361 Theories of International Relations (3 credits)
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 them to organize a research paper on a topic of their choice. The first debate is primarily between realists 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 realists 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.

POL 364 International Relations of East Asia (3 credits)
The course will examine and discuss the most intriguing dynamics of international relations in East Asia. Along with the historical analysis of international relation in the region since the mid-19th century, the course will engage in the discussion of pressing issues that characterize contemporary international politics in the region, including (1) regional economic development and interactions, (2) Sino-Taiwanese tension and the U.S. involvement, (3) North Korean nuclear crisis, (4) Japan and its post-Cold War security profile, and (5) regional tension over Japan’s militaristic past.

POL 365 Globalization and Governance (3 credits)
This course examines economic, 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.
Prerequisite: POL 352.

POL 367 Ethics in International Affairs (3 credits)
A survey of the problems related to political repression and governance issues in selected countries. Strategies for achieving and maintaining peace through nonviolent means are examined and evaluated.

POL 368 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. Satisfies the Globalization overlay requirement.

POLITICAL SCIENCE 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. The Department asks all majors to pre-register with the department for the seminar of choice (based on what is being offered for the coming year) during the spring semester of their junior year.

POL 401 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 101/111 and either POL 310, 311, 312 or permission of instructor. Satisfies the Writing-Intensive overlay requirement.

POL 403 Seminar: Nation and Nationalism in Global Society (3 credits)
The primary objective of this seminar is to help students enhance their analytical abilities for the study of contemporary national problematic. In the rapidly changing contemporary global world, why are people still attracted, swayed, and annoyed by what is national? What is so important about being a part of nation? What drives people to develop specific allegiance toward a nation? And, how? More fundamentally, what is nation?

POL 404 Seminar on Contemporary Peacebuilding (3 credits)
The end of the Cold War brought widespread hope 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 places where conflict appeared mostly resolved in the 1990s—the Middle East and Chechnya—reignited at the turn of the century. What is peace and under what conditions is it made? How can a settlement be transformed and peace be built in a previously war-torn society? This seminar investigates theoretical frameworks of peacemaking and peacebuilding and asks students to apply these perspectives to select, contemporary cases.
Prerequisite: POL 103/113 and POL 105/115. Satisfies the Writing-Intensive overlay requirement.

POL 405 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 real-world cases, and will present their findings to the class at the end of the semester.
Prerequisite: POL 352 or permission of instructor.

POL 406 Seminar on War, Crisis and Change (3 credits)
1648. 1815. 1929. “9/11.” What explains large and sudden changes in social life? This seminar addresses the role of wars, crises and other “critical events” as mechanisms of political change as they reshape the balance of power, economic relations, ideas, and have broader psychological effects.

POL 407 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 students 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 vs. restorative).
Prerequisite: POL 107/117 or permission of instructor. Satisfies the Writing-Intensive overlay requirement.
POLITICAL SCIENCE EXPERIENTIAL COURSES

POL 411-412 Washington Internship I-II (6 credits)
See information under Special Academic Programs and Services.

POL 413-414 International Internship I-II (3 or 6 credits, depending on the Program)
The Washington Center offers some international internships through its new London and Sydney Programs. These typically count for two six-credit courses. Other study abroad programs also have internships which carry three credits for one course. Please see details under Special Academic Programs and Services.

POL 480 Independent Study -- Washington (3 credits)
Taken in conjunction with POL 411-412.

POL 491 Philadelphia-Area Internships (3 credits)
Supervised internships in the Philadelphia area in the offices of elected or appointed government officials, public interest organizations, party organizations, and many other groups involved with politics and policy. Available only in the Fall semester. Prerequisite: POL 201/231 or permission of the instructor. (Best suited to juniors and seniors.)

POL 493, 494 Directed Readings in Political Science 3 credits each
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.

Psychology

Professors: Chapman, DeVito, Leitner (Chair), Mindell, Schatz
Associate Professor: Anastasio, Jaeger, Murray
Assistant Professors: Anderson, Garrigan, Lawson, Shih, 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 these 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, 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 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 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.
- **Goal 7:** Communication Skills in Psychology. Students will be able to communicate effectively in a variety of formats.
Requirements for the Psychology Major

There are currently two programs of study for Psychology majors because of Saint Joseph’s implementation of a new General Education Program beginning with the Fall 2010 semester.

For all students who entered Saint Joseph’s before the Fall 2010 semester and for those transfer students entering Saint Joseph’s for the Fall 2010 semester with 15 credits or more, the following program of study is required for the Psychology major:

GER Common Courses (See Curricula): Six courses

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

Mathematics:
MAT 11B Introduction to Statistics
Any Math ‘Beauty’ course

Social/Behavioral Sciences:
- The GER requirement includes three Social Science courses. Of these three, two may be satisfied by taking any two Psychology courses. These same two Psychology courses may 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 100) as one of the courses that satisfies 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 100) as one of the courses that satisfies the Social Science GER. In addition to PSY 100 or PSY 101, Psychology majors will commonly use PSY 200 or PSY 201 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 390 through PSY 393 (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 the experiential 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. The experiential course does not have to be a course offered by the Psychology Department. Should the experiential requirement be satisfied with a Psychology course, twelve courses are required for the major.

For first-year students entering Saint Joseph’s as Psychology majors:

PSY 101 Introductory Psychology Seminar
For all other students:

PSY 100 Introductory Psychology
or
PSY 101 Introductory Psychology Seminar
and the following six required ‘core’ courses:

PSY 200 Personality
PSY 201 Biological Bases of Behavior
PSY 210 Research Methods
PSY 312 Statistics for the Social Sciences
PSY 212 Multicultural Psychology
PSY 400 History and Systems of Psychology

and one of the following advanced laboratory courses:

PSY 220 (Sensation and Perception), when taken with:
PSY 320L Psychology Laboratory, Natural Science I
or
PSY 321L Psychology Laboratory, Natural Science II
PSY 221 (Animal Learning and Memory), when taken with:
PSY 320L Psychology Laboratory, Natural Science I
or
PSY 321L Psychology Laboratory, Natural Science II
PSY 230 (Social Psychology), when taken with
PSY 330L Psychology Laboratory, Social Science I
or
PSY 331L Psychology Laboratory, Social Science II
PSY 231 (Developmental Psychology), when taken with:
PSY 330L Psychology Laboratory, Social Science I
or
PSY 331L Psychology Laboratory, Social Science II
and one of the following research seminars:

PSY 491 Research Seminar in Psychology, Natural Science I
PSY 492 Research Seminar in Psychology, Natural Science II
PSY 493 Research Seminar in Psychology, Social Science I
PSY 494 Research Seminar in Psychology, 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 374/375 Independent Study I/II
PSY 390/391 Internship I/II
PSY 392/393 Independent Research I/II

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 the Psychology Department or 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 220 through PSY 227
One from PSY 230 through PSY 373
One from PSY 220 through PSY 373

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.

For all students entering Saint Joseph’s for the Fall 2010 semester or later, and for those transfer students entering Saint Joseph’s for the Fall 2010 semester with 14 credits or less, the following program of study is required for the Psychology major:

GEP Signature Courses (See Curricula): Six courses

GEP Variable Courses (See Curricula): Six to nine courses, including:

Mathematics:
Any Math ‘Beauty’ course
Natural Science:
A Biology course with a laboratory, or two Biology courses without a laboratory

GEP Overlays (See Curricula): Three courses

GEP Integrative Learning Component: Three courses, including:
A social science course in a field other than Psychology
A Biology course
An upper-level (200 or above) course in mathematics, computer science, natural science, philosophy of science, or a social science other than Psychology

Electives: At least eight courses, including:
MAT 11B Introduction to Statistics

Major Concentration:
Thirteen courses, including an experiential course. The experiential course does not have to be a course offered by the Psychology Department. Should the experiential requirement be satisfied with a Psychology course, twelve courses are required for the major.
For first-year students entering Saint Joseph's as Psychology majors:
PSY 101 Introductory Psychology Seminar
For all other students:
PSY 100 Introductory Psychology
or
PSY 101 Introductory Psychology Seminar
and the following six required ‘core’ courses:
PSY 200 Personality
PSY 201 Biological Bases of Behavior
PSY 210 Research Methods
PSY 211 Statistics for the Social Sciences
PSY 212 Multicultural Psychology
PSY 400 History and Systems of Psychology
and one of the following advanced laboratory courses:
PSY 220 (Sensation and Perception), when taken with:
PSY 320L Psychology Laboratory, Natural Science I
or
PSY 321L Psychology Laboratory, Natural Science II
PSY 221 (Animal Learning and Memory), when taken with:
PSY 320L Psychology Laboratory, Natural Science I
or
PSY 321L Psychology Laboratory, Natural Science II
PSY 230 (Social Psychology), when taken with:
PSY 330L Psychology Laboratory, Social Science I
or
PSY 331L Psychology Laboratory, Social Science II
PSY 231 (Developmental Psychology), when taken with:
PSY 330L Psychology Laboratory, Social Science I
or
PSY 331L Psychology Laboratory, Social Science II

and one of the following research seminars:
PSY 491 Research Seminar in Psychology, Natural Science I
PSY 492 Research Seminar in Psychology, Natural Science II
PSY 493 Research Seminar in Psychology, Social Science I
PSY 494 Research Seminar in Psychology, 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 374/375 Independent Study I/II
PSY 390/391 Internship I/II
PSY 392/393 Independent Research I/II
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 the Psychology Department or 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 220 through PSY 227
One from PSY 230 through PSY 373
One from PSY 230 through PSY 373
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.

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 a general curriculum of study emphasizing experimental 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 apply for the five-year combined B.S./M.S. program following the completion of the first semester of the junior year. All applicants will be asked to submit:
• undergraduate transcript(s)
• two letters of recommendation/reference
• the Psychology application insert, which includes 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, s/he must successfully complete six courses. These six courses must include either three 100-level and three 200-level Psychology courses, or two 100-level and four 200-level Psychology courses. The 100-level courses must include Introductory Psychology (PSY 100) or Introductory Psychology Seminar (PSY 101). The 200-level courses must include Research Methods (PSY 210), and one or both of the following: Personality (PSY 200) and Biological Bases of Behavior (PSY 201). Students who do not take both PSY 200 and PSY 201 may substitute a different 200-level course for either. Students whose major requires them to take a research methodology course may substitute a 200-level Psychology course for PSY 210.

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 two semesters of research, supervised by a Psychology faculty member, by taking any combination of Independent Study (PSY 374/375) and/or Independent Research (PSY 392/393). Requirements for departmental honors are found under Honors Program and in the brochure published annually by the Director of the Honors Program.

PSYCHOLOGY COURSE OFFERINGS
Core Courses:
PSY 100 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 101 Introductory Psychology Seminar (3 credits)
This course introduces freshmen 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 freshman undeclared Social Science majors.

PSY 200 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. 
Prerequisite: Introductory Psychology (PSY 100 or PSY 101).

PSY 201 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.
Prerequisite: Introductory Psychology (PSY 100 or PSY 101).

PSY 210 Research Methods (4 credits)
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: Introductory Psychology (PSY 100 or PSY 101). (Writing-intensive course.)

PSY 211 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.
Prerequisites: Introductory Psychology (PSY 100 or PSY 101) and MAT 118 or the permission of the instructor.

PSY 212 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.
Prerequisite: Introductory Psychology (PSY 100 or PSY 101). (Diversity course.)

PSY 400 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.)

INTRODUCTORY ELECTIVES;
NOTE: Psychology introductory elective courses (PSY 120 through PSY 152) do not have any pre- or corequisites.

PSY 120 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 rules 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 121 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. Note: This course is only open to students who are not and do not plan to be Psychology majors. This course is not open to students who have taken PSY 230.

PSY 122 Abnormal Psychology for Non-Majors (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. This course is not open to students who have taken PSY 232.

**PSY 123 Psychology of Men and Women (3 credits)**

Stop being part of the problem! 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 gender similarities and differences.

**PSY 124 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 150 Gender in the Workplace (3 credits)**

While women's participation in the workplace has grown both in terms of numbers and areas over the past 35 years, longstanding issues regarding gender still pervade the labor landscape. This course will approach workplace issues involving gender from both a psychological and management perspective. Specific issues discussed will include gender and leadership (for example, why there aren't more women at the top), occupational segregation of the workforce (blue-collar versus pink-collar jobs), effect of gender on manager-subordinate relationships (for example, why many women prefer to work for a man), gender and sexual harassment in the workplace, and balancing work and family responsibilities. (First-year seminar course; Diversity course.)

**PSY 151 Positive Psychology (3 credits)**

Positive Psychology emerged at the end of the 20th century as a corrective to the increasing focus of the discipline on pathology and treatment. Positive Psychology is the scientific study of human strengths and virtues that enable individuals and communities to thrive. This course will explore the basic tenets of this approach as well as review empirical research based on it. Emphasis will be given to the applications and implications of this approach to the improvement of individual lives and communities. (First-year seminar course.)

**PSY 152 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. Discussed are potential causes of violence that range from cultural, societal, social, familial, and biological. These causes are applied to such diverse problems as domestic abuse, street violence, bullying, and terrorism. Theory will assist us in understanding the psychological processes that stimulate and inhibit aggression, with the prevention of violence at the forefront of all topics. (First-year seminar course.)

**ADVANCED ELECTIVES:**

Note: Introductory Psychology (PSY 100 or PSY 101), and PSY 210 are prerequisites for ALL Psychology advanced electives. Biological Bases of Behavior (PSY 201) is an additional prerequisite for advanced electives PSY 220 through PSY 227. Personality (PSY 200) is an additional prerequisite for advanced electives PSY 230 through PSY 237. Students who are not Psychology majors may substitute their own major's research methodology course for PSY 210, provided that such a course is required.

**PSY 220 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 320L/321L to satisfy the natural science laboratory requirement of the Psychology major: PSY 320L/321L must be taken with PSY 220 if both are offered during a given semester.

**PSY 221 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 320L/321L to satisfy the natural science laboratory requirement of the Psychology major: PSY 320L/321L must be taken with PSY 221 if both are offered during a given semester.

**PSY 222 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 223 Health Psychology (3 credits)**

Health psychology is a field that incorporates many sub-disciplines of psychology with modern 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. One important focus of the course concerns understanding the nature of stress and the impact stress has on health.

**PSY 224 Psychopharmacology (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 225 Comparative Animal Behavior (3 credits)**

This course examines the evolution and development of animal behavior. Students will gain an understanding of 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 226 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 227 Cognitive Psychology (3 credits)**

Cognitive psychology is the study of how the human mind processes information. Learning and organizing new information, remembering facts and events, recognizing
objects, reading, using language, and problem solving are examples of cognitive tasks people perform every day. In this course you will learn about the mental processes underlying these tasks. Particular emphasis will be given to mental representations of information, computational models of mental processes, and applications of cognitive psychology.

**PSY 230 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 330L/331L to satisfy the social science laboratory requirement of the Psychology major. PSY 330L/331L must be taken with PSY 230 if both are offered during a given semester.

**PSY 231 Developmental Psychology (3 credits)**
This course examines the mechanisms that contribute to psychological growth and change throughout life. The goal of this course is to provide students with an understanding of the influence of biological, cognitive, emotional, social and cultural factors on development from infancy into adulthood. 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 is not open to students who have taken PSY 121. This course may be taken as an elective, or combined with PSY 330L/331L to satisfy the social science laboratory requirement of the Psychology major. PSY 330L/331L must be taken with PSY 231 if both are offered during a given semester.

**PSY 232 Abnormal Psychology for Psychology Majors (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 122.

**PSY 233 Adulthood and Aging (3 credits)**
Continuing demographic changes occurring globally as well as nationally have accelerated research in and theorizing about heretofore-neglected periods of human development. The ‘graying’ of the human population has accelerated interest in the topic of adulthood and aging at both the theoretical and empirical levels. 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.

**Sociology**

**Professors:** Bergen (Chair), Dowdall, Kefalas
**Assistant Professors:** Ayella (Internship Director), Brown, Clampet-Lundquist, Logia, Logue, Moore

**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**
Because of the implementation of the new General Education Program, there are currently two programs of study for the Sociology major:
- For students who entered SJU before the fall of 2010, or transfer students who entered SJU in the fall of 2010 with 15 or more credits:
- Requirements for the Sociology Major

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

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

**Social/Behavioral Sciences:**
- SOC 101 Introductory Sociology
- SOC 102 Social Problems

**GER Electives:**
any nine courses students select as appropriate for their own intellectual, aesthetic, moral, or career development

**Major Concentration:**
- SOC 211 Classical Sociological Theory
- SOC 312-313 Social Research Methods I-II
- SOC 485 Research Seminar I
- SOC 470 Special Topics
and six additional SOC courses numbered above 200

**Minor in Sociology**
The minor in sociology requires SOC 101, 102, 211, 312 and any two upper division (201 or above) sociology courses.

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

Sociology Prerequisites are indicated after the course description where appropriate. Courses with no such indication do not require pre-requisites.

**Sociology Courses**

**SOC 101 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, Satisfies Diversity GEP, Satisfies Globalization GEP.

**SOC 102 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, Satisfies Diversity GEP.

**SOC 225 Intro to American Criminal Justice (3 credits)**
This course provides 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. Criminal Justice elective.

**SOC 363 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. Satisfies Diversity GEP.

**SOC 201 Schools in Society (See EDU 150) (3 credits)**

**SOC 150 (FYS) Advanced Studies of Social Problems (3 credits)**

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. Pre-requisite is SOC 102 Service Learning/Freshman Seminar.

**SOC 204 Cultural Anthropology (3 credits)**

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. Pre-requisite SOC 101 or SOC 102.

**SOC 205 Ethnic and Minority Relations (3 credits)**

Analysis of ethnic, religious, and racial differentiation in pluralistic societies. Theories of relationships of dominant and minority groups. Satisfies Diversity GEP and Criminal Justice requirement.

**SOC 206 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 cause of crime. Traditional theories will also be discussed. Criminal Justice elective. Pre-requisite SOC 101 or SOC 102.

**SOC 207 Juvenile Justice (3 credits)**

A study of delinquency and its causes, with attention to both social-psychological and structural-theoretical frameworks. Criminal Justice elective. Pre-requisite SOC 101 or SOC 102.

**SOC 208 Sociology of Gender (3 credits)**

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. Pre-requisite SOC 101 or SOC 102.

**SOC 209 Marriage and the Family (3 credits)**

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. Pre-requisite SOC 101 or SOC 102.

**SOC 211 Classical Sociological Theory (3 credits)**

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. Pre-requisite SOC 101 or SOC 102.

**SOC 312 Social Research Methods I (3 credits)**

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). Pre-requisite SOC 101 or SOC 102.

**SOC 313 Social Research Methods II Pre-requisite SOC 101 or SOC 102 (3 credits)**

**SOC 214 Sociology of Youth (3 credits)**

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. Criminal Justice elective. Pre-requisite SOC 101 or SOC 102.

**SOC 315 (IHS 315) The Culture of Addiction: Study Tour to Amsterdam (3 credits)**

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. Criminal Justice elective. Requires a ten-day study tour component. Pre-requisite SOC 101 or SOC 102.

**SOC 216 Alcohol, Drugs, and Society (3 credits)**

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. Pre-requisite SOC 101 or SOC 102.

**SOC 217 (IHS 217) Mental Health and Society (3 credits)**

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. Pre-requisite SOC 101 or SOC 102.

**SOC 218 Social Gerontology (3 credits)**

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. Pre-requisite SOC 101 or SOC 102.

**SOC 219 Social Deviance (3 credits)**

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. Pre-requisite SOC 101 or SOC 102.
SOC 320 Sociology of Work (3 credits)
The meaning of work, occupational structure and changes within it, career patterns, and the relationship between occupations and other social sectors.

SOC 322 Culture and Politics of Motherhood (3 credits)
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.
Pre-requisite SOC 101 or SOC 102

SOC 223 Health and Society (3 credits)
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.

SOC 325 Women and Health (3 credits)
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.
Pre-requisite SOC 101 or SOC 102

SOC 327 Sociology of Religion (3 credits)
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 politica 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 modernization.
Pre-requisite SOC 101 or SOC 102

SOC 330 Urban Sociology (3 credits)
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.
Pre-requisite SOC 101 or SOC 102

SOC 331 Urban Ethnography (3 credits)
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 18% 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.
Pre-requisite SOC 101 or SOC 102

SOC 332 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 334 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 1860 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. Satisfies Diversity GEP.
Pre-requisite SOC 101 or SOC 102

SOC 335 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 336 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 237 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.
Pre-requisite SOC 101 or SOC 102

SOC 338 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. Criminal Justice elective.
Pre-requisite SOC 101 or SOC 102

SOC 243 Sexuality and Relationships (3 credits)

SOC 344 (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.
Pre-requisite SOC 101 or SOC 102

SOC 345 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 became 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 346 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 247 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 249 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.
Pre-requisite SOC 101 or SOC 102

SOC 351 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.
Pre-requisite SOC 101 or SOC 102

SOC 253 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. Criminal Justice elective.

SOC 254 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 355 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 356 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 357 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 Carrymeela, 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. Criminal Justice elective.
Pre-requisite SOC 101 or SOC 102

SOC 259 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). Criminal Justice elective.
Pre-requisite SOC 101 or SOC 102

SOC 368 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.
Pre-requisite SOC 101 or SOC 102

SOC 261 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, surveillance, as well as from the physical evidence at the crime scene. Suggested also for pre-law students. Criminal Justice elective.
Pre-requisite SOC 101 or SOC 102

SOC 262 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. Criminal Justice elective.
Pre-requisite SOC 101 or SOC 102

SOC 263 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.
Pre-requisite SOC 101 or SOC 102

SOC 264 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 385 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 287 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 388 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 389 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 271 Sociology of Migration (3 credits)
This course will take a global view of immigration by examining flows across the world and within the United States in particular. While globalization on one level has existed for thousands of years, we are currently in a phase where people, goods, and cultures are exchanged internationally in a quicker and more intensive way than ever before. These flows are shaped by international agreements such as the North Atlantic Free Trade Agreement (NAFTA), and by national immigration laws. Though our focus will be on the United States, we will compare current immigration patterns and experiences in other nations as well.

SOC 274 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 375 Electronic Intelligence Analysis (3 credits)
The course will use computer technology and analytical software tools (with emphasis on Analyst Notebook B) 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 SOU 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 369, is a prerequisite for this course. Criminal Justice elective.

SOC 377 Inside/Out

SOC 378 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 address key social problems such as gangs, segregation, violence, welfare, family breakdown, crime, and the failure of public schools. Criminal Justice elective.

SOC 495-Seminar I Capstone and SOC 470 Special Topics (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 386 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 490/491 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 and Religious Studies

Professor: Clark, S.J., Cunningham, Genovesi, S.J.
Associate Professors: Beyer, Caccamo Carpenter, Kerkeslager, Krahmer (Chair), Tripodi, S.J. (Emeritus)
Assistant Professors: Feske, Finnegan, S.J. (Emeritus), Jacobitz, Wells, Yazicioglu
Visiting Assistant Professor: Farrugia, S.J., Oxx

Department Mission Statement
The Department of Theology and Religious Studies is committed to a rigorous presentation of the methods and content of both Christian Theology and Religious Studies as academic disciplines. We view these combined disciplines as an important component within the liberal arts curriculum of a Roman Catholic university in the Jesuit tradition. We strive to engage ourselves and our students in the critical study of theological and religious traditions, praxis, and intellectual inquiry, both historically and in the contemporary world.

In pursuit of this mission, the department recognizes three primary goals:

- Provide students with an understanding of the foundations of Christian faith and its implications for life in society, especially within the Roman Catholic tradition;
- Instill in students a capacity for the examination of theological and religious traditions from a critical distance;
- Foster in students and professional colleagues an appreciation for the diversity that exists within the contemporary, scholarly study of theology and religion and within the department’s faculty and their research endeavors.

THEOLOGY AND RELIGIOUS STUDIES IN THE GEP
All students must successfully complete the Signature Core course, “Faith, Justice and the Catholic Tradition,” as well as any one of a number of courses signified as Religious Difference courses.

Signature Core:

THE 154 Faith, Justice and the Catholic Tradition
This course is designed to introduce students to central theological themes (such as the doctrines of Christ, the human person, sin/grace/salvation, and the sacraments) and moral claims (such as the preferential option for the poor, solidarity, and the common good) typical of the Roman Catholic Tradition. Through a critical examination of primary texts, students will investigate the historic grounds of faith and will learn how and why a concern for social, economic and political justice is rooted not only in
by its subject matter, religion as a fundamental (albeit contested) dimension of human experience.

**THEOLOGY MAJOR**
After completing the Theology major, students will be equipped to:

- Articulate theologically the foundations, historical development, and ethical ramifications of the basic content of the Catholic faith and how these elements relate to those in other Christian and non-Christian traditions
- Analyze biblical, creedal, liturgical, and theological texts according to their particular literary genres and historical contexts
- Utilize effective methods of research and argumentation within the multidisciplinary context of the academic study of theology and religion
- Demonstrate the theological basis for the promotion of justice and solidarity with the poor and oppressed
- Produce oral and written syntheses consonant with the university’s standards for academic rigor and engagement

**THEOLOGY MAJOR PROGRAM OF STUDY**

**GEP Common Courses (See Curricula):** six Signature courses

**GEP University Distribution (See Curricula):**
Eight Variable Core courses, three integrative learning courses and three overlay requirements. These latter may or may not require students to take an additional course.

**GEP 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.

**GEP Integrative Learning**
Any three complementary courses in the College of Arts and Sciences in departments other than Theology and Religious Studies. Students have considerable flexibility in choosing these courses. Students must choose three courses from the following categories, with no more than 2 from any single category:

1. Any additional approved Faith and Reason course.
2. Any approved Diversity, Globalization, or Area Studies course.
3. Any approved Ethics Intensive course.
4. Any approved Faith-Justice course.
5. Any related Historical course.
6. Any related Social Science course.
7. Any related Humanities course.

Students should consult with their advisors to determine what courses are best suited to their own interests in Religious Studies when choosing the courses needed to satisfy the integrated learning requirement.

**GEP Electives:** any 14-17 courses

**Major distribution:**
Ten courses distributed as described below. At least eight must be at the 200-level or above. GEP courses will be used to partially satisfy the major concentration. (For examples of specific courses in each area, see the department web site at http://www.sju.edu/academics/cas/theology/index.html.)

1) Faith, Justice and the Catholic Tradition, Signature Core in the GEP
2) Hebrew Bible, any one course
3) New Testament, any one course
4) History of Christianity, one course or Systematic Theology, any one course
5) Ethics, any one course
6-7) Non Christian Religions: two courses.
The two courses in this area must not cover the same religious tradition.

8-9) Seminars, both of the following:
THE 493-494  Independent Research in Theology (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).
THE 495  Theories and Methods in the Study of Religion

10) Theology Elective: Any one course in THE or REL at the 200 level or above. No one course may be counted more than once for the purposes of the overall student distribution within the major. But, some courses fulfill the requirements of more than one distributional category.

Students must consult with their advisors or the department chair to determine the best distribution of a selected course relative to their own interests and needs.

RELIGIOUS STUDIES MAJOR
After completing the Religious Studies concentration in the Theology major, students will be equipped to:

- Articulate the difference between religious studies as an academic discipline and confessional approaches to the study of religion including the advantages and limitations of the religious studies approach.
- Evaluate some of the most influential methods used in the study of religion and apply them in the study of particular cases.
- Understand at least two religious traditions beyond an introductory level, including their histories, beliefs, practices and contemporary expressions.
- Understand the historical nature of religious texts and traditions, and the tensions that exist between the realities of religious change and the needs of religious identity.
- Recognize and think critically about some of the general features typical of most if not all religions, such as conceptions of deity, forms of religious community, forms of ritual practice, types of religious experience, ethical norms, etc.
- Identify and describe the embeddedness of religion in society and culture, as well as the religious dimensions of social, political and cultural phenomena not conventionally identified as “religious.”
- Apply the tools of religious studies to understanding the nature of religious conflict.

RELIGIOUS STUDIES MAJOR PROGRAM OF STUDY

GEP Common Courses (See Curricula): Six Signature courses
GEP University Distribution (See Curricula): Eight variable core courses, three integrative learning courses and three overlay requirements. These latter may or may not require students to take an additional course.

GEP 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.

GEP Integrative learning
Students in the Religious Studies Concentration must strengthen their skills in the study of religion by taking three complementary courses in other departments in the College of Arts and Sciences. Students have considerable flexibility in choosing these courses because familiarity with a wide variety of issues, methods, and tools is vital to the academic study of religion. Students must choose three courses from the following categories, with no more than two of these courses may be taken in any one department. These three courses may be drawn from any program and or department that focuses on:

1. Cultural and historical contexts of various religious traditions, such as Ancient Studies, Asian Studies, Classics, Fine Arts, History, Latin American Studies, and Political Science;
2. Methodologies that are applied in the study of religion, such as Biology, Economics, Philosophy, Psychology, and Sociology;
3. Research tools that are employed in the study of religion, such as Computer Science, Mathematics, and Foreign Languages.

Courses used to satisfy the Integrated Learning Requirement may not fulfill a GEP Common Core or Variable Core Requirement. Students should consult with their advisors to determine what courses are best suited to their own interests in Religious Studies when choosing the courses needed to satisfy the integrated learning requirement.

Major distribution:
Ten courses distributed as described below. At least eight must be at the 200-level or above. GEP courses will be used to partially satisfy the major concentration. (For examples of specific courses in each area, see the department web site at: http://www.sju.edu/academics/cas/theology/index.html)

1-5) Non Christian Religions, five courses.

6) THE 154 Faith, Justice and the Catholic Tradition, Signature Core in the GEP.

7) Institutional Identity Course: New Testament, History of Christianity, Systematic Theology, or Ethics, one additional course at any level. Seminars, both of the following:

8) REL 493-494 Independent Research in 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).

9) REL 495 Theories and Methods in the Study of Religion

10) Religious Studies Elective: Any course in THE or REL at the 200 level or above

Among the ten courses above, one must be explicitly comparative in scope (i.e., not tradition specific) and one must concentrate on a South or East Asian religion.

MINOR IN THEOLOGY AND RELIGIOUS STUDIES
The minor in Theology and Religious Studies requires, in addition to the two required GEP courses in theology/religious studies, four additional upper division courses within the department, written permission from the student’s major department advisor or chair, and written notification to the Theology and Religious Studies Department chair.

After completing a minor in Theology and Religious Studies, students will be equipped to:

- Understand the nature and language of academic theological inquiry
- Develop a critical appreciation for the historical development of and chief differences between at least two different religious traditions
- Articulate key ethical implications that arise from the study of theology and religion

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 and Religious Studies majors are eligible to participate in such related programs as Ancient Studies, European Studies, Faith-Justice Studies, Gender Studies, Interdisciplinary Health Care Ethics, Latin American Studies, and Medieval Studies. 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 a chapter of Theta Alpha Kappa, the national honor society for theology and 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.

**THEOLOGY COURSES**

**THE 154 Faith, Justice and the Catholic Tradition (3 credits)**
Courses in this area will lead students to explore tension and cohesion between faith traditions and “reason traditions” in the contemporary world from a variety of disciplinary and thematic approaches. Such courses will be largely epistemological in their focus. Courses in the Faith and Reason area will provide students with appropriate intellectual frameworks that would enable them to analyze and evaluate challenges such as these: the rationality of religious belief; the compatibility of religious belief and various scientific traditions; the challenge of religious diversity; the problem of evil; the apparent irrelevance of religious belief in a liberal society governed by secular reason the easy transition from religious tolerance to religious relativism. These courses will, thus, reflect a foundational commitment of the Roman Catholic tradition: open engagement with difficult questions concerning both reason and religious belief. Signature Core Course for all students.

**THE 211 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. Level 2, cross-listed with REL 221.

**THE 221 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. Level 1, cross-listed with REL 221.

**THE 241 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. Level 1.

**THE 251 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 1. Ethics Intensive.

**THE 270 Special Topics in Theology (3 credits)**
Concentrated focus on a selected theme in theology or at an advanced level. Topic and content varies from semester to semester. Course may be taken twice for credit as the topic changes. Level 2.

**THE 325 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. Level 3, cross listed with REL 325.

**THE 326 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. Level 3, cross listed with REL 326.

**THE 323 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. Level 3, cross listed with REL 323.

**THE 331 Early Christian Thought (3 credits)**
An historical and theological investigation of the Christian community during the first four centuries. Among the topics to be considered are the relationship of the early church to classical culture, conflicts over issues of orthodoxy and heresy, and the links between historical context and early Christian doctrinal claims. The course will also investigate the development of the canon of Scripture, Christian leadership structures, the creeds, and early Christian traditions of martyrdom, monasticism, the sacraments and worship. Level 3.

**THE 332 The New Testament and Christian Attitudes toward Jews and Judaism (3 credits)**
Although the New Testament conveys God’s love in Christ to billions of readers, over the centuries “erroneous and unjust interpretations...relative to the Jewish people” (Pope John Paul II, 1997) promoted hostility and violence. This course explores this recurring “anti-Jewish” dynamic with a special focus on contemporary Catholic teaching on Gospel interpretation and particularly problematic scriptural passages. Level 3.

**THE 333 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. Level 3. Faith and Reason. Writing Intensive.

**THE 334 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 reformatons. Level 3.

**THE 335 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. Level 3. Diversity.

**THE 336 The Jewish and Christian Encounter (3 credits)**
Why has the relationship between Christians and Jews been frequently hostile? How have the two communities influenced each other? For good and for ill? Is there a relationship between the Nazi genocide and historical church teaching? Has there been improvement in the two traditions’ relationship in recent decades? What are today’s pressing challenges? This course will examine all these questions. Level 2. Diversity.

**THE 341 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. Level 3. Faith and Reason.
THE 342 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. Honors students or permission of the instructor(s). Level 3.

THE 343 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. Level 3.

THE 344 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. Level 3.

THE 345 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. Level 3. Faith and Reason.

THE 346 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. Level 3. Faith and Reason.

THE 347 Death and Rebirth (3 credits)
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” (eschatē), 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. Level 2.

THE 348 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. Level 3. Faith and Reason.

THE 349 The Authentic Self- Augustine, Kierkegaard and Heidegger (3 credits)
The course will start with Augustine’s classic literary self-analysis in the Confessions and will highlight the major categories of self analysis that emerge. It will also seek to interpret Augustine’s tale of conversion within the context of the times, and in light of A.D. Nock’s classic study of early Christian conversion patterns. The course will then shift from the 5th Century to the 19th Century (and ultimately to the 20th and 21st) as it briefly explores excerpts from Kierkegaard’s Either/Or; volume 1 (taken from his personal journals) and his proto-psychoanalytical novella Repetition. It will then center on Kierkegaard’s analysis of authentic and inauthentic being (despair) in The Sickness Unto Death, a work essentially about the problem of willing to be one’s self, after which it will review Augustine and Either/Or once again in light of the categories of The Sickness Unto Death. The Sickness Unto Death will attempt to be read as in part an abstraction of The Confessions and an extended analysis of and meditation on their central psychological points. Excerpts from Heidegger’s Being and Time will also be referenced and included, insofar as they analyze and clarify, in secular existentialist language, the phenomena of inauthentic existence and the move toward authentic existence (but do so in a way that theologians such as Karl Rahner immediately recognized as parallelizing, if not merely translating, classic Christian categories of conversion. Level 3. cross-listed with PHI 349.

THE 350 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. Level 3.

THE 351 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. Level 3.

THE 352 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. Level 3.

THE 353 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. Level 3.

THE 354 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 theologians as well as theologians. Level 3.

THE 355 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. Level 2.
THE 356 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. Level 3, Diversity, Faith and Reason.

THE 357 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. Level 3, Diversity, Faith and Reason.

THE 358 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. Level 3, Non-Western Studies.

THE 359 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 and 3) contemporary manifestations: sexism and racism; recent religious wars and genocides; and terrorism. Level 3, Globalization.

THE 360 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. Level 3, Ethics Intensive.

THE 362 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. Level 3.

THE 363 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 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. Level 3, Service Learning.

THE 364 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? Level 3, Ethics Intensive.

THE 365 Christian Marriage Today: Sacred Reality or Just a Piece of Paper? (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 explores 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. Level 3.

THE 366 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. Level 3, Ethics Intensive.

THE 367 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 people 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 humbly 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. Level 3.

THE 368 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. Level 3, Globalization.
THE 370 Special Topics in Theology (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. Level 3.

THE 371 Christianity and Media (3 credits)
This course offers an opportunity to explore the relationships between Christianity and the wide variety of modes of communication that we refer to as “media.” In the course, students will engage in two basic tasks. First, students will engage in the descriptive task of identifying the current state of the media with respect to religion. How are religions and religious issues portrayed in various media? How do Christians understand and use media for their various purposes? Second, the class will engage in the normative task of judging the social and moral worth of the various modes of communication using the resources of the discipline of Christian social ethics. Does the current media landscape support human flourishing and the just society? If so, what should be done to ensure that this continues? If not, how might it be shaped so that it supports such development? Level 3.

THE 372 Technology 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 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). Level 3, Ethics Intensive.

THE 373 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. Level 3, Ethics Intensive, Globalization.

THE 374 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. Level 3, Ethics Intensive.

THE 378 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. Level 3. Permission of the instructor required to enroll.

THE 379 Economics, Politics and the Ethics of Solidarity in Poland (3 credits)
Historian Timothy Dorton Ash’s description of Poland’s Solidarity as “the most incessantly 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. Level 3, Ethics Intensive.

THE 380 Interreligious Dialogue (3 credits)
This course will involve both study and immersion: study of the history and theology of dialogue chiefly but not exclusively in Catholic Christian circles; immersion by writing and by regular involvement with local temples, mosques, synagogues, meditation centers, etc. Lecture with discussion and meditation. Reflection and research papers, focusing on one’s own interior dialogue as well as exterior dialogue. Level 3, Religious Difference.

THE 381 The Bible: Combat Zone or Common Treasure (3 credits)
Although Jews and Christians share many of the same scriptural books, their respective collections are differently organized and named. Christians refer to their collection as the “Old Testament,” while Jews call their texts the “Tanakh” (an acronym for the Hebrew words for Teaching, Prophets, and Writings). Despite, or because, of this commonality, Christians and Jews have often battled over these scriptures’ meanings. This course examines why the Bible has been a source of conflict between the two groups, with a focus on certain key passages, and why that is currently changing—as evidenced in recent official Catholic instructions. Level 3, Religious Difference.

THE 384 Jews and Christians: Estranged Relatives or Total Strangers (3 credits)
The course brings Jews and Christians together to study fundamental theological questions from the perspective of each tradition. Students will gain an understanding of the other religious community while also deepening their understanding of their own. Topics to be discussed include the experience of God and the world; worship and prayer; and the destiny of the created universe. Level 3, Religious Difference.

THE 385 New Ways of Thinking About the Jewish Jesus as Savior (3 credits)
In the wake of the groundbreaking conciliar declaration, Nostra Aetate, the Catholic Church now authoritatively teaches that “Jesus was an always remained a Jew,” and that the Jewish people remain in an eternal covenant with God. These teachings challenge Christians to creatively re-imagine Jesus’ Jewish life and also how they think about Christ as the Savior of all humanity. This course considers relevant New Testament texts, research into the Jewishness of Jesus, the development of the Church’s Christological tradition, the riae and demise of anti-Jewish theologies, and new theological approaches being proposed today. Level 3, Religious Difference.

THE 392 Directed Readings in Theology (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 are required. Level 3. Normally this course is restricted to theology majors and minors. Does not fulfill the Theology/Religious studies GEP.

THE 433-494 Independent Research Studies in Theology (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. Level 3. This course is restricted to senior theology majors and minors. Does not fulfill the Theology/Religious studies GEP.

THE 495 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. Level 3: 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/Religious Studies GEP. Cross-listed with REL 485.

**RELIGIOUS STUDIES COURSES**

**REL 101 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. Level 2, Religious Difference.

**REL 211 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. Level 2, cross-listed with THE 221.

**REL 212 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. Level 3, Religious Difference.

**REL 221 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. Level 1, cross-listed with THE 221.

**REL 231 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. Level 2, Religious Difference.

**REL 241 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 Qur’an and Hadith, the Sharia, Kalam, Shiism, Sufism, and Islamic modernism will be examined. Level 2, Non-Western Studies, Religious Difference.

**REL 251 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. Level 2, Religious Difference.

**REL 261 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. Level 2, Non-Western Studies, Religious Difference.

**REL 270 Special Topics in Religious Studies (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, but only one course at the second level will satisfy the Theology GER, pending approval. Level 2.

**REL 271 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). Level 2, Religious Difference.

**REL 312 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. Level 3, Religious Difference.

**REL 321 Religion and Law in the Ancient Near East (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 and Judaism 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. Level 3, Religious Difference.

**REL 322 Myth and History in the Hebrew Bible (3 credits)**
This course examines a range of narratives from the Bible and considers how they functioned in the ancient communities from which they came. 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. Level 3, Religious Difference.

**REL 323 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. Level 3, cross-listed with THE 323.

**REL 331 Topics in Ancient Judaism (3 credits)**
Study of a selected topic in Judaism in the Persian, Hellenistic, and Roman periods. Sample topics include collections of texts, such as the Dead Sea Scrolls or works of Josephus; regions or cities, such as Judaism in Egypt or Jerusalem; a series of events; such as the Maccabean Revolt; an individual or group, such as the Herodian dynasty; or a theme, such as Judean interactions with imperial powers. Course may be taken more than once for credit as topic changes. Level 3.

**REL 332 Past and Present in Israel/Palestine: Digging at Tel Dor (3 credits)**
This study tour combines excavating the archeological site of Tel Dor, Israel with travel in the country before, during, and after the excavation season. By participating on a dig, students gain first-hand knowledge of both historical and modern day Israel and the rich history that gives rise to the complexities of the modern Middle East. Digging brings the social, economic, political, intellectual, and religious history of the site “to life” through uncovering and then analyzing the ancient remains—the architecture with associated vestiges of daily life. Students will be part of every step...
of the archaeological process from digging, processing, and analyzing to recording and storage. To witness the full range of historical periods presented in lectures, we will visit the archaeological sites of Caesarea, Megiddo, Sepharis, Beth Shean, Belvoir, Masada and Qumran, spanning the Canaanite through the Crusader periods (20th c. BC – 12th c. AD: the Early, Middle and Late Bronze and Iron Ages, and the Persian Hellenistic, Roman, Byzantine, First Moslem, and Crusader Periods). Before, during and after the excavation season the group will tour the cities of Jerusalem, Tel Aviv, Haifa, and Nazareth, focusing on the historical interaction of Christians, Jews, and Muslims. Level 3, Religious Difference, study tour.

REL 335 Christian Origins (3 credits)
A study of the cultural and historical matrices of the early Jesus movement, its rise and early developments, and the emergence of institutionalized practices and belief systems that coalesced in the formation of Christianity. The course is organized chronologically and employs the standard tools and theoretical approaches of modern historical-critical methodology, such as those derived from anthropology, sociology, literary criticism, and classical archaeology. Level 3.

REL 338 Jewish & 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 personalities, issues and events of the Holocaust, before turning to religious and moral issues such as suffering and guilt. Level 3.

REL 341 The Quran and Its Interpreters (3 credits)
This course will explore a basic source of Islamic faith and practice, the Quran and its interpretation. We will examine compilation of the Quran, its major themes, and samples from its reception history, both classical and modern. We shall investigate how this 1400-years old text has been interpreted in many different ways, by analyzing legal, theological, mystical, existential, feminist and critical perspectives on it. We shall also make occasional comparisons with the bible and its interpretation. The course will enable the student to have better insight not only on the Quran, but also on the process of interpretation of sacred texts. Level 3, Non-Western Studies: Religious Difference.

REL 342 Women in Muslim Tradition (3 credits)
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 differences, 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 ramification of such portrayal. Level 3, Non-Western Studies: Religious Difference.

REL 352 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 Buddhism thought. Select schools of East Asian Buddhism, such as Ch’an (Zen) and Pure Land will also be covered. Level 2, Non-Western Studies: Religious Difference.

REL 351 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. Level 2, Religious Difference.

REL 370 Special Topics in Religious Studies (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. Level 3.

REL 381 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 Pforter’s Oracle, 1 Enoch, Sibyline Oracles, 2, 3, 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. Level 3.

REL 382 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. Level 3, Religious Difference.

REL 383 Ancient Greek Religions (3 credits)
This course will be an introduction to the world of thought and practice that contemporary scholars call ancient Greek religion. The main materials of the course will be drawn from the ancient Greeks themselves—from poets, artists, playwrights, and mythographers. Emphasis will be placed on the myths and festivals that formed the fabric of ancient Greek religious practice and outlook. Ancient perspectives on cosmos (universe), pan (city and its society), psyche (self) and theos (gods) will be explored. Level 3, Religious Difference.

REL 392 Directed Readings in Religion (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. Level 3. Normally this course is restricted to theology majors and minors. Does not fulfill the Theology/Religious Studies GEP.

REL 433-434 Independent Research in Religion (6 credits)
Directed independent reading and research supported by discussion with other students and instructors. Level 3. Open to senior theology majors and minors and other senior students by permission of the Chair. Does not fulfill the Theology/Religious Studies GEP.

REL 435 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. Level 2. 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/Religious studies GEP. Cross-listed with THE 435.
Business Programs

Erivan 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 and Executive Director of Graduate Business Programs: Stephen Portu, Ph.D.
Associate Dean: Vana M. Zervanos, M.Ed., M.B.A.

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 emphasis 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 College of Professional and Liberal Studies.

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.

For students who entered SJU before the fall of 2010, or transfer students who entered SJU in the fall of 2010 with 15 or more credits, the following curriculum will be applied:

GER Common Courses (See Curricula): six courses

GER University Distribution (See Curricula): fourteen courses, including Mathematics—one of the following two-course sequences:

- MAT 105: Finite Mathematics with Applications in Business
- MAT 106: Brief Business Calculus
- MAT 155-I56: Calculus for Biology and Social Science
- MAT 161-I62: Calculus I-II

Social/Behavioral Science:

ECN 101: Introductory Economics (Micro)
ECN 102: Introductory Economics (Macro)

GER Electives: any three courses

Business Foundation: ten courses, including

- ACC 101: Concepts of Financial Accounting
- ACC 102: Managerial Accounting
- MGT 380: Legal Environment of Business
- DSS 210: Business Statistics
- FIN 200: Introduction to Finance
- MGT 110: Essentials of Organizational Behavior
- MKT 201: Principles of Marketing
- DSS 200: Introduction to Information Systems
- DSS 220: Quantitative Methods for Business
- BUS 485: Business Policy

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 101-I02) together with the ten business courses listed below:

- ACC 101: Concepts of Financial Accounting
- ACC 102: Managerial Accounting
- DSS 200: Introduction to Information Systems
- DSS 210: Business Statistics
- DSS 220: Quantitative Methods for Business
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 101 Concepts of Financial Accounting
- MGT 110 Essentials of Organizational Behavior or Essentials of Management
- DSS 200 Introduction to Information Systems
- FIN 200 Introduction to Finance
- MKT 201 Principles of Marketing
- DSS 210 Business Statistics

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 210). 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 organizations 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) 660-1834.

**COOPERATIVE EDUCATION (CO-OP)**
Cooperative Education (Co-op) unites the classroom and the workplace, allowing students to engage in real-world applications of their academic pursuits. Co-op is available to business students majoring in Accounting, Decision System Sciences, Finance, International Business, Management, Marketing and Pharmaceutical Marketing. The Food Marketing Department administers a separate Co-op Program for its students.

Through two full-time, paid experiences (creating one year of work experience within the four-year degree), Co-op has proven to be an instrumental way for students to discover and live their professional passions. The Co-op work terms take place: 1) from September to December of the sophomore year and 2) from January to August of the junior year.

The first work term is a more general experience, introducing students to the fundamental demands of work and providing them with workplace tasks that meet their introductory-level skills and knowledge. The second work term is comparatively more in-depth, allowing students to participate in higher-level responsibilities. Students may work for the same employer for both work experiences or opt to work for different employers.

Co-op students enroll in two summer semesters (the summers following the freshman and sophomore years). The summer semesters, which run from mid-May to mid-July, replace the semesters that students work. Contrary to what one might expect, Co-op students commonly report enjoying the summer semesters, particularly the cohesiveness and collaboration that exists among the students in the Program and the academic success that often results.
A Co-op student’s schedule proceeds like this:

<table>
<thead>
<tr>
<th>Class</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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<tr>
<td>Freshman</td>
<td>Study</td>
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<tr>
<td>Sophomore</td>
<td>Work</td>
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<tr>
<td>Junior</td>
<td>Study</td>
<td>Work</td>
<td>Work</td>
</tr>
<tr>
<td>Senior</td>
<td>Study</td>
<td>Study/Graduate</td>
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A student who wants to participate in Co-op must:
- Be a full-time day student in the Haub School of Business.
- Have completed the first semester of the sophomore year before starting the first Co-op work term.
- Have completed the junior year before starting the second Co-op work term.
- Maintain a minimum overall grade point average of 2.5 throughout his/her college career and be in good disciplinary standing to enter and remain in the Co-op Program.

Students can join Co-op by completing a short application that is available at the Co-op Office or at classroom/campus information sessions.

Students should register for Co-op during the first semester of the freshman year (usually by or near November 1). Students may enroll later; however, the advantage to enrolling early is wiser course selection: the Co-op Program guides students into specific courses for the spring semester to prevent scheduling conflicts with the courses that need to be taken during the summer semester. Additionally, Co-op students enjoy a host of special programming (resume writing and interviewing workshops; social gatherings; networking nights; site visits to companies, etc.).

Because of changing job market conditions and variations in students’ skills and abilities as they relate to employers’ needs, the Co-op Program cannot guarantee jobs. However, the Director works diligently with students to help them get involved in the most successful job search possible with the companies that post Co-op positions with the Co-op Program.

While on work assignments, Co-op students are classified as full-time. Full tuition must be paid for the two summer semesters (which replace the fall semester of the sophomore year and the spring semester of the junior year). A monthly payment plan option is available to divide the summer semester tuition across several months. There are no tuition charges for the two work terms.

Students who are contemplating Co-op must meet with their financial aid counselor to investigate how, if at all, Co-op will affect their financial aid package.

On-campus housing is available to Co-op students during the summer semesters and during the work experiences for students who are eligible for it.

For additional information, please call the Co-op office at 610-660-1103 or visit the Co-op office in Mandeville 314.

**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 495 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 101, ACC 102, ECN 101, FIN 200, MGT 110 or MGT 120 or MGT 121, and MKT 201.

**Accounting**

**Professors:** Clark (Emeritus), Hartman (Emeritus), Ragan (Chair), Sherman, Stagliano, Sutula (Emeritus)

**Associate Professors:** Ghani, Haverty, Larkin

**Assistant Professor:** Lin, McDougal

**Lecturers:** Raible, 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**

Due to the implementation of the new General Education Program, there are currently two programs of study for the Accounting major:

**For students who entered SJU before the fall of 2010**

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

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

**Mathematics—one of the following two-course sequences:**

- MAT 105: Finite Mathematics with Applications in Business
- MAT 106: Brief Business Calculus
- MAT 155-156: Calculus for Biology and Social Science
- MAT 161-162: Calculus I-II

**Social/Behavioral Science:**

- ECN 101: Introductory Economics (Micro)
- ECN 102: Introductory Economics (Macro)

**GER Electives: any three courses**

**Business Foundation: ten courses, including**

- ACC 101: Concepts of Financial Accounting
- ACC 102: Managerial Accounting
- MGT 380: Legal Environment of Business
- DSS 210: Business Statistics
- FIN 200: Introduction to Finance
- MGT 110 or MGT 120 or MGT 121: Essentials of Organizational Behavior or MGT 120 or Essentials of Management or MGT 121 Organizations in Perspective
- MKT 201: Principles of Marketing
DSS 200  Introduction to Information Systems
DSS 220  Quantitative Methods for Business
BUS 495  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 101, Concepts of Financial Accounting, and ACC 102, Managerial Accounting.

**Major Concentration: nine courses**

- ACC 205  Financial Accounting Information Systems I
- ACC 206  Financial Accounting Information Systems II
- ACC 307  Financial Accounting Information Systems III
- ACC 212  Management Accounting Information Systems I
- ACC 312  Management Accounting Information Systems II
- ACC 315  Federal Income Taxation
- ACC 317  Auditing and Assurance Services
- 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-Business 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**

- ACC 391  Accounting Internship
- ACC 415  Special Topics in Federal Taxation
- ACC 417  Advanced Auditing
- ACC 420  Fund Accounting
- ACC 422  Forensic Accounting
- MGT 362  Legal Environment of Business II

**Financial Services**

- ACC 410  Financial Statement Analysis
- ACC 391  Accounting Internship
- FIN 201  Markets and Institutions
- FIN 301  Investments
- FIN 402  Portfolio Management
- FIN 403  Speculative Markets

**Information Systems**

- ACC 391  Accounting Internship

*Courses in Information Systems offered by the Decision & System Sciences or Computer Science Departments*

- ACC 205  Financial Accounting Information Systems I
- ACC 206  Financial Accounting Information Systems II
- ACC 307  Financial Accounting Information Systems III
- ACC 212  Management Accounting Information Systems I
- ACC 315  Federal Income Taxation
- ACC 317  Auditing and Assurance Services

**Advisory Options—Licensure and Specialization in Accounting**

Student who intend to enter a career in professional public accounting practice should consider the two advisory options below and discuss program planning needed with their faculty advisor as early as possible in their academic studies in the Department. Additional detail about the Department’s program and careers in accounting can be found in the advising section of the catalog.

**General**

- ACC 391  Accounting Internship
- ACC 410  Financial Statement Analysis
- ACC 415  Special Topics in Federal Taxation
- ACC 417  Advanced Auditing
- ACC 420  Fund Accounting
- ACC 422  Forensic Accounting
- ACC 430  International Accounting
- ACC 470  Independent Study
- ACC 493  Accounting Research

For students who entered SJU in the fall of 2010 or later, or transfer students who entered SJU in the fall of 2010 with 14 or fewer credits:

**GEP Signature Courses (See Curricula): six courses**

**GEP Variable Courses (See Curricula): six to ten courses**

**Integrated Learning Component (ILC): three courses**

**Free electives: five to nine courses**

**Business Foundation:**

- ACC 101  Concepts of Financial Accounting
- ACC 102  Managerial Accounting
- DSS 100  Excel Competency (non-credit)
- DSS 200  Introduction to Information Systems
- DSS 210  Business Statistics
- DSS 220  Quantitative Methods for Business
- FIN 200  Introduction to Finance
- MGT 360  Legal Environment of Business I
- MKT 201  Principles of Marketing
- BUS 495  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 101, Concepts of Financial Accounting, and ACC 102, Managerial Accounting.

**Major Concentration: six courses**

- ACC 205  Financial Accounting Information Systems I
- ACC 206  Financial Accounting Information Systems II
- ACC 307  Financial Accounting Information Systems III
- ACC 212  Management Accounting Information Systems I
- ACC 315  Federal Income Taxation
- ACC 317  Auditing and Assurance Services

- plus 2 from one of the specialized tracks below

**Public Accounting**

- ACC 391  Accounting Internship
- ACC 415  Special Topics in Federal Taxation
- ACC 417  Advanced Auditing
- ACC 420  Fund Accounting
- ACC 422  Forensic Accounting
- MGT 362  Legal Environment of Business II

**Financial Services**

- ACC 410  Financial Statement Analysis
- ACC 391  Accounting Internship
- FIN 201  Markets and Institutions
- FIN 301  Investments
- FIN 402  Portfolio Management
- FIN 403  Speculative Markets

**Information Systems**

- ACC 391  Accounting Internship

*Courses in Information Systems offered by the Decision & System Sciences or Computer Science Departments*

- ACC 205  Financial Accounting Information Systems I
- ACC 206  Financial Accounting Information Systems II
- ACC 307  Financial Accounting Information Systems III
- ACC 212  Management Accounting Information Systems I
- ACC 315  Federal Income Taxation
- ACC 317  Auditing and Assurance Services

**Advisory Options—Licensure and Specialization in Accounting**

Student who intend to enter a career in professional public accounting practice should consider the two advisory options below and discuss program planning needed with their faculty advisor as early as possible in their academic studies in the Department. Additional detail about the Department’s program and careers in accounting can be found in the advising section of the catalog.
The Department of Accounting has developed a flexible program for students who want to enter a professional career in accountancy and qualify for licensure as a Certified Public Accountant, special attention is required to earn sufficient credit hours overall and in certain areas. Licensure occurs at the state level, and most jurisdictions now require 150 credit hours of accumulated post-secondary academic work for a license to be granted (after successfully passing the Uniform Certified Public Accounting Examination and satisfying an experience prerequisite). Visit the National Association of State Boards of Accountancy web site to learn all about the CPA examination process, as well as educational and experience requirements for licensure in the various U.S. states and territories. Open access is available for this information as www.nasba.org.

For those who want to be prepared for licensure as a Certified Public Accountant, special attention is required to earn sufficient credits hours overall and in certain areas. Licensure occurs at the state level, and most jurisdictions now require 150 credit hours of accumulated post-secondary academic work for a license to be granted (after successfully passing the Uniform Certified Public Accounting Examination and satisfying an experience prerequisite). Visit the National Association of State Boards of Accountancy web site to learn all about the CPA examination process, as well as educational and experience requirements for licensure in the various U.S. states and territories. Open access is available for this information as www.nasba.org.

The Department of Accounting has developed a flexible program for students who want to enter a professional career in accountancy and qualify for licensure as soon as the bachelor’s degree is earned - i.e., to Be Ready in Four - this is the optimal plan of academic study. See your faculty advisor as soon as you declare your major so that an individualized plan can be developed to meet your needs. Be a CPA ... Be Ready in Four.

### Specialization in Accounting

Whether or not a student fully participates in the Department’s "Be Ready in Four" Advisory Option track, there is ample opportunity in the 4-year program to focus academic studies on a particular specialty area of the accountancy profession. The Department offers upper-level study in the following areas and recommends the courses shown below:

#### Public Accounting

- **ACC 312** Management Accounting Information Systems II
- **ACC 391** Accounting Internship
- **ACC 417** Advanced Auditing
- **ACC 420** Fund Accounting
- **ACC 422** Forensic Auditing
- **MGT 362** Legal Environment of Business II

#### Financial Services

- **ACC 410** Financial Statement Analysis
- **ECN 465** Consumer Economics
- **FIN 100** Personal Financial Management
- **FIN 201** Markets and Institutions
- **FIN 301** Investments
- **FPL 200** Personal Financial Planning

#### Information Systems and Business Intelligence

- **ACC 312** Management Accounting Information Systems II
- **ACC 422** Forensic Accounting
- **CSC 110** Building Virtual Worlds
- **CSC 120** Computer Science I

#### International Accounting

- **ACC 430** International Accounting
- **ECN 322** International Macroeconomics
- **FIN 302** International Finance
- **IBU 363** International Business Law
- **IBU 420** International Management
- **MKT 331** International Marketing

### ACCOUNTING COURSES

#### ACC 101 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.

**Prerequisite:** ACC 101.

#### ACC 102 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 101.

#### ACC 205 Financial Accounting Information Systems I (3 credits)

The conceptual base 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 101 and ACC 102, each with a minimum of C.

#### ACC 206 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. Spreadsheet software applications are used as tools for the analysis of assigned problems and projects.

**Prerequisite:** ACC 205.

#### ACC 207 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 governmental fund accounting. There is a significant use of enterprise resource planning systems and software application tools in the course.

**Prerequisite:** ACC 206.

#### ACC 410 Financial Statement Analysis (3 credits)

This course provides a user-oriented approach to understanding the information content of financial statements. Applications include ratio, cross-sectional, and time-series analysis of the data produced by the accounting information system. Using financial databases, and case studies, students investigate various aspects of measuring the success of the business organization’s activities that are of value to lenders, owners, and other stakeholders.
ACC 212 Management Accounting Information Systems I (3 credits)
Topics in this course include the design of cost systems, use of cost system outputs to facilitate operating decisions, and application of management accounting information in strategic planning and control. Spreadsheet software is used in modeling and for problem/project analysis.
Prerequisite: ACC 102.

ACC 312 Management Accounting Information Systems II (3 credits)
This course is designed so that students can develop an understanding of accounting information as a strategic resource and to learn 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 102.

ACC 315 Federal Income Taxation (3 credits)
Focused on individual taxpayers, this course is a comprehensive introduction to the principles and procedures of income taxation at the federal level. Topics covered include filing status, exemptions, inclusions, exclusions, deductions, property transactions, capital gains and losses, nontaxable exchanges, and credits.
Prerequisite: ACC 102.

ACC 415 Special Topics in Federal Taxation (3 credits)
A comprehensive study of the federal income tax treatment of corporations, partnerships, and fiduciary entities. Taxation of gratuitous transfers is also covered. This examination of tax laws and procedures takes the form of studying illustrative examples and completion of problem-solving exercises.
Prerequisite: ACC 316 or permission of instructor.

ACC 317 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, evaluation of internal controls, and audit risk.
Prerequisite: ACC 206.

ACC 417 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 case 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 206.

ACC 420 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 205.

ACC 422 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 317 or permission of Department Chair.

ACC 430 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. The worldwide movement to converge or replace various national accounting rules with International Financial Reporting Standards is described. Specific issues addressed include financial disclosure, consolidation, currency translation, transfer pricing, and cross-border taxation.
Prerequisite: ACC 212.

ACC 470 Independent Study in Accounting (3 credits)
Prerequisite: Permission of Department Chair.

ACC 493 Research in Accounting (3 credits)
Prerequisite: Permission of Department Chair.

ACC 391 Accounting Internship (3 credits)
Prerequisites: Non-native Language requirement satisfied, ACC 206, ACC 212, 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 [Business Intelligence – BI]

Professors: Herschel (Chair), Klimberg, Robak
Associate Professors: Gupta, Mathatra, Vennish
Assistant Professors: Mendoza, Miori, Yi
Visiting Instructors: Boyle, Campbell
Lecturer: Belisari, Mokhashi.
Administrative Assistant: Lois Archibald

Objective
The Business Intelligence Major provides the student with in-depth knowledge and expertise about data, analytics and technology can be used to enhance organizational sense making, decision-making, and performance. BI courses teach students a set of skills that are useful to any discipline or field of employment that values effective fact-based decision-making. Business Intelligence analysts help their organization to better understand data so that it can better identify and react to new opportunities or threats. BI applications and techniques commonly used by organizations include data and text mining, business performance management, performance benchmarking, dashboards, and predictive analytics. BI plays a critical role in customer relationship management, supply chain management and operations, human resources management, finance and accounting analyses, and security and fraud detection. BI is valued and employed extensively in both the public and private sectors of the economy.

The Business Intelligence Minor is designed to enhance the analytical and decision-making skills of students majoring in other business disciplines or in Arts & Sciences programs.

Requirements for the Business Intelligence Major
Due to the implementation of the new General Education Program, there are currently two programs of study for the Business Intelligence major:

1. The Business Intelligence Minor
2. The Business Intelligence Major
Requirements for the Business Intelligence Major for students who entered SJU before the fall of 2010, or transfer students who entered SJU in the fall of 2010 with 15 or more credits:

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

Requirements for the Business Intelligence 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 105 Finite Mathematics with Applications in Business
MAT 106 Brief Business Calculus
or
MAT 155-156 Applied Calculus II
or
MAT 161-162 Calculus I-II

Social/Behavioral Science:
ECN 101 Introductory Economics (Micro)
ECN 102 Introductory Economics (Macro)

GER Electives: any three courses

Business Foundation: ten courses, including
ACC 101 Financial Accounting
ACC 102 Managerial Accounting
MGT 360 Legal Environment of Business
DSS 210 Business Statistics
FIN 200 Introduction to Finance
MKT 201 Principles of Marketing
DSS 200 Introduction to Information Systems
DSS 220 Quantitative Methods for Business
BUS 485 Business Policy

Major Concentration: six courses

Required Core
DSS 310 Systems Theory
DSS 330 Database Management
DSS 320 Systems Analysis and Design
DSS 410 Decision Support Modeling
DSS 420 Advanced Decision-Making Tools

Plus one of the following courses:
DSS 470 DSS Special Topics
ACC 312 Management Accounting Information Systems II
DSS 700 Six Sigma Applications and Foundations I
DSS 710 Six Sigma Applications and Foundations II

For students who entered SJU in the fall of 2010 or later, or transfer students who entered SJU in the fall of 2010 with 14 or fewer credits:

GEP Signature Courses (See Curricula): six courses
GEP Variable Courses (See Curricula): six to nine courses

Integrated Learning Component (ILC):

Required:
MAT 120 Pre-calculus (or higher)
ECN 102 Introductory Economics (Macro)

DSS majors can take any one course from the following departments:

Political Science:
PDL 111 Introduction to American Government and Politics
PDL 113 Introduction to Comparative Politics
PDL 115 Introduction to International Politics
PDL 302 Modern Political Thought
PDL 303 American Political Thought
PDL 315 Government and Business
PDL 352 Political Beams and Buhls

Psychology:
PSY 100 Introductory Psychology
PSY 123 Psychology of Men and Women
PSY 212 Multicultural Psychology
PSY 230 Social Psychology
PSY 235 Psychology of Gender

Free electives: six courses

Business Foundation: ten courses including
ACC 101 Concepts of Financial Accounting
ACC 102 Managerial Accounting
DSS 100 Excel Competency (non-credit)
DSS 210 Introduction to Information Systems
MKT 201 Principles of Marketing
DSS 210 Business Statistics
DSS 220 Quantitative Methods for Business
FIN 200 Introduction to Finance
MKT 110 or 120 Essentials of Organizational Behavior or Essentials of Management
MGT 360 Legal Environment of Business I
BUS 495 Business Policy

Major Concentration: six courses

Required Core
DSS 310 Systems Theory
DSS 320 Systems Analysis and Design
DSS 330 Database Management
DSS 410 Decision Support System Modeling
DSS 420 Advanced Decision-Making Tools

Plus one of the following courses
DSS 430 DSS Special Topics
DSS 700 Six Sigma Applications and Foundations I
DSS 710 Six Sigma Applications and Foundations II

Other Courses
DSS 481 Internship I Majors only & permission of the Chair
DSS 482 Internship II Majors only & permission of the Chair
DSS 483 Independent Study I Majors only & permission of the Chair
DSS 484 Independent Study II Majors only & permission of the Chair

Requirements for the Business Intelligence Minor

Required Core
DSS 210 Business Statistics
DSS 220 Quantitative Methods for Business
DSS 330 Database Management
DSS 410 Decision Support System Modeling
DSS 420 Advanced Decision-Making Tools

Plus one of the following courses
DSS 310 Systems Theory
DSS 320 Systems Analysis and Design
DSS 430 DSS Special Topics
DSS 700 Six Sigma Applications and Foundations I
DSS 710 Six Sigma Applications and Foundations II

DECISION & SYSTEM SCIENCES COURSES

DSS 100 Excel Competency 0 credit
This non-credit online self-paced course provides in-depth training in Excel for freshmen majoring in business. Both the enrollment in and the completion of this competency course in the time frame specified are required of all incoming freshmen by the Dean and the Faculty Council of the Erivan K. Haub School of Business.

DSS 111 Basic Business Analytics 1 credit
In this online course, various mathematical concepts are explored to help students prepare for analytic-oriented business courses. Topics include solving both linear equations and systems of linear equations, functions and inverse functions, logarithms functions, matrices, sequences, series, and probability. The course provides a review of basic algebraic concepts such as quadratic formula, scientific notation, and some basic graphing techniques. Business applications of derivatives are also covered

DSS 150 First Year Seminar 3 credits
See individual course listing.

DSS 200 Introduction to Information Systems (3 credits)
Information systems play a critical operational, tactical and strategic role in global businesses. Technology has both a direct and indirect impact on how firms do business, where they do business, and on the products and services they market. In this course, the dynamic and ongoing impact of technology on business operations is examined at the industry, corporate, and individual levels. Topics examined include technology’s effect on business processes, services, and products, the supply chain, customer relationship management, decision-making, knowledge management, communications, outsourcing, information security, and the ethical use of technology.

HON 200 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 1103) 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 210 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 100 and Math Beauty Course

HON 210 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 100 and Math Beauty Course

DSS 220 Quantitative Methods for Business (3 credits)
Every organization must manage a variety of processes. In this course the student will develop 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 210.

HON 220 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 develop 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 210 or equivalent. Satisfies DSS 220 for Business majors or minors.

BUSINESS INTELLIGENCE COURSES

DSS 310 Systems Theory (3 credits)
Change, as it occurs within a “system,” is a topic that needs to be examined from a perspective that has attained theoretical respectability within the social sciences. The teaching of System Analysis and Design gives “lip-service” to system while de
DSS 710 Six Sigma Applications and Foundations II (3 credits)
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. Students may take this course without having taken DSS 710.
Prerequisites: DSS 330.

Finance

Professor: Hogan
Associate Professors: Coyne, Daniels (Chair), Heeck, McManus, Tezel, Webster
Assistant Professors: Lipton, Miller, Schellhorn, Sharma
Lecturer: Capp (Executive in Residence in Risk Management and Insurance)

Finance
The Finance Major 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 has many job opportunities, as it is important within both private and public enterprises. The role of the financial manager is that of a decision maker.

Requirements for the Finance Major
Due to the implementation of the new General Education Program, there are currently two programs of study for the Finance major:

For students who entered SJU before the fall of 2010, or transfer students who entered SJU in the fall of 2010 with 15 or more credits:

GER Common Courses (See Curricula): six courses

Mathematics—one of the following two-course sequences:
MAT 105 Finite Mathematics with Applications in Business
MAT 106 Brief Business Calculus
or
MAT 155-156 Calculus for Biology and Social Science
or
MAT 161-162 Calculus I-II

Social/Behavioral Science:
ECN 101 Introductory Economics (Micro)
ECN 102 Introductory Economics (Macro)

GER Electives: any four courses

Business Foundation: ten courses, including

ACC 101 Concepts of Financial Accounting
ACC 102 Managerial Accounting
DSS 210 Business Statistics
FIN 200 Introduction to Finance
MGT 110 Organizations in Perspective
MKT 210 Principles of Marketing
DSS 220 Introduction to Information Systems
MGT 380 Legal Environment of Business
DSS 221 Quantitative Methods for Business
BUS 495 Business Policy

Major Concentrations: six courses

FIN 201 Markets & Institutions
FIN 300 Intermediate Finance
FIN 301 Investments
Undergraduate Programs

Electives: three additional courses from Finance, Risk Management and Insurance, or Financial Planning

For students who entered SJU in the fall of 2010 or later, or transfer students who entered SJU in the fall of 2010 with 14 or fewer credits:

**Requirements for the Finance Major**

**GEP** (please see section in the catalog on the General Education Program for details)

Signature courses: six courses

Variable courses: six to nine courses

**Integrated Learning Component (ILC): three courses, including**

**Required:**

ECN 102 Macroeconomics

Plus, any **two** courses from the following areas:

**Economics (maximum of one course from this section)**

ECN 322 International Macroeconomics
ECN 360 Industrial Organization
ECN 321 International Trade

**Mathematics**

MAT 162 Calculus II
MAT 213 Calculus III

**Psychology**

PSY 100 Introductory Psychology
PSY 200 Personality

**Free electives: six courses**

**Business Foundation: ten courses including**

ACC 101 Concepts of Financial Accounting
ACC 102 Managerial Accounting
DSS 100 Excel Competency (non-credit)
DSS 200 Introduction to Information Systems
DSS 210 Business Statistics
DSS 220 Quantitative Methods for Business
FIN 200 Introduction to Finance
MGT 110 or 120 Essentials of Organizational Behavior or Essentials of Management
MGT 360 Legal Environment of Business
MKT 201 Principles of Marketing
BUS 495 Business Policy

**Finance Major Requirements and Electives**

DSS 100 Excel competency (0 credits P/F)
FIN 200 Intro to Finance

**Major Concentration: three courses**

Note: A grade of C or better in FIN 200 is required to progress as a Finance Major

FIN 201 Markets & Inst
FIN 300 Intermediate Finance
FIN 301 Investments

**Electives:**

Three courses, including one in Finance and two additional from Finance, Risk Management and Insurance, or Financial Planning

**Finance**

FIN 302 International Finance
FIN 303 Small Bus Finance
FIN 304-305 Honors Research
FIN 400 Mergers & Acquisitions
FIN 401 Stud Managed Funds
FIN 402 Portfolio Mgmt
FIN 403 Speculative Markets
FIN 470 Selected Topics
FIN 493-494 Individual Research
ACC 410 Financial Statement Analysis (See accounting department)

**Risk Management and Insurance**

RMI 200 Intro to Insurance
RMI 300 Property and Casualty
RMI 301 Risk Mgmt
RMI 401 Life and Health RM
RMI 470 Topics in RMI
RMI 483-494 Individual Research

**Financial Planning**

FPL 200 Personal Financial Planning
FPL 300 Retirement Plan
FPL 301 Estate Planning
FPL 302 Individual Taxation
FPL 470 Topics in Financial Planning
FPL 483-494 Individual Research
ACC 215 Federal Income Taxation

**Finance Minor: six courses (five required, one elective)**

ACC 101 Financial Accounting
FIN 200 Introduction to Finance
FIN 201 Markets & Inst
FIN 300 Intermediate Finance
FIN 301 Investments

FIN Elective (This elective must be a 300 or 400-level FIN course; RMI or FPL courses cannot be used to satisfy the requirements of the FIN minor unless approved by the Finance Department Chair).

The first two courses in the Finance Minor are called the financial core: Financial Accounting (ACC 101) and Introduction to Finance (FIN 200). These two courses can be double-counted toward a student’s major, and do not have to be replaced in the minor. Students are responsible for completing the prerequisites to these courses outside the minor. The FIN minor requires students to complete four specialization courses in the topical area. These courses cannot be double counted in the student’s major.

**Finance Course Descriptions:**

**FIN 200 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 200 level finance courses and is required for all business students.
Prerequisites: ACC 101, ECN (micro) 101, Math Beauty, DSS III.

FIN 201 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 200.

FIN 300 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 200, DSS 210.

FIN 301 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 200, DSS 210.

FIN 302 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 200, DSS 210.

FIN 303 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 200, DSS 210.

FIN 400 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 200, FIN 300, DSS 210.

FIN 401 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 301 Investments. FIN 402 Portfolio Management is highly recommended. The course emphasizes the valuation principles and modern portfolio theory.
Prerequisites: FIN 200, FIN 300, DSS 210.

FIN 402 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 200, FIN 301, DSS 210.

FIN 403 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 200, FIN 301, DSS 210.

FIN 470 Selected Topics in Finance (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 200, DSS 210.

FIN 493 494 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 200, DSS 210 at least junior standing and permission of the department chair.

FIN 100 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. Free Elective Only.

FIN 202 Financial Practicum I 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 200. * 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.

DESCRIPTIONS OF FINANCIAL PLANNING

Financial Planning
The Financial Planning Major is 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 major appealing as well.

Professor: Hogan
Associate Professors: Coyne, Danielson (Chair), Heck,McManus, Tezel, Webster
Assistant Professors: Lipton, Miller, Schellhorn, Sharma
Lecturer: Capp (Executive in Residence in Risk Management and Insurance)

Requirements for the Financial Planning Major
GEP (please see section in the catalog on the General Education Program for details)
Signature courses: six courses

Variable courses: six to nine courses

Integrated Learning Component (ILC): three courses from the list of approved FIN ILC classes. Please see website ILC approved classes for details.

Free electives: six courses

Business Foundation: ten courses including

- ACC 101 Concepts of Financial Accounting
- ACC 102 Managerial Accounting
- DSS 200 Introduction to Information Systems
- DSS 210 Business Statistics
- DSS 220 Quantitative Methods for Business
- FIN 200 Introduction to Finance
- MGT 110 or 120 Essentials of Organizational Behavior or Essentials of Management
- MGT 360 Legal Environment of Business
- MKT 201 Principles of Marketing
- BUS 495 Business Policy

Financial Planning Requirements and Electives

- DSS 100 Excel competency (0 credits P/F)
- FIN 200 Intro to Finance
- FPL 200 Personal Financial Planning
- FPL 300 Retirement Plan
- FPL 301 Estate Planning
- FPL 302* Individual Taxation or ACC 215
- RMI 200 Intro to Insurance

*(Note: ACC 215 Fed Income Tax can substitute for FPL 302 during semesters when FPL 302 is not offered)

Choose one elective from the following areas:

Financial Planning

- FPL 470 Topics in Financial Planning
- FPL 493-494 Individual Research

Risk Management and Insurance

- RMI 300 Property and Casualty
- RMI 301 Risk Mgmt
- RMI 401 Life and Health RM
- RMI 470 Topics in RMI
- RMI 493-494 Individual Research

Finance

- FIN 201 Markets & Inst
- FIN 300 Intermediate Finance
- FIN 301 Investments
- FIN 302 International Finance
- FIN 303 Small Bus Finance
- FIN 308-309 Honors Research
- FIN 400 Mergers & Acquisitions
- FIN 401 Stud Managed Funds
- FIN 402 Portfolio Mgmt
- FIN 403 Speculative Markets
- FIN 470 Selected Topics
- FIN 493-494 Individual Research
- ACC 410 Financial Statement Analysis

Financial Planning Minor Requirements and Electives: six courses

- ACC 101 Concepts of Accounting
- FIN 200 Intro to Finance
- FPL 200 Personal Financial Planning
- FPL 300 Retirement Plan
- FPL 301 Estate Planning

One of the following (RMI 200, FIN 301, or FPL 302)

The first two courses in the FPL minor are called the financial core: Financial Accounting (ACC 101) and Introduction to Finance (FIN 200). These two courses can be double-counted toward a student’s major, and do not have to be replaced in the minor. Students are responsible for completing the prerequisites to these courses outside the minor. The FPL minor requires students to complete four specialization courses in the topical area. These courses cannot be double counted in the student’s major.

FINANCIAL PLANNING COURSE DESCRIPTIONS:

FPL 200 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 200; co-requisite: FIN 201.

FPL 300 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 200; co-requisite: FIN 201.

FPL 301 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 200; co-requisite: FIN 201.

FPL 302 Individual Taxation (3 credits)
This course examines current laws and regulations in the Federal Tax Code as set out by the IRS.

Prerequisite: ACC 101.

FPL 470 Topics in Financial Planning (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: FPL 200, FIN 200, DSS 210.
FPL 493-494 Individual Research (3 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: FPL 200, FIN 200, DSS 210 at least junior standing and permission of the department chair.

FPL 202 Financial Practicum I 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 financial planning and have completed FPL 200. * 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.

Food Marketing
Professors: Childs, George, Hooker (McNatt Chair), Stanton (Chair)
Associate Professor: Melache, Wirth
Assistant Professor: Chung (on leave)
Visiting Instructor: Lang, Latella

Objective
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 placement of graduating seniors, recruiting of incoming freshmen, advising of students, program promotion, and scholarship support. The Business Library/Campbell Collection in Food Marketing, located in Mandeville Hall, represents one of the most valued resources of the department. 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 are 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:

Freshman Year
Fall—5 courses on campus
Spring—5 courses on campus

Sophomore Year
Fall—5 courses on campus
Spring—1st cooperative experience
Summer—1st cooperative experience

Junior Year
Fall—2nd cooperative experience
Spring—5 courses on campus
Summer—3rd cooperative experience

Senior Year
Fall—2nd cooperative experience
Spring—5 courses on campus
Summer—3rd cooperative experience

Past Senior Year
Fall—3rd cooperative experience
Spring—5 courses on campus

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
Due to the implementation of the new General Education Program, there are currently two programs of study for the Food Marketing major:

For students who entered SJU before the fall of 2010, or transfer students who entered SJU in the fall of 2010 with 15 or more credits:

GER Common Courses (See Curricula): six courses

GER University Distribution (See Curricula): fourteen courses, including
Mathematics—one of the following two-course sequences:

MAT 105 Finite Mathematics with Applications in Business
MAT 106 Brief Business Calculus

or

MAT 155-156 Fundamentals of Calculus-Applied Calculus II

or

MAT 161-162 Calculus I-II

Natural Science:
CHM 100-110 Food Chemistry I-II

Social/Behavioral Science:
ECN 101 Introductory Economics (Micro)
ECN 102 Introductory Economics (Macra)

GER Electives: any three courses

Business Foundation: ten courses, including
ACC 101 Concepts of Financial Accounting
ACC 102 Managerial Accounting
DSS 200 Introduction to Information Systems
DSS 210 Business Statistics
DSS 220 Quantitative Methods for Business
Food Marketing Courses

FMK 202 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 301 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 302 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 303 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 310 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, manufacturer, distributor and retailer levels in the supply chain. 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 311 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 312 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
FMK 313 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 314 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 315 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 Alimentarii, 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 Haf and Mouth. The course will qualify towards Faith/Justice certificate/minor fulfillment.

FMK 316 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 317 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 320 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 330 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 331 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 332 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 333 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.

FMK 351 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 352 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 401 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 402 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. All future issues courses can be used to satisfy a general upper division course requirement or a free elective.

FMK 403 Independent Study in Food Marketing (3 credits)
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.)

International Business
Chair: Simmers
Director: Mauri

The following faculty teach courses in the IB Program: Baglione (Political Science), Childs (Food Marketing), Daniel (French), Gust (Italian), Haverty (Accounting), Hagan (Finance), Lieberman (Economics), Manghies (Italian), McDevitt (Management), Noiva (Management), Sharma (Finance), Smith (Marketing), Wiedenroeder-Skinner (German), Zmukewycz (Spanish)

Objectives
This program, one of two majors offered by the Department of Management and International Business, 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, International Relations 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. Furthermore, the major provides the opportunity for students to develop a proficiency in a language of their choice.

Requirements for the International Business Major

GEP Signature courses (see curricula): six courses

GEP Variable courses (see curricula): six to nine courses

Integrated Learning Component (ILC): three courses
International business majors are required to take an advanced foreign language course, ECN 102 and either POL 115 or ECN 102. The specific requirements of the IB minor are as follows.

Free electives: six courses

Business Foundation: ten courses, including

ACC 101 Concepts of Financial Accounting
ACC 102 Managerial Accounting
DSS 100 Excel Competency (non-credit)
DSS 200 Introduction to Information Systems
DSS 210 Business Statistics

Electives (6)

DSS 220 Quantitative Methods for Business
FIN 200 Introduction to Finance
MG 110 or 120 or 121 Essentials of Organizational Behavior or Essentials of Management or Organizational Behavior (Honors students)
MG 360 Legal Environment of Business
MKT 201 Principles of Marketing
BUS 495 Business Policy

Elective Requirement

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 SJSU 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 other requirements of the international business major.

NOTE: In no case may an ILC course be double counted towards completing other requirements of the international business major.

The International Business Minor

The minor in international business builds upon several courses already offered in A&S and HSB with significant international content and offers business and non-business students 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. However, the total number of courses that a student needs to take depends on the specific major. With careful selection, the majority of business students can complete the requirements of the IB minor taking a total of three to five courses. For non-business students, the IB minor requires completing the business minor to meet course prerequisites. With proper selection, non-business students may complete the requirements for both the business minor and the IB minor taking a total of about eight courses. The specific requirements of the IB minor are as follows.

Level I: International Foundation and International Exposure

Take three courses in at least two of the following categories:

- International Business
- International Management
- International Marketing
- International Finance
- Global Strategic Planning
- International Politics
- International Economics
- International Trade
- International Economics
- International Finance
- International Management
- International Marketing
- International Finance
- International Management
- International Marketing
Advanced Foreign Language.

Take one advanced foreign language course beyond the General Education requirements in the target language. These include the conversation course (301), the composition course (302), the business course, the culture and civilization course, or other pre-approved course in the target language.

Globalization Topics from a Liberal Arts Perspective.

Choose from the following courses:

- POL 105/115 Introduction to International Politics
- POL 356 US Foreign Policy
- ECN 321 International Trade
- ECN 445 Economics of Multinational Enterprises
- ECN 430 Comparative Economic Systems
- HIS 203 Historical Introduction to Latin America
- HIS 204 Latin American - U.S. Migration
- HIS 205 Historical Introduction to the Islamic World
- HIS 206 Historical Introduction to East Asian Civilizations
- HIS 381 U.S. as a Global Power, 1914-present

International Exposure

Take a course from the following: (1) IBU 370 or 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 other requirements of the international business minor.

Level 2: International Dimensions of Business.

Take IBU 420 International Management (Prerequisite MGT 110, 120, or 121) and one of the following courses examining the international aspects of the functional areas of business:

- ACC 430 International Accounting
- FIN 302 International Finance
- FMI 314 International Food Marketing
- IBU 363 International Business Law
- MKT 331 International Marketing

Level 3: International Business Capstone. Take the following course:

- IBU 495 Global Strategic Planning

NOTE: In no case may an ILC course be double counted towards completing other requirements of the international business minor.

INTERNATIONAL BUSINESS COURSES

IBU 150 Cultural Diversity and International Business (3 credits)

This course is an introduction to international business and its many dimensions through the lens of cultural diversity. The course develops the understanding that cultural diversity is a crucial component of sustained and productive cross-border interactions in general and international business in particular. It discusses the power of diversity whereby the whole can be made greater than the sum of the parts. Through in-class exercises and out-of-class assignments, the course leads students to reflect that their framework for looking at the world around them, i.e., their worldview, may be very different from that of other cultures. A necessary condition for engaging in international business is to be aware of cultural differences and be able to adapt to environments that are different from those one is used to. This course develops in students not only the knowledge to better understand the reasons behind these cultural differences, but also the ability to more easily and effectively adapt to them. The main objective of the course is to provide students with a broad context enabling them to develop the capacity for critical thinking as well as the skills necessary to understand what success means in today's culturally diverse global business environment. It is not enough to be economically successful. In fact, being economically successful is indeed undesirable in the absence of social responsibility and concern for the health of the planet.

IBU 363 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 360.

IBU 370 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 on the various areas of business, particularly on the operation of multinational corporations.

Prerequisite: Although no formal prerequisites are required, students are expected to participate in the study tour in their junior year.

IBU 420 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 110 or MGT 120 or MGT 121.

IBU 480 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.

IBU 485 Global Strategic Planning (3 credits)

This course focuses on the strategy and ethical aspects of corporations doing business externally. The 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. The course also examines ethical issues in international business, including bribery, corruption, outsourcing to developing countries, free trade, protectionism, international competition and other problems associated with conducting operations abroad. Several case studies and a computer simulation will be used to understand the complexity of the operations of a global company.

Prerequisites: ACC 101, BSS 200, FIN 200, MGT 110 or MGT 120 or MGT 121, MKT 201, senior standing, co-requisite: IBU 420.

ACC 430 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 102.

ECN 321 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 101.

FIN 302 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 200

MKT 331 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 210

POL 105-115 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, civilization order, international political economy and environmental diplomacy.

Management

Professors: DiAngelo, McCall, Porth, Rashford, S.J., Simmers (Chair)
Associate Professors: Mauri, McDevitt, Steingard
Assistant Professors: Balotsky, Dufresne, Ford, Givens-Skeaton, Kory, Neiva, Patton, Robson, Saporita, Swift, Weidner
Lecturers: O’Brien, Alleruzza

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.

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 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. 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
Due to the implementation of the new General Education Program, there are currently two programs of study for the Management major:

For students who entered SJU before the fall of 2010, or transfer students who entered SJU in the fall of 2010 with 15 or more credits:

GER Common Courses (See Curricula): six courses

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

GER Common Courses (See Curricula): six courses

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

Mathematics—one of the following two-course sequences:

MAT 105 Finite Mathematics with Applications in Business
MAT 106 Brief Business Calculus
or MAT 155-156 Calculus for Biology and Social Science
or MAT 161-162 Calculus I-II

Social/Behavioral Science:
ECN 101 Introductory Economics (Micro)
ECN 102 Introductory Economics (Macro)

GER Electives: any four courses

Business Foundation: ten courses, including

ACC 101 Concepts of Financial Accounting
ACC 102 Managerial Accounting
DSS 200 Introduction to Information Systems
DSS 210 Business Statistics
DSS 220 Quantitative Methods for Business
FIN 200 Introduction to Finance
MGT 110 Essentials of Management
MGT 120 Essentials of Organizational Behavior
MGT 121 Organizations in Perspective (Honors students)
MGT 360 Legal Environment of Business
MKT 210 Principles of Marketing
BUS 495 Business Policy

General Statement: 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 (a) MGT 100 Essentials of Organizational Behavior or MGT 120 Essentials of Management or MGT 121 Organizations in Perspective (Honors students only), and (b) MGT 210 Management Skills. A student may retake MGT 110/120/121 or MGT 210 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 210 Management Skills (Prerequisite: MGT 110 or MGT 120 or MGT 121)
MGT 211 Advanced Topics in Organizational Behavior (Prerequisite: MGT 210)

Phase two: three elective courses selected from the following:

A student may opt to take any three MGT courses MGT 212 or higher, 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 495  Management Intervention and Consultation (Prerequisites: MGT 210 and MGT 220 [senior status])

For students who entered SJU in the fall of 2010 or later, or transfer students who entered SJU in the fall of 2010 with 14 or fewer credits:

GEP Signature Courses (See Curricula): six courses

GEP Variable Courses (See Curricula): six to nine courses, including

Integrated Learning Component (ILC): three courses

Management Department Integrative Learning Course Requirement: (three courses)

Required:

ECN 102  Introductory Economics (Macro)

Plus any two courses from the following areas:

Economics (maximum of one course from this section)

ECN 322  International Macroeconomics**†
ECN 360  Industrial Organization*
ECN 370  Economic Development*
ECN 380  Managerial Economics
ECN 470  Ethical Values in the Marketplace

†Note: BU students may not take ECN 322 to fulfill this requirement

*Prerequisite: ECN 101

**Prerequisite: ECN 102

Political Science

POL 101  Introduction to American Government and Politics (FYS)
POL 111  Introduction to American Government and Politics
POL 103  Introduction to Comparative Politics (FYS)
POL 113  Introduction to Comparative Politics
POL 302  Modern Political Thought
POL 303  American Political Thought
POL 315  Government and Business
POL 352  Political Economy of Booms and Busts
POL 357  America and the World Economy

Psychology

PSY 100  Introductory Psychology
PSY 123  Psychology of Men and Women*
PSY 200  Personality*
PSY 212  Multicultural Psychology**
PSY 230  Social Psychology**
PSY 235  Psychology of Gender**

*Prerequisite: PSY 100 or PSY 101

**Prerequisites: PSY 100 or PSY 101, and PSY 200

Sociology

SOC 101  Introductory Sociology
SOC 102  Social Problems
SOC 208  Sociology of Gender*
SOC 211  Classical Sociological Theory*
SOC 212  Social Research Methods I (with lab, 4 cr.)*

ELECTIVES IN MANAGEMENT

While any three MGT courses MGT 212 or higher 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 courses MGT 212 or higher, including IBU 420 and IBU 495.

- MGT 210 Management Skills
- MGT 211 Advanced Topics in Organizational Behavior
- MGT 495 Management Intervention and Consultation

**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) MGT courses chosen from the General Management Track; or

Two (2) electives MGT 212 or higher (including IBU 363, IBU 370, IBU 420, and IBU 495), plus one (1) non-MGT or non-IBU course chosen from among the courses listed in the Entrepreneurial Management Track list or Global Management Track list.

- MGT 210 Management Skills
- MGT 211 Advanced Topics in Organizational Behavior
- MGT 495 Management Intervention and Consultation

**General Management Track List:**

- MGT 212 Managing Workforce Diversity
- MGT 213 Negotiation Skills
- MGT 214 Perspectives on Leadership
- MGT 220 Business, Ethics and Society
- MGT 320 Management of Human Resources
- MGT 330 Entrepreneurship and Small Business Management
- MGT 331 Social Entrepreneurship
- MGT 382 Legal Environment of Business II
- MGT 363 Business Law for Entrepreneurial Firms
- MGT 270 Topics in Management
- MGT 370 Topics in Management
- MGT 470 Topics in Management
- MGT 490 Internship I
- MGT 491 Internship II
- MGT 493 Management Research I
- MGT 494 Management Research II
- IBU 363 International Business Law
- IBU 370 International Topics and Study Tour
- IBU 420 International Management
- IBU 485 Global Strategic Planning
- ECN 330 Economics of Labor
- PDL 314 Public Administration
- PSY 210 Research Methods
- SOC 320 Sociology of Work

**Management Majors with Entrepreneurial Management Track:**

Major Concentration: the four (4) required courses listed below, plus two courses chosen from the Entrepreneurial Management Track List.

- MGT 210 Management Skills
- MGT 211 Advanced Topics in Organizational Behavior
- MGT 330 Entrepreneurship and Small Business Management
- MGT 495 Management Intervention and Consultation

**Entrepreneurial Management Track List:**

- FIN 303 Small Business Finance
- FMK 312 New Product Development
- MGT 213 Negotiation Skills
- MGT 320 Management of Human Resources
- MGT 331 Social Entrepreneurship
- MGT 363 Business Law for Entrepreneurial Firms
- MKT 202 Market Research

**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 210 Management Skills
- MGT 211 Advanced Topics in Organizational Behavior
- MGT 495 Management Intervention and Consultation
- IBU 420 International Management
- IBU 485 Global Strategic Planning

**Global Management Track List:**

- ACC 430 International Accounting
- ECN 450 Nationalism and Economy
- FIN 302 International Finance
- IBU 363 International Business Law
Students who take MGT 121 Manager Development of the employer will gain an understanding of teamwork, group dynamics, presentation skills, and leadership. Theories of motivation, business law, organizational theory and structure, and individual and group behavior within organizations are emphasized. Non-management students in accounting, decision sciences, finance, and the various marketing programs will involve individual and group management issues. For CAS students in the social sciences, the minor in management will 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.

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 of 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 acknowledgment 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.

**General Statement:** To declare a minor in Management, or continue in the major, a student must achieve the grade of “C” (2.0) or better in both (a) MGT 110 Essentials of Organizational Behavior or MGT 120 Essentials of Management or MGT 121 Organizations in Perspective (Honors students only), and MGT 210 Management Skills. A student may retake MGT 110/120/121 or MGT 210 as necessary to achieve a grade of “C” or better.

**NOTE:** In no case may an ILC course be double counted towards completing other requirements of the management minor.

**Minor in Management Concentration: six courses (four required, two electives):**

The minor in Management constitutes six (6) courses. These include:

MGT 110 or MGT 120 Essentials of Organizational Behavior
MGT 121 Essentials of Management
MGT 120 Organizations in Perspective (Honors students)
MGT 210 Management Skills
MGT 211 Advanced Topics in Organizational Behavior
MGT 360 Legal Environment of Business

And any two courses from the General Management Track:

MGT 212 Managing Workforce Diversity
MGT 213 Negotiation Skills
MGT 214 Perspectives on Leadership
MGT 220 Business, Ethics and Society
MGT 320 Management of Human Resources

**Management Courses**

**MGT 110 Essentials of Organizational Behavior (3 credits)**

This course surveys the basic principles, concepts, and theories concerning organizations and groups and individuals within those organizations. The concepts and theories in this course concern individual behavior (e.g., perceptions, attitudes, and motivation), group and interpersonal processes (e.g., leadership, power, and conflict), and essential organizational theories. Students cannot take MGT 110 or MGT 120 to satisfy the HSB core Management requirement. Students who take MGT 110 cannot take MGT 120 or MGT 121 for credit.

**MGT 120 Essentials of Management (3 credits)**

This course surveys the basic principles, concepts, and theories concerning organizations and groups and individuals within those organizations. The concepts and theories in this course include the organizational environment, management functions (planning, organizing, leading, and controlling), and essential individual and interpersonal theories. Students can take either MGT 110 or MGT 120 to satisfy the HSB core Management requirement. Students who take MGT 110 cannot take MGT 120 or MGT 121 for credit.

**MGT 121 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. Honors students only. Students who take MGT 121 cannot take MGT 110 or MGT 120 for credit.

**MGT 150 Gender in the Workplace (PSY 150) (3 credits)**

This course will approach workplace issues involving gender from both a psychological and management perspective. Specific issues discussed will include gender and leadership, occupational segregation of the workforce by gender, the effects of gender on manager-subordinate relationships, gender and sexual harassment in the workplace, pay equity, and "family friendly" workplace policies. Wherever appropriate, comparisons to other countries and cultures will be made.

**MGT 170 Special Topics in Management (3 credits)**
MGT 210 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.
Prerequisites: MGT 110 or MGT 120 or MGT 121.

MGT 211 Advanced Topics in 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 110 or MGT 120 or MGT 121.

MGT 212 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.
Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of Chair.

MGT 213 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. Topics to include negotiation skills, techniques and strategies. Students will have an opportunity to apply their knowledge and skills to a leadership experience they design and implement themselves.
Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of Chair.

MGT 214 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 consider 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.
Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of Chair.

MGT 220 Business, Society, and Ethics (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 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: HSB students: MGT 110 or MGT 120 or MGT 121.

MGT 270 Special Topics in Management (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: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of Chair.

MGT 330 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.
Prerequisites: ACC 101, ACC 102, FIN 200, MGT 110 or MGT 120 or MGT 121; and MKT 201.

MGT 331 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 sector, acquiring resources required for a new social venture, and the tradeoffs between social and financial returns on investment.
Prerequisites: FIN 200, MGT 110 or MGT 120 or MGT 121; and MKT 201.

MGT 360 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 361 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 recommended for students who plan to attend law school. Honors students only; satisfies MGT 360 for Business Majors.

MGT 362 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 360 or MGT 361.

MGT 363 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.
Prerequisite: MGT 360 or MGT 361.

MGT 370 Special Topics in Management (3 credits)

MGT 470 Special Topics in Management (3 credits)

MGT 471 Management Practicum (1 credit)
This course is meant for students with opportunities working over the course of the semester/summer whose employers require a credit as condition of employment. To
apply, the student submits a letter to the chair explaining why the practical training is required and includes a letter from the employer. The student submits to the department chair an 8-10 page paper at the end of the practical training describing their work responsibilities and what skills thee acquired by participating.

Prerequisite/co-requisite: Student’s major must be management or approved by the chair and have completed MGT 110 or MGT 120 or MGT 121 or equivalent. Does not satisfy any major, minor, general education or elective requirement. Grade is Pass/Fail. May be repeated once. Permission of Chair required.

MGT 490 Internship II (3 credits)
MGT 491 Internship II (3 credits)
MGT 493 Management Research I (3 credits)
MGT 494 Management Research II (3 credits)
MGT 495 Management Intervention and Consultation (3 credits)

This course is an integrative practicum 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 110 or MGT 120 or MGT 121, MGT 210, MGT 211, Senior standing. Students are advised to take MGT 495 and BUS 495 in different semesters if possible.

Marketing
Professors: Lord (Chair), Solomon
Associate Professors: Allan, Phillips, Wood
Assistant Professors: Burghalter, Kelley, Shen, Smith
Lecturer: Fagiotare

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 Ignatian 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 a solid foundation in core Marketing concepts plus a variety of specialized courses from which to choose. Certain Marketing courses can also count towards fulfillment of a minor in Music or Communications. A minor in Marketing is available to students who take Principles of Marketing (MKT 201) and five other Marketing courses as described below.

Effective August 30, 2010, all students who major or minor in Marketing, and all students wishing to declare or transfer to a major or minor in Marketing, must achieve a minimum grade of C in the Principles of Marketing course (MKT 201).

Requirements for the Marketing Major
Due to the implementation of the new General Education Program, there are currently two programs of study for the Marketing major:

For students who entered SJU before the fall of 2010, or transfer students who entered SJU in the fall of 2010 with 15 or more credits:

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

Mathematics—one of the following two-course sequences:
MAT 105 Finite Mathematics with Applications in Business
MAT 106 Brief Business Calculus
or
MAT 155-156 Calculus for Biology and Social Science
or
MAT 161-162 Calculus I-II

Social/Behavioral Science:
ECN 101 Introductory Economics (Micro)
ECN 102 Introductory Economics (Macro)

GER Electives: any three courses

Business Foundation: ten courses, including
ACC 101 Concepts of Financial Accounting
ACC 102 Managerial Accounting
MGT 380 Legal Environment of Business
DSS 210 Business Statistics
DSS 220 Introduction to Information Systems
DSS 220 Quantitative Methods for Business
FIN 200 Introduction to Finance
MGT 110 Essentials of Organizational Behavior
MKT 201 Principles of Marketing
BUS 495 Business Policy

Core marketing courses: required of all marketing majors and minors
MKT 202 Marketing Research
MKT 302 Consumer & Buyer Behavior
MKT 301 Integrated Marketing Communications
MKT 401 Marketing Strategy

Marketing Majors with General Concentration (No Specific Track):
The four core Marketing courses listed above, plus any three MKT 300-399 level courses.

Marketing Majors with Sports and Entertainment Track:
The four core Marketing courses listed above, plus three from the Sports and Entertainment Track List

MKT 353 Sports Marketing
MKT 352  Sports Law  MKT 350  Event Marketing  MKT 342  Music and Entertainment Law  MKT 490  Internship in Marketing  MKT 351  The Business of Sports

Marketing Majors with Advertising And Promotions Track:
The four core Marketing courses listed above plus three courses from the Marketing Communications Track List:

MKT 321  Advertising  MKT 322  Advertising and Promotion Management  MKT 323  Media Management  MKT 324  Public Relations and Publicity  MKT 312  Selling and Sales Management  MKT 490  Internship in Marketing

Marketing Majors with International Track
The four core Marketing courses listed above, plus three courses from the International Marketing Track List:

MKT 315  Multicultural Marketing  MKT 331  International Marketing  ECN 321  International Economics  IBU 383  International Business Law  IBU 420  International Management  MKT 450  Study Tour

Requirements for the Marketing Major
For students who entered SJU in the fall of 2010 or later, or transfer students who entered SJU in the fall of 2010 with 14 or fewer credits:

GEP Signature Courses (See Curricula): six courses

GEP Variable Courses (See Curricula): six to nine courses, including

Integrated Learning Component (ILC): any three courses including:

Economics:

ECN 102  Macroeconomics

Psychology:

PSY 100  Introductory Psychology  PSY 200  Personality  PSY 212  Multicultural Psychology  PSY 230  Social Psychology  PSY 235  Psychology of Gender

Sociology:

SOC 101  Intro to Sociology  SOC 102  Social Problems  SOC 363  Criminology  SOC 208  Sociology of Gender  SOC 211  Classical Sociological Theory  SOC 312  Social Research Methods I
SOC 214  Sociology of Youth  SOC 335  Classes and Power in US  SOC 262  White Collar Crime

Free electives: six courses

Business Foundation: ten courses including

ACC 101  Concepts of Financial Accounting  ACC 102  Managerial Accounting  DSS 100  Excel Competency (non-credit)  DSS 200  Introduction to Information Systems  DSS 210  Business Statistics  DSS 220  Quantitative Methods for Business  FIN 200  Introduction to Finance  MGT 100 or 120  Essentials of Organizational Behavior or Essentials of Management  MGT 350  Legal Environment of Business I

MKT 301  Principles of Marketing  BUS 495  Business Policy

Core Marketing Courses:
Required of all marketing majors, to be taken in the following sequence

MKT 202  Marketing Research  MKT 302  Consumer Behavior  MKT 301  Marketing Communications  MKT 401  Marketing Strategy

Marketing majors must also take two MKT electives from the 300-400 level courses. It is strongly suggested that one of these courses is a Marketing Internship (MKT 490). Students who wish to enhance their Marketing training in a specific area such as Advertising and Promotions, Sports Marketing, Entertainment Marketing or International Marketing may use their General Electives to take additional courses in these disciplines.

Requirements for the Marketing Minor
The Marketing minor allows HSB students in other majors and A&S students to expand their Marketing skills, whatever their chosen discipline. The six courses listed below are required for the minor in Marketing. Note that students should follow the suggested course sequence as well as adhere to individual course prerequisites as outlined in the course descriptions.

MKT 201  Principles of Marketing  MKT 202  Marketing Research  MKT 301  Marketing Communications  MKT 302  Consumer Behavior  MKT 401  Marketing Strategy  MKT 300-400  Elective

Marketing Courses

MKT 150 People, Planet & Profit (3 credits)
The purpose of this freshman seminar is to help students understand the responsibility they have in helping to live a more sustainable lifestyle, persuading others to live a sustainable lifestyle, and acting as key influencers in persuading businesses and other organizations in becoming more sustainable. As the title of the class indicates, students will be able to see how individuals, the environment, and organizations can exist in harmony with one another.

MKT 201 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 102.
MKT 202 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 201 and DSS 210. HSB students must take DSS 210. CABS students
may take the equivalent of DSS 210.

MKT 301 Marketing Communications (3 credits)
An inclusive review of the various 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 201.

MKT 302 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 201.

MKT 303 Selling and Sales Management (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 territories, calls plans, quotas, sales training and
motivation. The role of technology in managing the sales force is also covered.
Prerequisites: MKT 201.

MKT 304 Ethics in Marketing (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 such as personal privacy, sales responsibility,
intellectual property, pricing tactics, image and issue presentation, and marketing
channels. Students will develop multiple methods for evaluating ethical issues in
terms of actions and consequences from the perspective of shareholders, employees,
consumers, society-at-large and the environment.
Prerequisite: MKT 201.

MKT 305 Marketing in a Digital World (3 credits)
Technology has changed the way we learn, communicate, forge relationships and
shop. In this class, you will learn how to build a great brand using digital tools such as
social networking, blogging virtual worlds, podcasting and mobile applications.
Prerequisite: MKT 201, MKT 301 and MKT 302.

MKT 306 Marketing in a Multicultural World (3 credits)
Discussion of the challenges and opportunities for marketers wishing to target
various ethnic groups in the United States. Topics include targeting, segmentation
and positioning strategies to best meet the needs of these different and changing
demographic groups.
Prerequisites: MKT 201 and MKT 301.

MKT 307 Advertising (3 credits)
An in-depth review of the changing role of Advertising in the communications mix. The
course will examine the elements of successful Advertising from strategy and
development to execution and evaluation. Current topics such as the impact of
technology and social responsibility are also covered.
Prerequisites: MKT 201 and MKT 301.

MKT 308 Media Management (3 credits)
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.
Prerequisites: MKT 201 and MKT 301.

MKT 309 Public Relations and Publicity (3 credits)
The concepts, history, theory, social responsibility and management of Public
Relations and its role in the communications mix. This course will survey problems
and practices in corporations, government agencies, associations and not-for-profit
organizations.
Prerequisites: MKT 201 and MKT 301.

MKT 310 International Marketing (3 credits)
A multi-faceted study of the concepts, methods and challenges of conducting
business in international markets. The specific economic, political, cultural and
geographical factors affecting multinational marketers are addressed from the
perspective of various stakeholders including customers, exporters and local
businesses.
Prerequisite: MKT 201.

MKT 311 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
or the music industry minor. 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 201.

MKT 312 Event Marketing (3 credits)
A detail 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;
sports media; player and labor relations; free agency and arbitration; league player
drafts; the issues involved with new stadiums and facilities; gender and race in
college athletics; the economic and financial aspects of college athletic departments;
and other important topics.
Prerequisites: ACC 101, ACC 102, and MKT 210.

MKT 313 The Business of Sports (3 credits)
A discussion of the legal issues in the entertainment industry from the perspective of
various stakeholders including artists, writers, agents, producers and distributors.
Using a legal framework, students will examine a variety of entertainment scenarios
including concerts, shows, radio and TV. The course will include guest lectures from
entertainment industry experts.
Prerequisite: MKT 201.

MKT 314 The Business of Sports (3 credits)
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;
sports media; player and labor relations; free agency and arbitration; league player
drafts; the issues involved with new stadiums and facilities; gender and race in
college athletics; the economic and financial aspects of college athletic departments;
and other important topics.
Prerequisites: ACC 101, ACC 102, and MKT 210.

MKT 315 Sports Law (3 credits)
A discussion of the legal issues related to sports, from managing sports-related
businesses to working as a sports agent or a university athletic director. Students
will delve into existing sports business lawsuits 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.
Prerequisite: MKT 201.
**MK 353 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 201.

**MK 354 Baseball: Tradition and Business (3 credits)**
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; the history and evolution of player-management relations; and 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.

**MK 401 Marketing Strategy (3 credits)**
The capstone course in Marketing whereby students apply the Marketing knowledge acquired from previous Marketing courses. Students will conduct in-depth analysis of consumer, industrial and not-for-profit marketing issues. Cases dealing with product innovation and development, marketing demand, pricing, distribution and promotion will also be explored. Can only be taken during the senior year.
Prerequisites: MKT 202, MKT 301 and MKT 302.

**MK 450 Marketing Study Tour (3 credits)**
A specially designed international tour to varying countries which offers students a unique opportunity to study international business 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: MKT 201.

**MK 370 Special Topics in Marketing (3 credits)**
This course will be offered periodically on a topic of interest in the field of Marketing as chosen by the instructor. When this course is offered, a description will be posted online and available to students.
Prerequisite: MKT 201.

**MK 490 Internship in Marketing (3 credits)**
An on-the-job experience whereby students spend a minimum of fifteen hours a week applying Marketing principles for an approved employer. All students must take MKT 201 as a prerequisite to any internship. A minimum GPA of 2.5 is required. Students who have a GPA of 3.0 or higher may take this course after completing two other MKT courses. Students with a GPA of 2.5-3.0 must take three other MKT courses prior to doing an internship. Course requires approval of Marketing Department Internship Coordinator prior to registration.

**MK 491 Marketing Practicum (1 credit)**
This course is meant for students with an internship opportunity, for which the prospective employer requires the university to grant credit, who already completed a three-credit internship. The course is limited to Marketing majors who have completed MKT 201 plus a three-credit internship. This practicum does not satisfy any major or minor Marketing requirement or any free elective credit. Grade will be a Pass/Fail.

**MK 493-494 Independent Study in Marketing 1-6 credits**

**MK 494-494 Honors Research in Marketing 1-6 credits**

**Pharmaceutical Marketing**

**Professors:** Trombetta
**Associate Professor:** Jambulingam
**Associate Professor:** Sillup (Chair)
**Lecturer:** Chish

**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 in the U.S. and global markets.

**Requirements for the Pharmaceutical Marketing Major**
For students entering SJU before the Fall of 2010, or transfer students entering SJU before the Fall of 2010 with 14 or more credits:

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

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

**Natural Science – the following two-courses required**
- BIO 161  The Human Organism
- BIO 164  Introduction to Pharmacology

**Mathematics—one of the following two-course sequences:**
- MAT 105  Finite Mathematics with Applications in Business
- MAT 106  Brief Business Calculus or
- MAT 155-MAT 156  Calculus for Biology and Social Science or
- MAT 161 - MAT 162  Calculus I-II

**Social/Behavioral Science:**
- ECN 101  Introductory Economics (Micro)
- ECN 102  Introductory Economics (Macro)

**GER Electives: any three courses**

**Business Foundation: ten courses, including**
- ACC 101  Concepts of Financial Accounting
- ACC 102  Managerial Accounting
- MGT 360  Legal Environment of Business
- FIN 200  Introduction to Finance
- MGT 110  Organizations in Perspective
- MKT 201  Principles of Marketing
- DSS 200  Introduction to Information Systems
- DSS 220  Quantitative Methods for Business
- BUS 495  Business Policy
- DSS 210  Introduction to Statistics

**Major Concentration:**
- PMK 211  Pharmaceutical Marketing Environment
- PMK 221  Pharmaceutical Marketing Research
- PMK 331  Pharmaceutical Sales Management
- PMK 341  Pharmaceutical Channels and Pricing
- PMK 351  Pharmaceutical Promotion Management
- PMK 461  Pharmaceutical Marketing Strategy and Planning I
- PMK 471  Pharmaceutical Marketing Strategy and Planning II

**Requirements for the Pharmaceutical Marketing Major**
For students who entered SJU in the Fall of 2010 or later, or transfer students entering SJU in the Fall of 2010 with 14 or fewer credits:

**GER Signature Courses (See Curricula): six courses**
GEP Variable Courses (See Curricula): nine courses, including

- ENG ID1³ Craft of Language
- Foreign Language #1
- Foreign Language #2
- Math Beauty
- ECN IDI Introductory Economics (Micro)
- Laboratory Science²
- Theology Religious Difference
- Philosophical Anthropology
- Arts/Literature

³Students may earn credit for English ID1 by earning a grade of 4 or 5 on the AP English exam. If that is the case, the student may take ENG ID2 during the fall semester of freshman year.

²To satisfy this requirement, students must take two, three-credit, non-laboratory courses. The second course replaces an elective.

Integrated Learning Component (ILC): three courses

Free Electives: Five Courses

- Includes PMK 170 Patient Access to Healthcare and PMK 341 Channels and Pricing; see course descriptions below.

HSB (BC) Foundation Courses

- ACC ID1 Concepts of Financial Accounting
- ACC ID2 Managerial Accounting
- DSS IDO Excel Competency (non-credit)³
- DSS III Basic Business Analytics (1 credit)³
- DSS 200 Introduction to Information Systems
- DSS 210 Business Statistics
- DSS 220 Quantitative Methods for Business
- PMK 150 First-year Seminar (see FY1, FY2 & FY3 Course descriptions below)
- MGT 100 or Essentials of Organizational Behavior or
- MGT 120 Essentials of Management
- MGT 380 Legal Environment of Business I
- FIN 200 Principles of Finance
- MKT 201 Principles of Marketing
- BUS 485 Business Policy

³MS Excel competency is to be demonstrated in the fall semester of freshman year. Competency in DSS III, Basic Business Analytics, is to be demonstrated during the spring semester. Competency to the satisfaction of the DSS Chair is required of all HSB majors.

Courses in the Major: six courses

- PMK 341 Supply Chain Management and Pricing
- PMK 221 Pharmaceutical Marketing Research
- PMK 331 Pharmaceutical Sales Management
- PMK 351 Pharmaceutical Promotions management
- PMK 461 Pharmaceutical Marketing Strategy I
- PMK 471 Pharmaceutical Marketing Strategy II

PHARMACEUTICAL MARKETING COURSES

PMK 150 FY1 and FY2 Smart Healthcare Consumer (3 credits)

Becoming a smart healthcare consumer enables understanding of what having healthcare benefits means from the patient’s perspective as well as from the way healthcare delivery works in the U.S. It will also provide insights about healthcare delivery from the perspectives of all stakeholders, who either directly provide care to patients, such as doctors, nurses or hospitals, or indirectly participate in healthcare delivery, such as those who influence, regulate, adjudicate and/or pay for it. Class time will be dedicated to enhancing knowledge using research techniques from the business reference librarian to learn about medical innovation and the influence for-profit medicine has on it as well as time-tested basics of effectively treating patients. Learning will be enhanced by weekly service commitments at local not-for-profit healthcare delivery organizations in one section (FY2). Open to all students.

PMK 150 FY3 Global Healthcare (3 credits)

President Obama and Congress passed a milestone healthcare law that took effect in March 2010 and we will be present at the creation! To understand how this will impact healthcare delivery, we will be analyzing key issues:

* Who “wins” and who “loses”?
* What can stop the ever increasing cost of healthcare?
* Healthcare systems throughout the world: is it better to get sick in France or in the US?
* What are some of the abuses of healthcare in the US, especially, Fraud and Abuse and Antikickback

Students will conduct research in conjunction with the Drexel Library as well as integrate contemporary media, such as related movies, Sicko and The Constant Gardner, Congressional debates and cable news analyses.

PMK 180 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 211 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 221 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 211.

PMK 331 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 211.

PMK 341 Supply Chain Management 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 211, PMK 221.
Risk Management & Insurance

Chair: Danielson Professor: Hogan
Associate Professors: Coyne, Danielson, Heck, McManus, Tezel, Webster
Assistant Professors: Lipton, Miller, Schellhorn, Sharma
Lecturer: Cupp (Executive in Residence in Risk Management and Insurance)

Descriptions of Risk Management & Insurance

Risk Management & Insurance
The Risk Management & Insurance Major is specifically designed to provide Finance students with a basic understanding of the insurance industry and the current academic and practitioner literature on financial risk management. In the Risk Management & Insurance major, students will explore the various functional areas of insurance company management, including investment and financing policies as well as pricing and underwriting activities. Students will also become familiar with the types of risks facing financial institutions, corporations, and individuals and learn how to measure and manage these risks. The Risk Management & Insurance major prepares students for careers in the financial services industry (insurance companies, banks, securities firms, and pension funds).

Requirements for the Risk Management & Insurance Major

GEP Signature courses (See Curricula): six courses
Variable courses (See Curricula): six to nine courses
Integrated Learning Component (ILC): three course from the list of approved FIN ILC classes. Please see website ILC approved classes for details.
Free electives: six courses

Business Foundation: ten courses including
ACC 101 Concepts of Financial Accounting
ACC 102 Managerial Accounting
ACC 200 Introduction to Information Systems
DSS 210 Business Statistics
DSS 220 Quantitative Methods for Business
FIN 200 Introduction to Finance
MG1 110 or 120 Essentials of Organizational Behavior or Essentials of Management
MG1 350 Legal Environment of Business
MK1 201 Principles of Marketing
BUS 495 Business Policy

Risk Management and Insurance (RMI) Required & Elective Courses
DSS 100 Excel competency (0 credits P/F)
FIN 200 Intro to Finance

Risk Management and Insurance Core: three courses
RMI 200 Intro to Insurance
RMI 300 Property and Casualty
RMI 301 Risk Mgmt

Electives: Three courses
One Risk Management and Insurance course and two courses from finance, risk management and insurance, or financial planning

Risk Management and Insurance
RMI 401 Life and Health RM
RMI 470 Topics in RMI
RMI 483-494 Individual Research

Finance
FIN 201 Markets & Inst
FIN 300 Intermediate Finance
FIN 301 Investments
FIN 302 International Finance
FIN 303 Small Bus Finance
FIN 304-305 Honors Research
FIN 400 Mergers & Acquisitions
FIN 401 Stud Managed Funds
FIN 402 Portfolio Mgmt
FIN 403 Speculative Markets
FIN 470 Selected Topics
FIN 483-494 Individual Research
ACC 410 Financial Statement Analysis (See accounting department)

Financial Planning
FPL 200 Personal Financial Planning
FPL 300 Retirement Plan
FPL 301 Estate Planning
FPL 302 Individual Taxation
FPL 470 Topics in Financial Planning
FPL 483-494 Individual Research
ACC 215 Federal Income Taxation

Risk Management and Insurance Minor Requirements: six courses
ACC 101
FIN 200
RMI 200
RMI 300
RMI 301
RMI Elective (This elective must come be a 300 or 400-level RMI course; FIN or FPL courses cannot be used to satisfy the requirements of the FIN minor unless approved by the Finance Department Chair)

The first two courses in the RMI minor are the financial core: Financial Accounting (ACC 101) and Introduction to Finance (FIN 200). These two courses can be double-counted toward a student’s major, and do not have to be replaced in the minor. Students are responsible for completing the prerequisites to these courses outside the minor. The RMI minor requires students to complete four specialization courses in the topical area. These courses cannot be double counted in the student’s major. The one exception to this is that students majoring in Actuarial Science may complete the RMI minor by taking ACC 101, FIN 200, RMI 200, RMI 300, RMI 301, and FIN 300.

RISK MANAGEMENT & INSURANCE COURSES

RMI 200 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.

RMI 300 Property and Casualty Insurance (3 credits)
This course will look at current issues in the Property/Casualty insurance industry.
Prerequisite: RMI 200.

RMI 301 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 200, DSS 210, DSS 311

RMI 401 Life & Health RMI (3 credits)
The course will provide an overview of the life and health products used by risk management and insurance firms.
Prerequisite: RMI 200.

RMI 470 Topics in RMI (3 credits)
Selected Topics is an upper division course designed to give greater coverage to those risk management and insurance topics that are not covered in great detail in other courses. The topics selected are at the discretion of the instructor.
Prerequisite: RMI 200, FIN 200, DSS 210.

RMI 493-494 Individual Research (3 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: RMI 200, FIN 200, DSS 210 at least junior standing and permission of the department chair.

RMI 202 Financial Practicum 1 credit*
This course is meant for students with opportunities working in the RMI 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 financial planning and have completed RMI 200. * 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.
College of Professional and Liberal Studies

Dean: Paul DeVita, Ph.D.
Associate Dean: Judith Gallagher, M.Ed.
Director of Admissions: Elizabeth Woodward, M.S.
Director of Continuing Education & Program Development: Arthur J. Martin, M.B.A.
Director of Criminal Justice Off-Campus Programs: Marie Miraglia, B.S.
Academic Advisor: Debbie Allen, M.S.

The College of Professional and Liberal Studies (CLPS) 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 CLPS, 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 CLPS is responsible for undergraduate evening degree programs, the Bridge program, Summertime Sessions, the January Intersession, off-campus programs, and non-credit certificate programs. The CLPS 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. The CLPS has administrative responsibilities for undergraduate adult learner programs, with curricular and instructional decisions being made in collaboration with the College of Arts and Sciences and the Erivan K. Haub School of Business.

Student Profile

The CLPS serves both traditional and non-traditional-age students who pursue their undergraduate education on a part-time or full-time basis. The CLPS also offers the Bridge Program which serves adult learners (22 years and older) who want to pursue their undergraduate studies during the day on a full- or part-time basis or in combination with evening courses.

Students enter the CLPS with or without having earned previous college credit. Some adult students enter the CLPS 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 CLPS for specific courses which will assist their professional advancement.

CLPS 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 CLPS provides programs and services that are compatible with these learner needs.

International students attend CLPS 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 CPLS students and may choose a major and curriculum outlined in the day or College of Professional and Liberal Studies 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. Further information concerning the Bridge Program, please contact the CPLS Office at (610) 660-1267 or (877) NITE-SJU.

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 CLPS. Students in a baccalaureate degree program are required to take a minimum of fifteen courses in the CLPS, 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 CLPS has developed articulation agreements with many local community colleges to facilitate the transfer process.

Business majors must take at least half of their Business care/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 CLPS, a matriculated student is required to take all subsequent courses at Saint Joseph’s University. Once a student matriculates in CLPS, 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 CLPS before taking a CLEP exam in order to ensure the applicability of CLEP credits to a CLPS program. A listing of tests and passing scores is available in the CLPS office (Room 117 BL). Saint Joseph’s University is a national CLEP testing center. Please contact the CPLS 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 CPLS 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 P.
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 Student Expenses). ELAP applications may be made after a student has been fully accepted and has enrolled in the CPLS. 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 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 CPLS. Department chairs must approve all challenge requests. Comprehensive written challenge tests, prepared and evaluated by CPLS faculty, can be arranged by contacting the Associate Dean (See Student Expenses). Credit will be recorded on the official transcript with the grade of P.

  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.

  Students are encouraged not to use a CLEP test or ELAP for any of the last 10 courses before graduation.

- **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: A Guide to the Evaluation of Educational Experiences in the Armed Forces and The National Guide to Educational Credit for Training Programs. Credits received are subject to the same policies as those of any other transfer credit.

  **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 the CPLS advising office, 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 CPLS, including any GER requirements not yet satisfied.
  4. Take at least 4 upper division courses in their major in the CPLS unless specifically waived by chair (See Residence Requirement in section on Academic Policies and Regulations).

**Academic Advising in the CPLS**

In the CPLS, the role of an advisor is:

- to help you with the transition to the CPLS by monitoring your academic load, course selection and academic performance;
- to support you in initiating long range educational planning; and,
- to direct you to opportunities and resources that will enrich your education.

The following students are required to obtain an advisor’s approval in order to enroll in courses:

- Students accepted to the Opportunity Program
- Students who have not submitted all required official documentation
- Students on academic probation

Professional staff advisors and faculty advisors (used during peak enrollment periods) are available for current, returning, and prospective students through both one-on-one advising sessions or phone advising sessions. For more information regarding student advising in the CPLS, please refer to http://www.sju.edu/academics/pls/advising/index.html or contact Debbie Allan at dallen@sju.edu.

**Registration**

Prior to registration dates, CPLS and Registrar’s offices will announce and make available registration forms and a class schedule that 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 who are unsure of the required background should consult an academic advisor in the CPLS Office, I17 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 two weeks 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 via the web. For further information regarding registration, please contact College of Professional and Liberal Studies, the Registrar’s office or the Student Service Center.

**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 College of Professional and Liberal Studies (CPLS) 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 CPLS, 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
Qualifying 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 over cut 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).

WITHDRAWAL FROM COURSES
Students wishing to withdraw from a course must submit an official notice of withdrawal to the College of Professional and Liberal Studies (CPLS) 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 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
College of Professional and Liberal Studies (CPLS) 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>
<td>1.5</td>
</tr>
<tr>
<td>30</td>
<td>1.6</td>
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<td>75</td>
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<td>90</td>
<td>2.0</td>
</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, CPLS, 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, College of Professional and Liberal Studies (CPLS), 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 CPLS 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 or an Associate’s degree are eligible for this honor.

A student must complete at least 30 credit hours at Saint Joseph’s College of Professional and Liberal Studies (CPLS) 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 CPLS only. To be eligible for honors at graduation, students must complete twenty courses in CPLS.

**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.

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.

**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.

Beginning in the Fall of 2010, the CPLS and Saint Joseph's University will launch a new curriculum program known as the General Education Program (GEP), replacing the previous General Education Requirement (GER). All CPLS students entering the university at that time will be expected to follow a transitional GEP, approved by the University Council in May 2010 for an initial three-year period, for their graduation requirements. Students who entered the university prior to the Fall of 2010 will also be allowed to follow the transitional SEP for their graduation requirements. In the curriculum there are two parts—a General Education component and the Major component.

The General Educational component 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 that 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** component 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.

**The CPLS Transitional General Education Program (GEP)**

All baccalaureate programs require the following courses as part of the Transitional GEP:

**English: (4 courses are required)**
- ENG 100 Communication Skills or ENG 102 Research Based Writing
- ENG 103 Exposition and Argumentation
- ENG 105 Literature and Composition
- Any fourth ENG course at the 200 level.

**History: (2 courses are required)**
- 2 courses from HIS 101, 102, 201, or 205
- Qualified students with the permission of the Department may substitute upper division History courses to meet GEP 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 105, 106 (Business Math I and II)
- **Arts & Science majors:** MAT 101, 102 (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 101-102
- 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 201 and ESL 202, English as a Second Language, in their first two semesters. They must achieve grades of C or better to continue to ENG 100. ESL 201 and ESL 202 will satisfy GEP Foreign Language Requirements if taken before any other College level course in English.

**Philosophy: (2 courses are required)**
- PHL 154 Moral Foundations
- One course from the Philosophical Anthropology category (PHL 101, 201, 250 or any other certified PHL course)

**Social Sciences: (2 courses are required)**
- 2 courses from economics, political science, psychology or sociology (history not included)

Normally, the lower division (100/200 level) 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 101-102 as a general course requirement. The recommended social science courses are listed in curricula that follow.

**Theology: (2 courses are required)**
- 1 course either THE 154 or THE 221
- 1 course from the 200 or 300 level

**Faith and Reason: (1 course is required)**

Students may choose from the following:
- THE: either THE 348 or THE 366
- PHL 328
- Any other Faith & Reason Certified course

**Notes**

1. All degree and certificate students must see a CPLS academic advisor at least once a year, preferably before fall registration.
2. The lower division requirement (numbered in the 100/200s) in a department must be completed before a student elects upper division courses (numbered in the 300/400s)
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 College of Professional and Liberal Studies.

**Baccalaureate Degree**

College of Professional and Liberal Studies 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:*
- English (Literature or Communications)

**Bachelor of Science**

*Majors:*
- Criminal Justice, Education, Health Administration, Legal Studies, Professional and Liberal Studies (Humanities, Professional Studies or Social Science), Organizational Development and Leadership, Psychology

**Bachelor of Science—Business**

*Majors:*
- Accounting, Business Administration

**Associate Degree**

*Majors:*
- Business Administration, Liberal Arts

**Certificate**

*Majors:*
- Post-Baccalaureate Accounting, Gaming and Animation, English (Communications), Health Administration, Organizational Development and Leadership, Pre-Health Science, Purchasing
### B.A. PROGRAMS

#### Requirements for B.A. in English

**General Education Requirement (See Curricula.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100</td>
<td>Communication Skills</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>Exposition and Argumentation</td>
<td>3</td>
</tr>
<tr>
<td>ENG 103</td>
<td>Literature and Composition</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>Natural Science</td>
<td>GER selections</td>
<td>6</td>
</tr>
<tr>
<td>Social Science</td>
<td>GER selections</td>
<td>9</td>
</tr>
<tr>
<td>Theology</td>
<td>GER selections</td>
<td>9</td>
</tr>
</tbody>
</table>

**Literature Concentration (For prerequisites see course descriptions.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 201</td>
<td>Major American Writers or 2000 level American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 221</td>
<td>Background for English Studies or 2000 level British/Irish Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 402 or 403</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>Approved selections</td>
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</table>

**Communications Concentration (For prerequisites see course descriptions.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 206</td>
<td>Rhetoric in Modern Practice</td>
<td>3</td>
</tr>
<tr>
<td>ENG 221</td>
<td>Background for English Studies or 2000 level British/Irish Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 402 or 403</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENG 2</td>
<td>2 upper division courses from ENG</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.S. in Criminal Justice

**General Education Requirement (See Curricula.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100</td>
<td>Communication Skills</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>Exposition and Argumentation</td>
<td>3</td>
</tr>
<tr>
<td>ENG 103</td>
<td>Literature and Composition</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 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 102</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
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<td>3</td>
</tr>
<tr>
<td>Theology</td>
<td>GER selections</td>
<td>3</td>
</tr>
</tbody>
</table>

**Field of Concentration (For prerequisites see course descriptions.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 206</td>
<td>Theories of Crime</td>
<td>3</td>
</tr>
<tr>
<td>SOC 207</td>
<td>Juvenile Justice</td>
<td>3</td>
</tr>
<tr>
<td>SOC 219</td>
<td>Social Deviance</td>
<td>3</td>
</tr>
<tr>
<td>ACC 101</td>
<td>Concepts of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>SOC 253</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 312-313</td>
<td>Social Research Methods I - II</td>
<td>6</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>Six approved courses</td>
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<tr>
<td>Electives</td>
<td>See recommendations</td>
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</tbody>
</table>

**Total credits**

- 120

#### Requirements for B.S. in Education (Elementary)

**General Education Requirement (See Curricula.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100</td>
<td>Communication Skills</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>Exposition and Argumentation</td>
<td>3</td>
</tr>
<tr>
<td>ENG 103</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 201 or 202</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>6</td>
</tr>
<tr>
<td>Social Science</td>
<td>PSY 100</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>3</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</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 150-152</td>
<td>Schools in Society/Lab (Social Science GER)</td>
<td>4</td>
</tr>
<tr>
<td>EDU 151-153</td>
<td>Educational Psychology/Lab (PSY 1005 is a prerequisite. Note: Social Science GER)</td>
<td>4</td>
</tr>
<tr>
<td>SPE 230</td>
<td>Education of the Special Learner</td>
<td>3</td>
</tr>
<tr>
<td>EDU 232</td>
<td>Reading/Literature I</td>
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<tr>
<td>EDU 240-243</td>
<td>Reading/Literature II/Lab</td>
<td>4</td>
</tr>
<tr>
<td>EDU 391</td>
<td>Mathematics in Elementary School</td>
<td>3</td>
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<tr>
<td>EDU 392</td>
<td>Social Studies in Elementary School</td>
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</tr>
<tr>
<td>EDU 393</td>
<td>Science in Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>EDU 470</td>
<td>Creative Expressions</td>
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</tr>
<tr>
<td>EDU 490</td>
<td>Elementary Student Teaching</td>
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<tr>
<td>Electives</td>
<td>General selections</td>
<td>27</td>
</tr>
</tbody>
</table>

**Total credits**

- 123

#### Requirements for B.S. in Education (Special Education)

**General Education Requirement (See Curricula.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100</td>
<td>Communication Skills</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>Exposition and Argumentation</td>
<td>3</td>
</tr>
<tr>
<td>ENG 103</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 201 or 202</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>
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<tr>
<td>Social Science</td>
<td>PSY 100</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>EDN selection</td>
<td>3</td>
</tr>
<tr>
<td>Theology</td>
<td>GER selections</td>
<td>9</td>
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<tr>
<td>Science</td>
<td>Selections from Physics, Chemistry, or Biology</td>
<td>6</td>
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**Field of Concentration (For prerequisites see course descriptions.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
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<tr>
<td>SOC 102</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>GER selection</td>
<td>3</td>
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<tr>
<td>Theology</td>
<td>GER selections</td>
<td>3</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.)

EDU 150+152  Schools in Society/Lab (Note: Social Science GER)  4
EDU 151-153  Educational Psychology/Lab (PSY 1005 is a prerequisite. Note: Social Science GER)  4
EDU 232  Reading/Literature I  3
EDU 240-243  Reading/Literature II/Lab  4
EDU 391  Mathematics in the Elementary Schools  3
EDU 392  Social Science in the Elementary School  3
EDU 393  Science in the Elementary School  3
SPE 230  Education of the Special Learner  3
SPE 330  Inclusive Classroom Management  3
SPE ____  Special Education Lab I  2
SPE 353  Special Education Diagnosis  3
SPE 360  Teaching Students with Moderate to Severe Disabilities  3
SPE ____  Special Education Lab II  2
SPE 351  Teaching Techniques for Special Education  3
EDU ____  Elementary/Special Education Student Teaching  12
Electives  General selections  12
Total credits  127

Requirements for B.S. in Education (Secondary)

General Education Requirement (See Curricula.)

ENG 100  Communication Skills  3
ENG 101  Exposition and Argumentation  3
ENG 113  Literature and Composition  3
English  GER selection (For English Area: ENG 201)  3
Language  GER selections (For language Area: 201-202 required)  6
Philosophy  GER selections  9
Social Science  PSY 100  3
Theology  GER selections  9

Education Concentration (For prerequisites see course descriptions.)

EDU 150+152  Schools in Society/Lab (Social Science GER)  4
EDU 151-153  Educational Psychology/Lab (Social Science GER: PSY 100 is prerequisite)  4
SPE 230  Education of the Special Learner  3
EDU 353  Reading in the Content Areas  3
Education  Instructional Techniques (select one)  3
EDU 410-411  Inst. Techniques for English/Lab  3
EDU 412-413  Inst. Techniques for Social Studies/Lab  3
EDU 414-415  Inst. Techniques for Foreign Languages/Lab  3
EDU 416-417  Inst. Techniques for Mathematics/Lab  3
EDU 418-419  Inst. Techniques for Science/Lab  3
EDU 491  Secondary School Student Teaching  12
Electives  General selections  12
Total credits  122

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.)

ENG 100  Communication Skills  3
ENG 101  Exposition and Argumentation  3
ENG 113  Literature and Composition  3
English  GER selection  3
History  GER selections  6
Language  GER selections  6
Science/Math  Biology/Math Care  3
BIO 101  The Human Organism  3
Philosophy  GER selections  9
ECN 390  Economics of Health Care (Specified for GER Social Science)  3
Social Science  GER selections  6
Theology  GER selections  9

Foundations of Management (For prerequisites see course descriptions.)

MGT 110 or 120  Essentials of Organizational Behavior or Essentials of Management  3
DSS 200  Introduction to Information Systems  3
ODL 300  Organizational Psychology  3
ODL 330  Issues in Organizational Psychology  3

Field of Concentration (For prerequisites see course descriptions.)

HAD 100  Introduction to Health Administration  3
HAD 110  Principles of Public Health and Epidemiology  3
HAD 200  Health Care Law and Ethics  3
HAD 120  Financial Management of Health Care Organizations  3
HAD 210  Strategic Planning and Marketing in Health Care  3
HAD 220  Health Policy  3
HAD 300  Capstone Practicum in Health Administration  3
HAD 310  Capstone Seminar in Health Administration  3
Electives  General selections  21
Total credits  120

Requirements for B.S. in Legal Studies

Field of Concentration (For prerequisites see course descriptions.)

ACC 101  Concepts of Financial Accounting  3
MGT 360  Legal Environment of Business I  3
DSS 200  Introduction to Information Systems  3
LAW 205  The Paralegal, Legal Research and Analysis I  3
LAW 206  The Paralegal, Legal Research and Analysis II  3
LAW ____  Introduction to the Legal System  3
LAW 201  Professional Responsibility and Legal Ethics  3
LAW 307  Law and Litigation  3
LAW 308  Tort Law  3
LAW 309  Corporate and Commercial Law or MGT 362  3
LAW ____  one upper level course  3
Cognate courses  four courses (see list)  12
Electives  General selections  21
Total credits  120

Requirements for B.S. in Professional and Liberal Studies

Field of Concentration (For prerequisites see course descriptions.)

ENG 100  Communication Skills  3
ENG 101  Exposition and Argumentation  3
ENG 113  Literature and Composition  3
English  GER selections  6
History  GER selections  6
Language  GER selections  6
Mathematics  GER selections  6
Philosophy  GER selections  6
ECN 101  Introduction to Economics (Micro)  3
POL 111  Introduction to American Government  3
Theology  GER selections  9

Total credits  120

Requirements for B.S. in Legal Studies

(For Transfer Students ONLY with Paralegal Certificate)

General Education Requirement (See Curricula.)

ENG 100  Communication Skills  3
ENG 101  Exposition and Argumentation  3
ENG 113  Literature and Composition  3
English  GER selection  3
History  GER selections  6
Language  GER selections  6
Mathematics  GER selections  6
Philosophy  GER selections  6
ECN 101  Introduction to Economics (Micro)  3
POL 111  Introduction to American Government  3
Theology  GER selections  9

Total credits  120

Humanities Concentration 10 courses (for prerequisites see course descriptions)

English  GER selections  6
Theology  Upper level  3
Philosophy  Upper level  3
Choose 5 courses from English, Art, Language (LIN,LAN,CLA or foreign language), History, Theology, Philosophy
Approved selection, lower level  3
Approved selection, upper level  12

Professional Studies Concentration 10 courses (for prerequisites see course descriptions)

English  GER selections  6
Philosophy  Knowledge and Reality Area  3
Theology  Upper 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, lower level  6
Approved selection, upper level  12

Social Science Concentration 10 courses (for prerequisites see course descriptions)

English  GER selections  6
Philosophy  Knowledge and Reality Area  3
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirement (See Curricula.)</td>
<td>3</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>ENG 100</td>
</tr>
<tr>
<td>Exposition and Argumentation</td>
<td>ENG 101</td>
</tr>
<tr>
<td>Literature and Composition</td>
<td>ENG 113</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>ENG 206</td>
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<tr>
<td>History</td>
<td>GER selections</td>
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<td>Language</td>
<td>GER selections</td>
</tr>
<tr>
<td>Mathematics</td>
<td>GER selections</td>
</tr>
<tr>
<td>Philosophy</td>
<td>GER selections</td>
</tr>
<tr>
<td>Science</td>
<td>GER selections</td>
</tr>
<tr>
<td>Introductory Psychology</td>
<td>PSY 100</td>
</tr>
<tr>
<td>Intro to Sociology/Social Problems</td>
<td>SDC 101/102</td>
</tr>
<tr>
<td>Theology</td>
<td>GER selections</td>
</tr>
<tr>
<td>Personality</td>
<td>PSY 200</td>
</tr>
<tr>
<td>Research Methods</td>
<td>PSY 210</td>
</tr>
<tr>
<td>Statistics for Social Sciences</td>
<td>PSY 211</td>
</tr>
<tr>
<td>PSY selection</td>
<td>Psychology</td>
</tr>
<tr>
<td>Career and Personal Development</td>
<td>ODL 200</td>
</tr>
<tr>
<td>Group &amp; Team Dynamics</td>
<td>ODL 310</td>
</tr>
<tr>
<td>Leadership &amp; Development</td>
<td>ODL 320</td>
</tr>
<tr>
<td>Organizational Psychology</td>
<td>ODL 330</td>
</tr>
<tr>
<td>Issues in Organizational Psychology</td>
<td>ODL 330</td>
</tr>
<tr>
<td>Coaching and Consulting Psychology</td>
<td>ODL 340</td>
</tr>
<tr>
<td>Capstone Project in Organizational Psychology</td>
<td>ODL 410</td>
</tr>
<tr>
<td>General selections</td>
<td>Electives</td>
</tr>
<tr>
<td>3</td>
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</tr>
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</table>

**Total credits:** 120

## Requirements for B.S. in Organizational Development and Leadership

**General Education Requirement (See Curricula.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 100</td>
<td>Communication Skills</td>
</tr>
<tr>
<td>ENG 101</td>
<td>Exposition and Argumentation</td>
</tr>
<tr>
<td>ENG 113</td>
<td>Literature and Composition</td>
</tr>
<tr>
<td>ENG 206</td>
<td>Public Speaking</td>
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<tr>
<td>PSY 100</td>
<td>Introductory Psychology</td>
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<td>SDC 101/102</td>
<td>Intro to Sociology/Social Problems</td>
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<tr>
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<td>Career and Personal Development</td>
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<tr>
<td>ODL 320</td>
<td>Leadership &amp; Development</td>
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<tr>
<td>ODL 330</td>
<td>Organizational Psychology</td>
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<tr>
<td>ODL 340</td>
<td>Coaching and Consulting Psychology</td>
</tr>
<tr>
<td>ODL 410</td>
<td>Capstone Project in Organizational Psychology</td>
</tr>
<tr>
<td>General selections</td>
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<td>27</td>
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</table>

**Total credits:** 120

### Psychology Core (For prerequisites see course descriptions.)

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PSY 210</td>
<td>Personality</td>
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<tr>
<td>PSY 211</td>
<td>Research Methods</td>
</tr>
<tr>
<td>PSY 211</td>
<td>Statistics for Social Sciences</td>
</tr>
<tr>
<td>PSY 400</td>
<td>History and Systems of Psychology</td>
</tr>
<tr>
<td>ODL 340</td>
<td>Coaching and Consulting Psychology</td>
</tr>
<tr>
<td>PSY selection</td>
<td>Psychology</td>
</tr>
<tr>
<td>ODL 200</td>
<td>Career and Personal Development</td>
</tr>
<tr>
<td>ODL 310</td>
<td>Group &amp; Team Dynamics</td>
</tr>
<tr>
<td>ODL 320</td>
<td>Leadership &amp; Development</td>
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<tr>
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<td>Organizational Psychology</td>
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<td>ODL 410</td>
<td>Capstone Project in Organizational Psychology</td>
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<tr>
<td>GER selection</td>
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<td>45</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.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100</td>
<td>Communication Skills</td>
</tr>
<tr>
<td>ENG 101</td>
<td>Exposition and Argumentation</td>
</tr>
<tr>
<td>ENG 113</td>
<td>Literature and Composition</td>
</tr>
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</tr>
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</tr>
<tr>
<td>ENG 113</td>
<td>Literature and Composition</td>
</tr>
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</table>

## Requirements for B.S. in Accounting

### General Education and Business Foundation Requirement, Business majors

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCOUNTING</td>
<td>Financial Accounting Information Systems I</td>
</tr>
<tr>
<td>ACCOUNTING</td>
<td>Financial Accounting Information Systems II</td>
</tr>
<tr>
<td>ACCOUNTING</td>
<td>Financial Accounting Information Systems III</td>
</tr>
<tr>
<td>ACCOUNTING</td>
<td>Management Accounting Information Systems I</td>
</tr>
<tr>
<td>ACCOUNTING</td>
<td>Management Accounting Information Systems II</td>
</tr>
<tr>
<td>ACCOUNTING</td>
<td>Federal Income Taxation</td>
</tr>
<tr>
<td>ACCOUNTING</td>
<td>Auditing and Assurance Services</td>
</tr>
<tr>
<td>ACCOUNTING</td>
<td>Two from ACC 410, 415, 417, 420, 422, 430, 470,</td>
</tr>
<tr>
<td>6</td>
<td>88</td>
</tr>
</tbody>
</table>

**Total credits:** 88

### Field of Concentration (For prerequisites see course descriptions.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ACCOUNTING</td>
<td>Financial Accounting Information Systems I</td>
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<tr>
<td>ACCOUNTING</td>
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<td>ACCOUNTING</td>
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<td>6</td>
<td>88</td>
</tr>
</tbody>
</table>

**Total credits:** 88

### Requirements for B.S. in Psychology

**General Education Requirement (See Curricula.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100</td>
<td>Communication Skills</td>
</tr>
<tr>
<td>ENG 101</td>
<td>Exposition and Argumentation</td>
</tr>
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<td>ENG 113</td>
<td>Literature and Composition</td>
</tr>
<tr>
<td>ENG 100</td>
<td>Communication Skills</td>
</tr>
<tr>
<td>ENG 101</td>
<td>Exposition and Argumentation</td>
</tr>
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<td>Communication Skills</td>
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<td>Exposition and Argumentation</td>
</tr>
<tr>
<td>ENG 113</td>
<td>Literature and Composition</td>
</tr>
</tbody>
</table>

**Social Science GER selection**

**Theology GER selection**

**Psychology Core (For prerequisites see course descriptions.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 210</td>
<td>Research Methods</td>
</tr>
<tr>
<td>PSY 211</td>
<td>Statistics for Social Sciences</td>
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<td>PSY 400</td>
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<td>ODL 410</td>
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</tr>
<tr>
<td>General selections</td>
<td>Electives</td>
</tr>
<tr>
<td>3</td>
<td>32</td>
</tr>
</tbody>
</table>

**Total credits:** 120
### Electives

- **General selection**

**Total credits**: 6

### Requirements for B.S. in Business Administration

#### General Education and Business Foundation Requirement, Business majors

- See Business Majors GER AND Business Foundation

- **Field of Concentration (For prerequisites see course descriptions.)**

  - Business: Two Upper Division courses from each of three areas (Choose from ACC, MGT, MKT, FIN)

  - Electives: General selections

  **Total credits**: 121

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### Associate Degree Programs

#### Requirements for Associate Degree in Business Administration

- **ENG 100**: Communication Skills
- **ENG 101**: Exposition and Argumentation
- **History**: GER selection
- **Theology**: GER selection
- **PHL 101**: The Human Person
- **MAT 105**: Finite Math with Applications in Business
- **MAT 106**: Brief Business Calculus
- **ECN 101-102**: Introduction to Economics
- **ACC 101-102**: Financial and Managerial Accounting
- **MGT 100**: Legal Environment of Business I
- **DSS 200**: Introduction to Information Systems
- **DSS 210**: Business Statistics
- **FIN 200**: Introduction to Finance
- **MGT 110 or 120**: Essentials of Organizational Behavior or Essentials of Management
- **MKT 201**: Principles of Marketing
- **Business**: Three upper division approved selections from two different areas

(If a Bachelor’s degree is the eventual goal, selection should be guided by the requirements of the intended major.)

**Total credits**: 60

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### Requirements for Post-Baccalaureate Certificate in Accounting

- **ACC 101**: Concepts of Financial Accounting
- **ACC 102**: Managerial Accounting
- **ACC 205**: Financial Accounting Information Systems I
- **ACC 206**: Financial Accounting Information Systems II
- **ACC 307**: Financial Accounting Information Systems III
- **ACC 212**: Management Accounting Information Systems I
- **ACC 315**: Federal Income Taxation
- **ACC 317**: Auditing and Assurance Services

**Total credits**: 24

---

### Requirements for Certificate in Communications

Choose six from the following courses:

- **COM 206**: Rhetoric in Modern Practice
- **COM 263**: Organizational Writing
- **COM 264**: Techniques of Business Presentation
- **COM 266**: The Art of Editing
- **COM 265**: Public Relations
- **COM 267**: Case Studies in Public Relations and Advertising
- **COM 401**: Writing and the World Wide Web
- **COM 402**: Special Topics in Organizational Writing

**Total credits**: 18

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### Requirements for Certificate in Health Administration

- **HAD 100**: Introduction to Health Administration
- **HAD 101**: Principles of Public Health and Epidemiology, with lab
- **HAD 102**: Health Care Law and Ethics
- **HAD 200**: Financial Management of Health Care Organizations
- **HAD 210**: Strategic Planning and Marketing in Health Care Orgs.
- **HAD 220**: Health Policy

**Total credits**: 18

---

### Requirements for Certificate in Organizational Development and Leadership

- **PSY 100**: Introduction to Psychology
- **PSY 200**: Personality
- **ODL 200**: Personal and Career Development
- **ODL 340**: Coaching and Consulting
- **ODL 310**: Group and Team Dynamics
- **ODL 320**: Leadership Psychology and Development
- **ODL 300**: Organizational Development and Leadership
- **ODL 330**: Issues in Organizational Psychology and Leadership

**Total credits**: 24

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### Requirements for Post-Baccalaureate Certificate in Pre-Health Science (Bridge Program)

- **BIO 101**: Cell Biology, with lab
- **BIO 102**: Genetics, with lab
- **CHM 120, 125**: General Chemistry I and II, with lab
- **CHM 210, 215**: Organic Chemistry I and II, with lab

**Total credits**: 18
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.

College of Professional and Liberal Studies will offer courses in an appropriate sequence. Students are responsible for informing themselves on prerequisites before registering for courses.

The College of Professional and Liberal Studies 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 College of Professional and Liberal Studies web site at www.sju.edu/uc for up-to-date information regarding course offerings.

Accounting Courses

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, 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 101 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 102 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 101. Required of all majors in the Haub School of Business.

ACC 205 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 spreadsheet applications. Prerequisites: ACC 101 and ACC 102 each with a minimum grade of C.

ACC 206 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. Spreadsheet software applications are used as tools for the analysis of assigned problems and projects. Prerequisite: ACC 205.

ACC 212 Management Accounting Information Systems I (3 credits)

Topics in this course include the design of cost systems, use of cost system outputs to facilitate short- and long-term operating decisions, and application of management accounting information in strategic planning and control. Spreadsheet software is used in modeling and for problem/project analysis. Prerequisite: ACC 102.

ACC 307 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 government fund accounting. There is significant use of enterprise resource planning systems and software application tools in the course. Prerequisite: ACC 206.

ACC 312 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 learn 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 102 or with permission of the instructor. Required of all accounting majors.

ACC 315 Federal Income Taxation (3 credits)

Focused on individual taxpayers, this course is a comprehensive introduction to the principles and procedures of income taxation at the federal level. Topics covered include filing status, exemptions, inclusions, exclusions, deductions, property transactions, capital gains and losses, nontaxable exchanges, and credits. Prerequisite: ACC 101.

ACC 317 Auditing and Assurance Services (3 credit)

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, evaluation of internal controls, and audit risk. Prerequisite: ACC 206.

ACC 410 Financial Statement Analysis (3 credits)

This course provides a user-oriented approach to understanding the information content of financial statements. Applications include ratio, cross-sectional, and time-series analysis of the data produced by the accounting information system. Using financial databases, and case studies, students investigate various aspects of
measuring the success of the business organization’s activities that are of value to lenders, owners, and other stakeholders.
Prerequisite: ACC 206.

ACC 415 Special Topics in Federal Taxation (3 credits)
A comprehensive study of the federal income tax treatment of corporations, partners and partnerships, fiduciary entities. Taxation of gratuitous transfers also is covered. This examination of tax laws and procedures takes the form of studying illustrative examples and completion of problem-solving exercises.
Prerequisite: ACC 316 or permission of instructor.

ACC 417 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 317

ACC 420 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 305.

ACC 422 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 317 or permission of Department Chair.

ACC 430 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. The worldwide movement to converge or replace various national accounting rules with International Financial Reporting Standards is described. Specific issues addressed include financial disclosure, consolidation, currency translation, transfer pricing, and cross-border taxation.
Prerequisite: ACC 312.

ACC 470 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 493 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 Courses
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 101 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 102 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 101.

BIO 160 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 161 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 162 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 166 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 101-102.

BIO 167 Developmental Biology (3 credits)
A study of the molecular and cellular aspects of development. One three hour lecture per week.
Prerequisite: BIO 101-102.

BIO 413 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 50-minute lecture periods; one four-hour laboratory period.

BIO 414 Plant Systematics (3 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 50-minute lecture periods; one four-hour laboratory period.
BIO 415 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 101-102.

BIO 418 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 101-102.

Business (Interdisciplinary) Courses

Business Minor for Non-Business Majors
A minor in business requires six courses (18 credits):

ACC 101 Financial Accounting
DSS 210 Business Statistics (Students who have completed a course in statistics may substitute any other business course for DSS 210)
FIN 200 Introduction to Finance (Prerequisites for non-business majors: ACC 101, DSS 210)
MGT 110 or 120 Essentials of Organizational Behavior or Essentials of Management
DSS 200 Introduction to Information Systems
MKT 210 Principles of Marketing

BUS 495 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 101, ACC 102, FIN 200, MGT 110 or 120, ECN 101, ECN 102.

Chemistry Courses
Roger K. Murray, Ph.D., Chair

LOWER DIVISION

CHM 100 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 120-125 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 1085-1085 must be completed or taken concurrently if mathematical background is deficient.

CHM 120L-125L 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.

UPPER DIVISION

CHM 210-215 Organic Chemistry (6 credits)
Aliphatic compounds including hydrocarbons, their halogen derivatives, alcohols, ethers, aldehydes, ketones, acids, substituted acids, acid derivatives, polybasic acids, amines, carboxylic acids, 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 120-125.

CHM 210L-215L Organic Chemistry Laboratory (2 credits)
Laboratory applications of those topics covered in CHM 210-215.

CHM 430 Mechanisms in Organic Chemistry (3 credits)
Application of the electron pushing formalism for manipulating Lewis structure representations of organic structures. Emphasis is placed on mechanistic rationalization of complex organic transformations. Classes of mechanisms include elimination, substitution, rearrangement, oxidation-reduction, enolate alkylation, and others. CHM 215 is a prerequisite to CHM 430.

CHM 310-315 Physical Chemistry (6 credits)
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 Schrodinger equation, meaning of the wave function, and solution of the wave equation for simple systems.
Prerequisites: PHY 101-102 and MAT 156, or with permission of instructor.

CHM 310L-315L Physical Chemistry Laboratory (2 credits)
Laboratory applications of those topics covered in CHM 310-315.

CHM 350 Inorganic Chemistry (3 credits)
Reactions of elements and their compounds in relation to their structure. A lecture course. Pre- or co-requisite: CHM 315 or permission of instructor.

CHM 340 Biochemistry (3 credits)
The chemistry of biological macromolecules. Topics will include the structure, function, and energetics of proteins, DNA, lipids, and carbohydrates.
Prerequisites: CHM 210-215.

Classics Courses
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 201 Classical Mythology (3 credits)
The myths of Greece and Rome, their source, nature, and function, and their psychology will be studied.

CLA 203 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 204 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.

CLA 205 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.

Communications Courses
See English Department

Computer Science Courses
Jonathan Hodgson, Ph.D., Chair

B.S. in Computer Information Science Courses
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 Curriculum for course requirements for this program.

Upper Division Computer Science

CSC 354 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 201.

CSC 362 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 201 or permission of instructor.

CSC 380 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 201, MAT 155.

CSC 405 Project in Computer Science (3 credits)
An independent project under the supervision of a member of the faculty. Permission of the instructor required.

Decision & System Sciences Courses
Richard T. Herschel, Ph.D., Chair

DSS 200 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.
Prerequisites: DSS 200.

DSS 210 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 200.

DSS 220 Quantitative Methods for Business (3 credits)
Every organization must manage a variety of processes. In this course the student will develop 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 200.

DSS 230 Systems Analysis and Design (3 credits)
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 200.

DSS 330 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 ODBC. Students will be required to design and develop a database application using a modern fourth generation language system.

Prerequisite: DSS 200. BI Certificate requirement.

DSS 410 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 420 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 as to provide insight into how to apply these tools. Statistical and data mining software will be used.

Prerequisite: DSS 200 and DSS 220. BI Certificate requirement.

Economics Courses
Millicent Bookman, Ph.D., Chair

LOWER DIVISION

ECN 101 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 102 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.

ECN 330 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 101.

ECN 380 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 profit and not-for-profit enterprises. It also utilizes useful techniques from other disciplines such as Finance and Statistics.

ECN 390 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.

ECN 465 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 100.

Education

Education Unit
Associate Dean of Education, Jeanne F. Brady, Ph.D.

Education Mission
Saint Joseph's University Education Unit comprised of the Departments of Teacher Education, Special Education, and Educational Leadership, is dedicated to preparing exemplary teachers, educational leaders, and educational researchers. The department, in cooperation with colleagues in other departments, local school districts and educational leaders, seeks to promote a vibrant intellectual community, recognized for preparing reflective teacher educators and leaders committed to social justice and democratic principles; acknowledged for quality undergraduate and graduate teaching, research, and scholarly contributions that enhance educational theory and practice in teacher education, educational leadership, special education, and related disciplines; known for leadership and other educational opportunities; and established as contributing outstanding professional service and outreach.

Department of Teacher Education
Professors: Applegate, Bernt, Lazar (Chair), McDuffie
Associate Professors: Kang
Assistant Professors: Depper, Johnson, Nilsson, Vacca
Visiting Faculty: Biggs, Templeton

Department of Special Education
Professors: Spinelli (Chair)
Assistant Professors: Mercantini, Sabbatino
Visiting Faculty: Borneman, Cooperman, Murphy

Department of Education Leadership
Professors: Brady
Associate Professors: Horn (Chair), Palestini, Rodriguez
Assistant Professors: Furin, Sosa, Tilm, Wang
Instructors: Gary
Visiting Faculty: Berenato, Crossfield, Schwarz

Office of Certification, Accreditation and Partnerships
Director: Cifelli
Assistant Director, Student Teaching and Field Experiences: Longmuir
Program Overview

The undergraduate Education programs are built upon a strong liberal arts curriculum provided through the General Education Program (GEP) at Saint Joseph’s University. This enables students to integrate their understanding of interdisciplinary content with an understanding of child and adolescent learning.

Students balance theory and practice in teaching related courses. Most education courses provide students with the opportunity to investigate theory and research while participating in field experiences in local schools.

Education majors can choose from among the following Level I certification programs: Early Childhood/Elementary PreK-4, Elementary/Middle 4-8, Dual PreK-4 and Special Education K-8, Art Education K-12. For those interested in teaching at the secondary level, our students minor in secondary education and major in one of the following areas: Biology, Physics, Chemistry, English, History, or Mathematics. Students may also elect to major in a foreign language (French, German, Latin, Spanish, or Italian) and minor in education to earn a K-12 teaching certificate.

Each of the courses in the different programs explores historical and current theories as well as complex 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, the challenge for English language learners, 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.

Students who will be graduated on or before May 15, 2013 should consult their academic advisors and/or previous editions of the undergraduate program catalog to determine their specific degree and teacher certification requirements.

PROGRAM OF STUDIES (EFFECTIVE AUGUST 15, 2010)

GEP (See Curricula): B signature courses, including:
First Year Seminar: EDU 150 Schools in Society; EDU 152 Field Experience

GEP (See Curricula): Variable and Integrative Learning Courses, including:
Mathematics: MAT 111 Mathematics of Patterns, MAT 130 Whole Truth about Whole Numbers
English: ENG 101 Craft of Language
Social/Behavioral Science: EDU 151 Development, Cognition and Learning; EDU 153 Field Experience
Science: ENV 106 Exploring the Earth (4 credits)
History: HIS 210 U.S./PA History
Foreign Language: one to three courses as required to fulfill the GEP foreign language requirement
Fine Arts of Literature: one course
Philosophy: one course
Theology: one course

There are FOUR undergraduate Education Majors (beginning Fall 2010)

Pre K-4: Early Childhood/Elementary
4-8: Elementary/Middle Years

*Dual: Early Childhood/Elementary PreK-4 and Special Education K-8
**Art Education K-12

*Students may apply to become a dual major in March of their sophomore year

**Interdisciplinary major offered by the departments of Teacher Education & Fine and Performing Arts

Note: Secondary Education (grades 7-12) students minor in education. See section below for information on the secondary education minor program.

PROGRAMS OF STUDY

PreK-4 Major: Early Childhood/Elementary PreK-4
EDU 150 Schools in Society/EDU 152 Field Experience (GEP Fr Year Seminar)
EDU 151 Development, Cognition and Learning/EDU 153 Field Ex (GEP)
SPE 150 Introduction to Special Education/ SPE 151 Field Experience
EDU 231 Assessment and Evaluation in Education/EDU 233 Field Experience
EDU 230 Early Literacy and Numeracy
EDU 155 Foundations of Early Childhood/EDU 156 Field Experience
PSY 121 Child Development
EDU 232 Reading/Literature I/EDU 234 Field Experience
EDU 354 Literacy, Language and Culture
EDU 241 Social and Motor Development
EDU 240 Reading/Literature II/EDU 243 Field Experience
EDU 351 Social Studies Methods PreK-4/EDU 355 Field Experience
EDU 242 Curriculum and Instruction in Early Childhood/EDU 245 Field Exp.
EDU 360 Science Methods PreK-4/EDU 364 Field Experience
EDU 361 Math and Technology PreK-4/EDU 365 Field Experience
SPE 330 Teaching in an Inclusive Environments/SPE 331 Field Experience
SPE 480 Family, School, & Community in a Diverse Society
EDU 470 Creative Expressions
EDU 495 Student Teaching PreK-4

Dual Major: Early Childhood/Elementary PreK-4 and Special Education K-8
EDU 150 Schools in Society/EDU 152 Field Exp (GEP First Year Seminar)
EDU 151 Development, Cognition and Learning/EDU 153 Field Exp (GEP)
SPE 150 Introduction to Special Education/ SPE 151 Field Experience
EDU 231 Assessment and Evaluation in Education/EDU 233 Field Experience
EDU 230 Early Literacy and Numeracy
EDU 155 Foundations of Early Childhood/EDU 156 Field Experience
PSY 121 Child Development
EDU 232 Reading/Literature I/EDU 234 Field Experience
EDU 354 Literacy, Language and Culture
EDU 241 Social and Motor Development
EDU 240 Reading/Literature II/EDU 243 Field Experience
EDU 351 Social Studies Methods PreK-4/EDU 355 Field Experience
EDU 242 Curriculum and Instruction in Early Childhood/EDU 245 Field Exp.
EDU 360 Science Methods PreK-4/EDU 364 Field Experience
EDU 361 Math and Technology PreK-4/EDU 365 Field Experience
SPE 330 Teaching in an Inclusive Environments/SPE 331 Field Experience
SPE 480 Family, School, & Community in a Diverse Society
EDU 470 Creative Expressions
SPE 300 Diagnostic Assessment and Progress Monitoring
SPE 310 Educating Students with High Incidence Disabilities
SPE 320 Literacy Instruction for Students with Exceptionalities/SPE 321 F. E.
SPE 340 Educating Students w/ Low Incidence Disabilities/SPE 341 Field Ex
SPE 350 Technology and Instructional Design
SPE 470 Educ Stud w/ Emotional, Social & Behavioral Disabilities/SPE 471 F.E.
EDU 490 Student Teaching Dual Major
4-B Major: Elementary/Middle Years
EDU 150 Schools in Society/EDU 152 Field Experience (GEP Fr Year Seminar)
EDU 151 Development, Cognition and Learning/EDU 153 Field Exp (GEP)
SPE 150 Introduction to Special Education/ SPE 151 Field Experience
EDU 231 Assessment and Evaluation in Education/EDU 233 Field Experience
EDU 354 Literacy, Language and Culture
SPE 330 Teaching in an Inclusive Environments/SPE 331 Field Experience
SPE 480 Family, School, & Community in a Diverse Society
EDU 157 Adolescent Development/EDU 158 Field Experience
EDU 240 Reading/Literature I/EDU 243 Field Experience
EDU 352 Literacy/Social Studies Methods/EDU 356 Field Experience
EDU 353 Reading in the Content Areas
EDU 362 Science/Math Methods/EDU 366 Field Experience
EDU 471 Writing in the Classroom
EDU 496 Student Teaching 4-B (14 weeks, 12 credits)

4-B Major Additional Content Requirements
Students who complete the 4-B program can be certified to teach all subjects in grades 5-8. They must choose one or two disciplines and take additional introductory and advanced courses in order to be certified to teach the selected subject(s) in grades 7-8. The following options are available:

Option 1: One concentration and three generalist academic content areas
This option for teacher candidates is to complete a minimum of 30 credit hours in one of the four content areas of mathematics, science, English/language arts and reading or social studies as well as 12 credits in each of the two remaining content areas.

Option 1A English/Language Arts/Reading
Option 1B Mathematics
Option 1C Science
Option 1D Social Studies

Option 2: Concentration in two content areas
The second option permitted under the Elementary/Middle Level program design requires a concentration in two content areas. Teacher candidates are to complete a minimum of 21 credits in each content area concentration, as well as 12 credits in each of the two remaining content areas.

Option 2A English/Language Arts/Reading and Science
Option 2B English/Language Arts/Reading and Mathematics
Option 2C Science and Mathematics
Option 2D Social Studies and Mathematics
Option 2E Social Studies and Science

The specific number of content courses will vary among the disciplines depending on which option the student chooses. Students may select from a wide variety of offerings in each discipline. All GEP content courses and Education literacy courses are applied to the content course requirements.

K-12 Art Education certification concentration
EDU 150 Schools in Society/EDU 152 Field Experience (GEP Fr Year Seminar)
EDU 151 Development, Cognition and Learning/EDU 153 Field Exp (GEP)
SPE 150 Introduction to Special Education/ SPE 151 Field Experience
EDU 354 Literacy, Language and Culture
SPE 330 Teaching in an Inclusive Environments/SPE 331 Field Experience
SPE 480 Family, School, & Community in a Diverse Society
EDU 232 Reading/Literature I/EDU 234 Field Experience
EDU 353 Reading in Content Area
EDU 422 Teach Tech and History of Art Ed/EDU 423 Field Experience
EDU 485 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 121 Introduction to Studio Art, or the equivalent
ART 144 Introduction to Ceramics, or the equivalent
ART 157 Music History, or the equivalent
ART 172 Traditional Photography I, or the equivalent
ART 101 Introduction to Art History and Appreciation I, or the equivalent
ART 102 Introduction to Art History and Appreciation II, or the equivalent
ART 221 Art Education in the Schools
ART xxx Intermediate Studio Art, or the equivalent
ART 485 Senior Project I
ART 486 Senior Project II
* “equivalents” to be determined with signed recommendation of the academic advisor

SECONDARY MINOR CONCENTRATION
Pennsylvania’s Secondary (referred to as “secondary” or “7-12”) preparation program guidelines require a Professional Core of courses, early and varied field experiences (150 hours), and student teaching. In addition to the subject-specific content requirements for secondary programs that are met by the student’s major, candidates for the 7-12 teaching certificate in Pennsylvania must complete a prescribed sequence of coursework which includes the specific requirements for Accommodations and Adaptations for Diverse Learners Inclusive Settings and Meeting the Needs of English Language Learners under 849.13(4)(i)).

Below is the recommended program for students who will be eligible for a PA Level I teaching certificate AFTER August 31, 2013 pending approval from the Pennsylvania Department of Education.
EDU 150 Schools in Society/EDU 152 Field Experience (GEP Fr Year Seminar)
SPE 150 Introduction to Special Education/ SPE 151 Field Experience
EDU 157 Adolescent Development/EDU 158 Field Experience
EDU 231 Assessment and Evaluation in Education/EDU 233 Field Experience
SPE 330 Teaching in an Inclusive Environments/SPE 331 Field Experience
EDU 354 Literacy, Language and Culture
EDU 353 Reading in Content Area
EDU 362 Science/Math Methods/EDU 366 Field Experience

Select one of the appropriate techniques course for area:
*EDU 610/611 Instructional Tech for English/Field Experience
EDU 612/613 Instructional Tech for Social Studies/Field Experience
*EDU 614/615 Instructional Tech for Foreign Language/Field Experience
EDU 616/617 Instructional Tech for Mathematics/Field Experience
EDU 618/619 Instructional Tech for Science/Field Experience
EDU 487 Student Teaching (12 credits)
*English and foreign language majors are required to take one linguistics course: LIN 101, LIN 317, or EDU 420

CERTIFICATION
All inquiries regarding certification should be directed to the Office of Certification, Accreditation and Partnerships. Director: Joseph K. Cifelli, Ed.D., 610-660-3482, jkcifelli@sju.edu

Available certifications
Teacher Education Level I PA Certification
1405 Art Education K-12
8825 Citizenship Education 7-12
2810 Elementary Education K-6*
3230 English 7-12
STEP 1: All education majors and minors must apply to the SJU Teacher Certification Program.

The first step is taken after completing fifteen courses and the required field experiences. Students may then make formal application to the SJU Teacher Certification Program. This usually occurs at the end of the fall semester of the sophomore year. To be accepted at this time, students must have an overall GPA of 3.0 or above. Students, who do not have this GPA at the time of application, may continue in the program with the expectation that they will achieve the required 3.0 GPA at some point prior to student teaching. An application and guidelines are available at the Office of Certification, Accreditation and Partnerships (OCAP) home page at http://www.sju.edu/academics/cas/ocap/index.html. Consult with your academic advisor to complete the application.

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. See below for more information regarding the Praxis examinations.

STEP 2: The second step involves application to the student teaching program. In order to student teach in the senior year, students must apply to the Office of Student Teaching during the preceding student teaching placement according to the established deadlines. (See Office of Certification, Accreditation and Partnerships (OCAP) home page at http://www.sju.edu/academics/cas/ocap/index.html for application and guidelines.) Students are encouraged to complete the remaining Praxis tests required for their area of certification prior to student teaching.

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.

STEP 3: Apply to the Pennsylvania Department of Education. Consult the Office of Certification, Accreditation and Partnerships (OCAP) home page for the latest information regarding state certification applications. OCAP will also assist students who desire to apply for teacher certification outside of Pennsylvania. You may also contact the Certification Director, Dr. Joseph Cifelli at 610-660-3482 or jcfelli@sju.edu for assistance.

PRAXIS EXAMINATIONS

All education majors and minors must take and pass the PPST reading, writing, and mathematics sections of Praxis I prior to admission into the SJU Teacher Certification Program. Students should be alert to the required Praxis II exams for their selected certification area(s). See http://www.sju.edu/academics/cas/ocap/testreq.html for information on the Praxis testing requirements.

THE FIVE-YEAR COMBINED B.S./M.S. IN EDUCATION

Certifications in Dual Major and Reading Specialist K-12; PreK-4 or 4-8 and Special Education K-8; or PreK-4 or 4-8 and Reading Specialist K-12

Saint Joseph’s University’s combined B.S./M.S. program in Education offers students an opportunity to complete two degree programs while gaining two or three certifications in their five years of study: PreK-4 or 4-8, Special Education K-8, and Reading Specialist K-12. For those seeking the Reading Specialist certificate, students will teach in the University’s Reading Clinic during the summer of their fifth year. To be eligible for the five-year program, students must have a 3.0 GPA. For more information on the five-year programs, contact the Department of Teacher Education or the Department of Special 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 successful completion of all University degree requirements, students apply for PA Level I or Level II teaching certification to the Office of Certification, Accreditation and Partnerships. Upon approval and endorsement by the SJU Certification Officer, the Pennsylvania Department of Education approves and issues the appropriate Level I teaching certification. (For certification application and guidelines see Office of Certification, Accreditation and Partnerships 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 Teacher Education.

EDUCATION COURSE DESCRIPTIONS

Department of Teacher Education

EDU 150 Schools in Society (formerly EDU 1011) (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 Field Experience EDU 152, is required with this course. Satisfies Freshman Seminar GEP requirement.
EDU 151 Development, Cognition and Learning (f. EDU 2031) (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 Field Experience EDU 153 is required with this course. Satisfies a Social/Behavioral Science GEP requirement.

EDU 152 Field Exp.: Schools in Society (f. EDU 1012) (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 153 Field Exp.: Development, Cognition and Learning (f. EDU 2031) (1 credit)
This field experience is to be taken in conjunction with EDU 151. 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 Development, Learning and Cognition, to assist the teacher, and to do some teaching.

EDU 155 Foundations of Early Childhood Education (f. ECE 2611) (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. Prerequisites: EDU 150, EDU 151.

EDU 156 Field Exp.: for EDU 155 Foundations of Early Childhood Education (1 credit)

EDU 157 Adolescent Development (3 credits)
The course addresses the dynamic complexities of adolescent development, through discussion of classic and emerging theories. The text readings and class assignments make use of research-based, real-world, and cross-cultural examples. The primary aim of the course is to foster the students' ability to recognize and apply the connections among developmental domains and of theory and research with application as applied to the ever changing field of human development. The course takes a longer age range approach to adolescence by expanding coverage into the early twenties and giving attention to changes and continuities in development that take place during this period of "emerging adulthood."

EDU 158 Field Experience for EDU 157 Adolescent Development (1 credit)

EDU 221 (ART 221) Art Education in the Schools (f. EDU 2141, ART 2301) (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 121 (f. ART 1311) Prerequisites: EDU 155.

EDU 230 Early Literacy and Numeracy (3 credits)
This course explores the emergent and social nature of language, literacy, and numeracy development from birth to pre-school. Topics for consideration will include: concepts of literacy and numeracy, foundations of literacy/numeracy growth and needs, psychological and social factors that shape development. Special attention will be given to preschool classroom design and instructional techniques to develop early language, literacy, and numeracy.

EDU 231 Assessment and Evaluation in Education (3 credits)
Assessment and Evaluation in Education is designed to provide education majors with an in-depth understanding of the different types of assessment strategies, and how to use multiple assessment data for a wide range of educational decisions. Content coverage will include an overview of assessment models using authentic, diagnostic, dynamic, formative, and summative assessment techniques. In addition, course topics will include an examination of technical qualities of assessment tools, different types of educational decisions, current assessment legislation and regulation, and test modifications/accommodation.

EDU 232 Reading/Literature I (f. EDU 2241) (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 151.

EDU 233 Field Experience for EDU 231 Assessment and Evaluation in Education (1 credit)

EDU 234 Field Experience for EDU 232 Reading/Literature I (1 credit)

EDU 240 Reading/Literature II (f. EDU 2251) (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 241 Social and Motor Development (f. ECE 2651) (3 credits)

EDU 242 Curriculum, Instruction and Assessment in Early Childhood (f. ECE 2641) (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: EDU 155.

EDU 243 F.E. Reading Lit II (f. EDU 2251) (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 350 Assessment of Young Children (PreK-4) (f. ECE 266I) (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.

EDU 351 Social Studies Methods PK-4 (f. EDU 2271) (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 151.

EDU 352 Literacy/Social Studies Methods 4-8 (3 credits)
The purpose of this course is to combine literacy and social studies education for elementary and middle educators by examining strategies for planning, implementing and evaluating literacy and social studies classroom instruction. The course is designed to help grades 4-8 educators prepare children to be critical readers/thinkers and young citizens in a global, technological and culturally diverse world.

EDU 353 Reading in the Content Areas (f. EDU 2311) (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 150/152, 157/158.

EDU 354 Literacy, Language and Culture (3 credits)
This course introduces education majors to key theories, issues, and practices related to the promotion of language and literacy development of culturally and linguistically diverse students (Pre-K - 8), with a special focus on English language learners (ELLs). Candidates will learn how to use the PA Language proficiency standards and PA academic standards to plan instruction in a culturally and linguistically diverse setting. Assigned readings, class discussions, videos, library and online research will engage candidates in the course topics.

EDU 355 Field Experience for EDU 351 Social Studies Methods PK-4 (1 credit)
EDU 356 Field Experience for EDU 352 Literacy/Social Studies Methods 4-8 (1 credit)

EDU 357 Education and the Jesuit Mission in Latin America (f. EDU 2711) (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 360 Science Methods PK-4 (f. EDU 2281) (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 151.

EDU 361 Mathematics and Technology PK-4 (f. EDU 2261) (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.
Pre: EDU 151.

EDU 362 Science/Math Methods 4-8 (3 credits)
The purpose of this course is to examine strategies for planning, implementing and evaluating mathematics and science classroom instruction for 4-8 teachers.

EDU 364 Field Experience for EDU 360 Science Methods PK-4 (1 credit)
EDU 365 Field Experience for EDU 361 Mathematics and Technology PK-4 (1 credit)
EDU 366 Field Experience for EDU 362 Science/Math Methods 4-8 (1 credit)

EDU 422 Instructional Techniques and History of Art Education (f. EDU 2381) (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 423 Art Education Pedagogy Lab (EDU 2382) (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 470 Creative Expressions (f. EDU 2281) (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 232, 240, 351, 360, 361.

EDU 471 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.

EDU 490 Dual Major (PK-4 & Special Ed K-8) Student Teaching (f. EDU 2921) (12 credits)
This experience is designed as the capstone professional course for the Dual 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 Office of Student Teaching in the Education Department's website.

EDU 495 PK-4 Student Teaching (f. EDU 2901) (12 credits)
This experience is designed as the capstone professional course for the PreK-4 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
EDU 496 Student Teaching 4-8 (12 credits)
This experience is designed as the capstone professional course for the 4-8 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, 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 Office 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.)

EDU 497 Student Teaching 7-12 (f. EDU 291II) (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.)

EDU 410 Instructional Techniques for English* (f. EDU 232) (3 credits)
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 150/152, 157/158, SPE 150/151. Enrollment in EDU 410 is required with this course.

EDU 411 Secondary Pedagogy Field Exp. for English (f. EDU 232) (1 credit)
This course is taken in conjunction with the pedagogy course in English. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy.

EDU 412 Instructional Techniques for Social Studies* (f. EDU 233) (3 credits)
This course introduces pre-service and in-service secondary schools and classroom management techniques that will be of practical value in the classroom. Investigations involve studies of the integration of social, economic, and political impact upon groups. Instruction is designed to explore the structure of the discipline with a focus on preparing students to be critical thinkers and citizens in a global, technological and culturally diverse world.
Prerequisites: EDU 150/152, 157/158, SPE 150/151. Enrollment in EDU 412 is required with this course.

EDU 413 Secondary Pedagogy Lab for Social Studies (f. EDU 233) (1 credit)
This course is taken in conjunction with the pedagogy course in Social Studies. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy.

EDU 414 Instructional Techniques for Foreign Languages* (f. EDU 234) (3 credits)
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 150/152, 157/158, SPE 150/151. Enrollment in EDU 414 is required with this course.

EDU 415 Secondary Pedagogy Lab for Foreign Languages (f. EDU 234) (1 credit)
This course is taken in conjunction with the pedagogy course in Foreign Languages. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy.

EDU 416 Instructional Techniques for Mathematics* (f. EDU 235) (3 credits)
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 150/152, 157/158, SPE 150/151. Enrollment in EDU 416 is required with this course.

EDU 417 Secondary Pedagogy Lab for Mathematics (f. EDU 235) (1 credit)
This course is taken in conjunction with the pedagogy course in Mathematics. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy.

EDU 418 Instructional Techniques for Science* (f. EDU 236) (3 credits)
This course is intended to assist students in the development of their individual instructional styles and strategies. Well-conceived and effective curriculum and instruction are based upon both an understanding of the adolescent and 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 150/152, 157/158, SPE 150/151. Enrollment in EDU 418 is required with this course.

EDU 419 Secondary Pedagogy Lab for Science (f. EDU 236) (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.

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.
EDU 421 Computers for Educators (f. EDU 2581) (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 424 English Linguistics (f. EDU 2371) (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 469 Perspectives of Women in Education (f. EDU 2601) (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 472 Independent Field Experience (1 credit)
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 486 Literature for Adolescents (f. EDU 2471) (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.

Department of Special Education

SPE 150 Introduction to Special Education (f. SPE 2111) (3 credits)
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 exceptional child.

SPE 151 Field Experience for SPE 150 Introduction to Special Education (1 credit)

SPE 300 Diagnostic Assessment and Progress Monitoring (3 credits)
This course will provide an in-depth presentation of the complex issue of assessment, including an examination of evaluation procedures, from pre-referral intervention, eligibility/placement/program decision-making to progress monitoring of scientifically-based instructional interventions based on Response to Intervention (RTI). Focus will include academic, affective, work-study skill, adaptive functioning, fine motor, and environmental measures. Content coverage will consist of an overview of assessment models including traditional, informal, dynamic, performance, curriculum-based, and alternative techniques. Addition course topics will address legislation, regulations, topical issues, emerging evaluation trends, test modifications/accommodations, parent involvement and assessment/progress reporting.

SPE 310 Educating Students with High Incidence Disabilities (3 credits)
This course is a comprehensive study of theoretical issues and research-based diagnosis, instructional planning and programmatic organization of instruction for children with learning problems. Content will cover curriculum design, development of programs of differential instruction involving evidence-based interventions that meet students’ needs based on formative assessment, developmental and educational information; integrated learning experiences; specialized adaptations and resources; practices and procedures validated for specific characteristics of learners and settings; prevention and intervention strategies from multiple theoretical approaches for individuals at-risk for academic or behavioral failure; systematic implementation of instructional variables; and systems management necessary for effective instruction of children with disabilities. Focus will also be given to the development and implementation of differentiated curriculum and curriculum enhancements, and concepts and teaching practices related to the development and implementation of effective instructional programs for students with high incidence disabilities.

SPE 320 Literacy Instruction for Students with Exceptionalities (3 credits)
This course will focus on the development of competency in the implementation of explicit and systematic evidence-based instructional strategies designed to teach accuracy, fluency, comprehension, and monitoring strategies in literacy and content area reading to students with disabilities, including exceptional children in regular classroom, with emphasis on applying findings from research in reading to classroom practices, including children who are linguistically and culturally diverse. Content will include diagnostic-prescriptive techniques for remediation of reading and written language and associated learning disabilities.

SPE 321 Field Experience for SPE 320 Literacy Instruc for Students w/ Exceptionalities (1 credit)

SPE 330 Teaching in Inclusive Environments (f. SPE 2141) (3 credits)
Teaching Techniques in Special Education is designed to provide the candidate 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 candidates with teaching techniques geared towards the behaviors of Mental Retardation, Social/Emotional Disturbance, ADHD, Autism, and Communication Disorders. Candidates will be able to adapt lessons to provide appropriate instruction while addressing various behaviors.

SPE 331 Field Experience for SPE 330 Teaching in Inclusive Environments (1 credit)

SPE 340 Educating Students with Low Incidence Disabilities (3 credits)
This course addresses the definitions, characteristics, assessment and specific techniques for students needing adaptive and functional curriculum. Characteristics are addressed in relation to why and how specialized instruction can meet the learning and developmental needs of these individuals, specifically in the areas of instruction, assistive learning, and language-communication. This will include research validated instructional strategies, adaptive and assistive technologies including, augmentative communication systems, and communication and social interaction alternatives for non-speaking individuals. In addition, the course reviews behaviorally-based educational models for students with autism and other moderate and severe disabilities, and presents methods aimed at enhancing functional skill development in major life domains, with emphasis on community-based training and self-determination.

SPE 341 Field Experience for SPE 340 Educating Students w/ Low Incidence Disabilities (1 credit)

SPE 350 Technology and Instructional Design (3 credits)
This course will provide comprehensive coverage of what is involved in the consideration, assessment and implementation of assistive technology for students with special needs including those with specific learning disabilities found most commonly in regular and special education classrooms today. Course content will include identifying the legal basis and requirements for providing assistive technology to students with disabilities; identifying the assessment process and methodology for implementation of technology into the curriculum; exploring the specific features of assistive technology devices in the areas of writing and computer access; previewing various therapeutic interventions and software programs specific to students with
special learning needs, particularly those with specific learning disabilities; and implementing a Universal Design for Learning model in the general education curriculum. Additional topics will include current and emerging technologies used to enhance instruction for both regular and special learners; school practices related to technology integration and effective uses of technology in the general and special education classroom.

SPE 460 Math, Science & Social Studies Instruction for Students with Exceptionalities (3 credits)
This course will focus on the development of competency in the implementation of explicit and systematic evidence-based instructional strategies designed to teach mathematics and content area subjects, including science and social studies. A study of theory and practice of effective teaching methodologies, combined with principles of differentiated instruction. Attention will be on teaching models and methods supported by research and emphasis will be placed on development of effective teaching procedures.

SPE 461 Field Experience for SPE 460 Math, Sci & Soc Stud Instruction for Stu w/ Excep (1 credit)

SPE 470 Educating Students with Emotional, Social and Behavioral Disabilities (3 credits)
This course covers personal, social, and emotional disorders in an educational setting, including methods of identification, assessment, and instructional planning; develops skills in effective classroom management and creating classroom climate conducive to learning and growth. It also provides comprehensive coverage of a variety of models of disciplines and aids students in building systems and conceptual models of total discipline, emphasizing activities promoting pupil motivation and classroom management and organization of the environment, instruction, behavior and record keeping.

SPE 471 Field Experience for SPE 470 Educ Stu w Emot, Social & Behav Disabilities (1 credit)

SPE 480 Family, School, and Community in a Diverse Society (f. SPE 213I) (3 credits)
This course focuses on the home-school partnerships, 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 available to individuals, families and groups affected by social, environmental, health and related problems.

English
Jo Myson Parker, Ph.D., Chair

Objectives
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 201 or an upper level American literature course is required in the area of general requirements.
- Either ENG 221 or an upper level English/Irish literature course, either ENG 402 or 403, plus eight other upper division courses.

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 206 (Rhetoric in Modern Practice) is required in the GER.
- Either ENG 221 or an upper level English/Irish literature course, either ENG 402 or 403, plus two other upper division literature courses.
- For a concentration in Communications, students are required to complete any six COM courses.

Lower Division English Courses

N.B. Students should read the statement on ENGLISH in the General Education Requirement before selecting lower division courses.

ENG 100 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 111 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 100.

ENG 112 Research Based Writing (COM 112) (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 113 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 Int.

ENG 201 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 113.

ENG 202 Fiction (3 credits)
Extensive and intensive reading in short story and novel. Writing of critical essays based upon readings in the course.
***Prerequisite:*** ENG 113.

ENG 204 Drama (3 credits)
Critical study of various forms of drama. Writing of critical essays based upon readings in the course.
***Prerequisite:*** ENG 113.

ENG 205 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: American voices, African American literature, writing women’s lives, British Multiculturalism and the Booker Prize, Literature of South Asia.

ENG 206 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.

**Upper Division English**

ENG 221 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.

ENG 223 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 271 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, artistic expression, and social network activity. Besides a reading list of critical essays and exploration of on-line reflections about internet-based communications, the course involves steady writing activity, such as creation of a blog representing depth of knowledge in an area of student interest.

ENG 310 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 382 Literary Theory Plato to Postconstructur. (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 402 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 403 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 405 18th Century British Novel (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 407 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 415 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.

**Communications**

CDM 112 Research Based Writing (ENG 112) (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.

CDM 261 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 newswoman, assembling the story, cultivating sources, and understanding the social responsibilities of the journalist.

CDM 263 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.

CDM 264 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.

CDM 266 Case Studies in Public Relations and Advertising (3 credits)
A study of effective and ineffective cases in the history of public relations and advertising.

CDM 267 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.

**FIN 201 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 200.

**FIN 300 Intermediate Managerial Finance (3 credits)**
This course focuses on the financial management of fixed assets and long-term capital. Topics include capital budgeting, risk, DAPM, capital structure, cost of capital, dividend policy, and valuation, bankruptcy and reorganization.
Prerequisite: FIN 201, DSS 210.

**FIN 301 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 201, DSS 210.

**FIN 302 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 201, DSS 210.

**FIN 303 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 201, DSS 210.

**FIN 400 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 MBA 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 200, FIN 300, DSS 210.

**FIN 401 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 301 Investments. FIN 402 Portfolio Management is highly recommended. The course emphasizes the valuation principles and modern portfolio theory.
Prerequisites: FIN 200, FIN 301, DSS 210.

**FIN 402 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 200, FIN 301, DSS 210.

FIN 403 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 futures, options, 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 200, FIN 301, DSS 210.

FIN 470 Selected Topics in Finance (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 200, DSS 210.

FIN 493 494 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 200, DSS 210 at least junior standing and permission of the department chair.

FIN 100 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. Free Elective Only.

FIN 202 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 200. * 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.

Fine and Performing Arts
Doran Albright, M.F.A., Chair

FINE AND PERFORMING ARTS COURSES

ART 133 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 135 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 144 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 157 Music History (3 credits)
A study of developments in the concept and style of music from the Middle Ages to the Twentieth Century.

ART 151 Understanding Music (3 credits)
The development of perceptive listening and critical response to music from a variety of historical periods and styles.

ART 172 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 173 Digital Photography (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 191 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 221 (EDU 235) 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.

ART 244 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 272 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 275 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 289 Animation Workshop (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 291 American 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.

ART 295 Major Figures in Cinema (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 425 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.

Foreign Languages and Literatures
Robert R. Daniel, 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
- Foreign students, whose native language is not English, are required to take ESL 112 and ESL 212. 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 100, Communication Skills. ESL 201 and ESL 202 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 College of Professional and Liberal Studies 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 COURSES

ESL 201 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 202 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 III-I12 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 III is prerequisite to FRE I12.

ITA III-I12 Introduction to Italian 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. ITA III is prerequisite to ITA I12.

SNL 101 American Sign Language I (3 credits)
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 102 American Sign Language II (3 credits)
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 101 or permission of instructor. Does not fulfill GER language requirement.

SPA III-I12 Introduction to Spanish I-II (6 credits)
Fundamentals of grammar and pronunciation. Extensive oral drill and practice in conversation based on graded readings. Audio-visual and language laboratory sessions. SPA III is prerequisite to SPA I12.

LINGUISTICS COURSES

LIN 101 Introduction to Linguistics (3 credits)
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 III, ENG I13. Satisfies College of Professional and Liberal Studies GER foreign language requirement.
LIN 317 Sociolinguistics (3 credits)

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 III, ENG I13. Satisfies College of Professional and Liberal Studies GER foreign language requirement.

LIN 381 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 world-wide use. The course will be based on modern linguistic methods and information. Course does not satisfy the GER/GEP language requirement.

LITERATURE IN TRANSLATION COURSES

LTT 310 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 College of Professional and Liberal Studies foreign language requirements.

LTT 320 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 College of Professional and Liberal Studies GER foreign language requirement. No prerequisites.

LTT 340 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 III, ENG I13. Satisfies College of Professional and Liberal Studies GER foreign language requirement.

LTT 350 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 III, ENG I13. Satisfies College of Professional and Liberal Studies GER foreign language requirement.

LTT 360 Non-Western Literature in Translation (3 credits)

In this new course offering students read and examine a selection of twentieth century non-European literature in translation. As part of this analysis, students explore the political, social, and historical landscape that provides context for these works. Students will also examine the background and biography of specific writers. The goal of this course is to instill an appreciation of literature as a vehicle for the exploration of rich and diverse non-European cultures. In the course of examining these works, students identify and explore recurrent themes found in twentieth century non-Western literature such as the condition of women, political upheaval, the treatment of minorities, religious freedom and social justice. Satisfies the College of Professional and Liberal Studies GEP 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 College of Professional and Liberal Studies advisors in conjunction with consulting the annual course schedules.

HEALTH ADMINISTRATION COURSES

HAD 101 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 110 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 120 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. Prerequisite: HAD 101.

HAD 200 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 100.

HAD 210 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.

HAD 220 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 100.

HAD 300 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 HAD courses completed, could be taken concurrently with HAD 310.
HAD 310 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 HAD courses completed, could be taken concurrently with HAD 300.

HAD 346 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.

History
Alison Williams Lewin, 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.

Upper division courses in history 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 101-102 or HIS 201-202 and any four history courses numbered 203 or higher.

Lower Division History Courses
HIS 101 Historical Introduction to Western Civilization I (3 credits)
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 102 Historical Introduction to Western Civilization II (3 credits)
Survey dealing with Western history from the rise of the nation state in Europe to the present, set in a global context. History 101 is not a prerequisite for this course.

HIS 201 History of the United States I (3 credits)
Survey dealing with the origin and development of American institutions and traditions from colonial foundations to the end of Reconstruction.

HIS 202 History of the United States II (3 credits)
Survey tracing the political, economic, and cultural history of the American people from the beginnings of the industrial era to the present. History 201 is not a prerequisite for this course.

HIS 203 Historical Introduction to Latin America (3 credits)
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 205 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 206 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 304 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 305 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 370 The American Military and Its Wars, 1989 to the Present (3 credits)
This course is a survey of the development of the American military from the period of the Spanish-American War to the present. Emphasis will be placed on the development of the growth of the American military within American society, and how the role of America’s military changed from a small constabulary and coastal defense force into a global power.

Interdisciplinary Course
INT 101 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.

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 Program prior to taking upper division courses in the paralegal field. In addition to ten paralegal courses, all students must take POL 101, ACC 101, ECN 101, and OSS 101. Finally, students must take two Cognate Courses. These may be either additional 200 level LAW courses or designated courses from the discipline of Political Science, Management, Decision & System Science, Accounting, Labor Studies, Marketing, and Criminal Justice (Sociology).

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 Paralegal 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 not 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 200 level Legal Studies (LAW) courses. Students who have already 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:

- DSS 330 Database Management (prerequisite: DSS 210)
- MGT 320 Management of Human Resources
- MGT 212 Managing Workforce Diversity
- MGT 213 Negotiation Skills
- POL 310 Constitutional Politics
- POL 311 Civil Rights and Liberties
- SOC 253 Legal Methods: The Study of Law
- SOC 269 Introduction to Law Enforcement

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 (3000 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.

- POL 311 American Government
- MGT 360 Legal Environment of Business I

Eight para-legal courses
Four cognate courses

LEGAL STUDIES COURSES

LAW 205-206 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 learn to Shepardize and cite cases according to Guidelines in "A Uniform System of Citation."

LAW 200 (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 201 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 307 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 308 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.

LAW 309 Corporate and Commercial Law (3 credits)
Divided into two parts, the course will first examine how businesses are conducted through several kinds of legal entities, each of which should be considered by a lawyer and an executive when choosing to form a new enterprise. Students will receive instruction and practice in the preparation and filing of incorporation documents, organizational and annual corporate materials, basic corporate agreements and resolutions. In the second half, the focus will be on commercial law. Students will receive instruction regarding the formation, performance and breach of contracts with primary focus on secured transactions. Students will receive instruction and practice in the preparation and filing of financial statements and documentation for corporate financial transitions. Students will also receive instruction regarding creditors, rights exercised under Article 9 of the Uniform Commercial Code and federal and state laws. This section will also include debtors' remedies including review of the Bankruptcy Code and the responsibilities of debtors. Students may substitute MGT 2415.

LAW 314 Trusts and Estate Administration (3 credits)
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 315 Family Law (3 credits)
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 316 Real Estate Law (3 credits)
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 320 Criminal Law and Procedure (3 credits)
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 325 Intellectual Property and Patent Law (3 credits)
An examination of the various different types of intellectual property (patents, trademarks, copyrights) and how developers of such property can use law to protect their rights.

LAW 327 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 of 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 328 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**
Claire A. Simmers, 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 multiformal 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 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.

**UPPER DIVISION MANAGEMENT COURSES**

**MGT 210 Developing Skill Sets (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 110 or 120 or MGT 121.

**MGT 211 Advanced Topics in 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 110 or MGT 120 and MGT 210 or MGT 121.

**MGT 212 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. Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of the Chair.

**MGT 213 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. Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of the Chair.

**MGT 214 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 skills 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. Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of the Chair.

**MGT 220 Business, Society, and Ethics (3 credits)**
An analysis of the question, “Does business have a social responsibility?” Students 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. Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of the Chair. Does not satisfy GER philosophy requirement.

**MGT 270 Special Topics in Management (3 credits)**
This course surveys the functional areas of human resource management: planning, recruiting, selection and placement, training and development, performance appraisal, constitutional, administrative, employment, agency and international law. Various forms of business organizations are examined, and the interplay between law and ethics is addressed throughout.

**LOWER DIVISION MANAGEMENT COURSES**

**MGT 110 Essentials of Organizational Behavior (3 credits)**
This course surveys the basic principles, concepts, and theories concerning organizations and individuals and groups within those organizations. The concepts and theories in this course concern individual behavior (e.g., perceptions, attitudes, and motivation), group and interpersonal processes (e.g., leadership, power, and conflict), and essential organizational theories. Students can take either MGT 110 or MGT 120 to satisfy the HSB core Management requirement. Students who take MGT 110 or MGT 121 cannot take MGT 120 for credit.

**MGT 120 Essentials of Management (3 credits)**
This course surveys the basic principles, concepts, and theories concerning organizations and groups and individuals within those organizations. The concepts and theories in this course include the organizational environment, management functions (planning, organizing, leading, and controlling), and essential individual and interpersonal theories. Students CAN take either MGT 110 or MGT 120 to satisfy the HSB core Management requirement. Students who take MGT 120 or MGT 121 cannot take MGT 110 for credit.

**MGT 210 Developing Skill Sets (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 110 or 120 or MGT 121.

**MGT 211 Advanced Topics in 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 110 or MGT 120 and MGT 210 or MGT 121.

**MGT 212 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. Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of the Chair.

**MGT 213 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. Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of the Chair.

**MGT 214 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 skills 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. Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of the Chair.

**MGT 220 Business, Society, and Ethics (3 credits)**
An analysis of the question, “Does business have a social responsibility?” Students 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. Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of the Chair. Does not satisfy GER philosophy requirement.

**MGT 270 Special Topics in Management (3 credits)**
This course surveys the functional areas of human resource management: planning, recruiting, selection and placement, training and development, performance appraisal, constitutional, administrative, employment, agency and international law. Various forms of business organizations are examined, and the interplay between law and ethics is addressed throughout.
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: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of the Chair.

MGT 330 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: ACC 101, ACC 102, FIN 200, MGT 110 or MGT 120, or MGT 121, and MKT 210.

MGT 331 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 110 or MGT 120 or MGT 121, MKT 210, and FIN 200.

MGT 362 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 CPA Exams or attend law school. Prerequisite: MGT 360.

MGT 363 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, restructuring 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 110 or MGT 120 or MGT 121, MKT 210, and FIN 200.

MKT 495 Management Intervention and Consultation (3 credits)
An integrative practicum course in which students either individually or as 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: MGT 110 or MGT 120 or MGT 121, MGT 210, MGT 211, Senior Standing. Students are advised to take MGT 495 and BUS 495 in different semesters if possible.

Marketing
John B. Lord, 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 for thorough investigation of 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.

Marketing Courses

MKT 201 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: ECON 101.

MKT 202 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 201 and DSS 210 (or equivalent).

MKT 301 Integrated 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 201.

MKT 302 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 201.

MKT 312 Selling and Sales Management (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.

**MKT 318 Ethics in Marketing (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 201.

**MKT 321 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 201 and MKT 301.

**MKT 323 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 301.

**MKT 324 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 201 and MKT 301.

**MKT 321 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 201.

**MKT 350 Event Marketing (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.

**Prerequisite:** MKT 201.

**MKT 353 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 201.

**MKT 354 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 including the Black Sox Scandal, baseball in a segregated (“Jim Crow”) society, 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 201.

**Mathematics**

David Hecker, Ph.D., Chair
Sandrea 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.**

**MAT 101 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 102 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 101 is not required for MAT 102. Other topics may be covered at instructor’s discretion.*

**MAT 105 Finite Math with Applications in Business (3 credits)**

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.

**MAT 106 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, and integration.

**Prerequisite:** MAT 105 or Pre-Calculus Math.

**MAT 120 Pre-Calculus Mathematics (4 credits)**

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, radical 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.

**MAT 155 Fundamentals of Calculus (3 credits)**

Functions and graphs; derivatives of algebraic functions; applications of derivatives; related rates; optimization; integration; applications of the definite integral.

**Prerequisite:** MAT 120 or equivalent.

**MAT 156 Applied Calculus II (3 credits)**

Calculus of trigonometric and exponential functions; methods of integration; infinite series.

**Prerequisite:** MAT 155 or equivalent.

**Paralegal Certificate**

See Legal Studies
Philosophy

Julie McDonald, Ph.D., Chair

Requirements for the Philosophy Minor

Students must complete 6 courses: PHL 101, PHL 154, and any other course in the God, World and Society area, and any three other upper-level/philosophy courses.

Philosophy in the GEP (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 these 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/GEP, 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 101, is a prerequisite to all other philosophy courses. The course in the second area, PHL 154 must be taken next in the sequence, followed by one of the courses designated for the third area (200-400 level courses, except those listed as “Other Courses”).

The Human Person Area Course

This area includes PHL 101 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 101 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 Course

This area includes PHL 154 and deals with the ethical dimension of human experience.

PHL 154 Moral Foundations (3 credits)

A critical study of the various ways in which agents, actions, and social practices are evaluated from the moral point of view, as this has been articulated in major Western ethical theories. Tools for this study include an introduction to philosophical reasoning concepts basic to the moral point of view, such as rights, duties, virtue and character. Theories studied include but are not limited to Consequentialism, Deontologism, and Natural Law.

The God, World, and Society Area Courses

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 201 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 250 Philosophy of Death (3 credits)

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 252 The Philosophy of Karl Marx (3 credits)

An analysis and evaluation of the writings of Karl Marx. Topics to be stressed include the metaphorical roots of Marx’s concept of human beings, the causes and effects of alienation, economic determinism, and the rise of “philosophical communism.”

PHL 256 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.

PHL 310 Philosophy of Art (3 credits)

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 354 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 401 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 410 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 420 Modern Philosophy (3 credits)

A critical analysis of the basic problems 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 446 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.

Other Philosophy Courses

These courses do not fulfill the philosophy requirements of the University GER/GEP.
PHL 220 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 320 Business, Society, and Ethics (See MGT 220) (3 credits)

Physiology

Paul Angiulli, Ph.D., Chair

PHYSICS COURSES

PHY 101-102 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 101 is prerequisite to PHY 102.

PHY 101L-102L General Physics Laboratory I, II (4 credits)
Experiments illustrating the topics covered in PHY 1035-1045.

PHY 110 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 111 The Astronomical Universe (3 credits)
Introduction to modern astronomical knowledge and theories, designed for non-science major. Planets, stars, galaxies. Space exploration. No previous science required; minimal mathematics.

PHY 112 Energy: Problems and Promise (3 credits)
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 POLITICAL SCIENCE COURSES

POL 111 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 113 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 pose for democracy.

POL 115 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 and international political economy.

POLITICAL THEORY COURSES

POL 303 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 307 Democracy and Legal Theory (3 credits)
The theories of law and justice that have shaped contemporary American legal and democratic thought have as their wellspring, 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 COURSES

POL 308 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 309 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 310 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 311 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 313 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 318 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 Dilday, continuing through Tate, Rizzo, Green, Goode, Rendell and Street.

POL 319 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.

COMPARATIVE POLITICS COURSES

POL 331 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 334 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 335 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 341 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 342 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 344 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.

INTERNATIONAL POLITICS COURSES

POL 356 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 353 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 363 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.

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 this 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 100, PSY 200, PSY 210, PSY 211, and five elective psychology courses are required. PSY 400 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 101-102. The first semester of the mathematics requirements must be satisfied before taking PSY 211.

THE ORGANIZATIONAL DEVELOPMENT AND LEADERSHIP MAJOR

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 100, ODL 200, PSY 210, PSY 211, ODL 340, ODL 310, ODL 321, PSY 400, ODL 300, ODL 330, ODL 2745. Additional requirements include SOC 101 or 102 and nine free electives.

Organizational Development and Leadership majors are required to select the GER mathematics requirement MAT 101-102. The first semester of mathematics must be satisfied before taking PSY 211.
Requirements for the Psychology Minor
The psychology minor requires completion of PSY 100 plus any five other psychology courses.

PLS Psychology Course Cycle
College of Professional and Liberal Studies Programs Including the Traditional Evening Program and the Organizational Development and Leadership Degree Completion Program

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Day Courses

PSY 211

PSY 100 Introductory Psychology (3 credits)
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 120 Lifespan Development (3 credits)
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.

PSY 200 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. Formerly PSY 2175. No prerequisite.

PSY 121 Child Development (3 credits)
Discussion of theory and research relevant to human development in the areas of perception, cognition, language, moral reasoning, and social and emotional development from birth through adolescence. Prerequisite: PSY 100.

PSY 122 Abnormal Psychology/Non-Majors (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 100 or permission of instructor.

PSY 123 Psychology of Men/Psychology of 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. No prerequisite.

PSY 124 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. No prerequisite.

PSY 210 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. Prerequisite: PSY 100.

PSY 211 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. Prerequisites: MAT 101-102 or higher.

PSY 223 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 224 Psychopharmacology (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 attained from an understanding of a drug’s alterations of neural functioning. No prerequisite.
PSY 226 Psychology of 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. No prerequisite.

PSY 227 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. No prerequisite.

PSY 230 Social Psychology (3 credits)
Social Psychology is the study of how people influence others and are influenced by themselves. It includes such topics as persuasion, prejudice, leadership, love, friendship, aggression, competition, cooperation, decision-making, and bargaining. Formerly PSY 2205. No prerequisite.

PSY 233 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. Prerequisite: PSY 100 or Permission of the Instructor.

PSY 374-375 Independent Study (6 credits)
Permission of the chair and the Dean.

PSY 390-391 Internship I-II (6 credits)
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.

PSY 392-393 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.

PSY 400 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 with emphasis upon the philosophical antecedents and the biological background in 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.

Organizational Development and Leadership

ODL 200 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.

ODL 300 Organizational Psychology (3 credits)
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 100 or permission of instructor.

ODL 310 Group and Team Dynamics (3 credits)
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 100 or permission of instructor.

ODL 320 Leadership Psychology and Development (3 credits)
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 100.

ODL 330 Issues in Organizational Psychology (3 credits)
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: ODL 300.

ODL 340 Coaching and Consulting Psychology (3 credits)
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 100 or permission of the instructor; through the primary theories and techniques of counseling. Prerequisite: PSY 100 or Permission of the Instructor.

ODL 400 Capstone Project in Organizational Psychology (3 credits)
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: ODL 330.

Purchasing
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 far community service.

Prerequisites
PUR 101 and PUR 102, or equivalent purchasing experience, are prerequisites for all courses in the Field of Concentration.

LOWER DIVISION PURCHASING COURSES

PUR 101 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 102 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 PURCHASING COURSES

PUR 210 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 215 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 220 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 225 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 230 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 235 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 240 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 245 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 250 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 255 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

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 COURSES

SOC 101 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 102 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.

SOC 201 Social Gerontology (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 203 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 204 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 205 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.

SOC 207 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 208 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 209 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 211 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 218 Social Gerontology (3 credits)
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 219 Social Deviance (3 credits)
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 223 Health and Society (3 credits)
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 231 Probation and Parole (3 credits)
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 232 Sociology of Human Sexuality (3 credits)
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 247 Organized Crime (3 credits)
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 250 Foundations of Addiction for the Criminal Justice Professional (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, 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 253 Legal Methods: The Study of Law (3 credits)
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 261 Introduction to Criminal Investigation (3 credits)
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 262 White Collar Crime (3 credits)
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 263 Criminology (3 credits)
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 269 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.

SOC 312-313 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 320 Sociology of Work (3 credits)
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 356 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 380 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.

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, two courses in theology are required of all students. (See General Education Program.)

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 requirement that all students take either THE 154 Faith, Justice and the Catholic Tradition or THE/REL 221 Introduction to the New Testament. In addition, because of the challenge of religious diversity in the world in which we live, all students must take one THE/REL course within the approved category of Religious Difference. Such courses include Hebrew Bible, Comparative Religion, Judaism, Islam, Indian Buddhism, Mayahanna Buddhism, and Hinduism. 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.

Theology Courses

THE 211 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. Cross listed with REL 211, Religious Difference.

THE 154 Faith, Justice and the Catholic Tradition (3 credits)
Courses in this area will lead students to explore tension and cohesion between faith traditions and “reason traditions” in the contemporary world from a variety of disciplinary and thematic approaches. Such courses will be largely epistemological in their focus. Courses in the Faith and Reason area will provide students with appropriate intellectual frameworks that would enable them to analyze and evaluate challenges such as these: the rationality of religious belief; the compatibility of religious belief and various scientific traditions; the challenge of religious diversity; the problem of evil; the apparent irrelevance of religious belief in a liberal society governed by secular reason the easy transition from religious tolerance to religious relativism. These courses will, thus, reflect a foundational commitment of the Roman Catholic tradition: open engagement with difficult questions concerning both reason and religious belief. Signature Core Course for all students.

THE 221 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. Cross listed with REL 221.

THE 281 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.

THE 321 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 322 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 323 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 335 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. Diversity

THE 341 Jesus through the Centuries (3 credits)
An inquiry into Western Christianity’s understandings of the meaning and significance of Jesus Christ, including New Testament chronologies, the controversies of the 4th and 5th century councils, medieval atonement theories, post-Enlightenment problems and reformulations, and contemporary liberation chronologies. Students will be encouraged to develop their own christological position as an integral part of the course. Faith and Reason

THE 345 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. Faith and Reason

THE 343 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 348 Theology and Science (3 credits)
An exploration of the Galilean 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. Faith and Reason

THE 357 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. Diversity, Faith and Reason.

THE 353 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 356 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 359 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. Globalization

THE 361 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 362 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 365 Christian Marriage Today (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 366 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 392 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.

Religion

REL 101 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.

REL 211 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. Cross listed with THE 211. Religious Difference

REL 221 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. Cross listed with THE 221.

REL 231 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. Religious Difference.

REL 241 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 Qur’an and Hadith, the Shari’ah, Kalm, Shiism, Sufism, and Islamic modernism will be examined. Religious Difference.

**REL 251 Religions of Ancient India (3 credits)**
A survey of the religious traditions of the Indian subcontinent from earliest times 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. Religious Difference.

**REL 261 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. Religious Difference.

**REL 321 Religion and Law in Ancient Near East (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. Religious Difference.

**REL 322 Myth and History in the Hebrew Bible (3 credits)**
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. Religious Difference.

**REL 323 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. Cross listed with THE 323.

**REL 338 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.

**REL 351 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. Religious Difference.

**REL 352 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’an (Zen) and Pure Land will also be covered. Religious Difference.
**Graduate Programs**

College of Arts and Sciences  
Erivan K. Haub School of Business

**Graduate Admissions**

**Contact Information**  
Graduate Operations Office  
Saint Joseph’s University  
5600 City Avenue  
Philadelphia, PA 19131  
Telephone: 610.660.1101  
Fax: 610.660.0224  
http://www.sju.edu/admissions/graduate/

**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 Operations 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 further 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 Operations 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 Operations 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 March 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 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/Not Accepted**

**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 Operations 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 March 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 Operations 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 Graduate Operations. 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 Operations 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 Operations 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. An IELTS score of 6.5 is also acceptable.
- 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 IIC of the intensive program at an ELS Center accompanied by a letter of recommendation from the Academic Director.

Student Visa Status
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 a vocational 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 a vocational or recreational in nature.

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 Associate Dean of Graduate Arts and Sciences, and then only for unusual and serious reasons.

Graduate students in the Haub School of Business have six years to complete their degree. This period generally begins with the 560 course. 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 560 or above will be transferred.

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 560 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 560 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.

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.
Graduate Arts and Sciences

Graduate Arts and Sciences Programs

William Madges, Ph.D., Dean
Sabrina DeTurk, Ph.D., Associate Dean and Executive Director
Jeanne F. Brady, Ph.D, Associate Dean of Education

Through its graduate programs in Arts and Sciences, Saint Joseph’s University educates and develops people who wish to transform society through service to others. The objective of these studies is fourfold: to develop a high level of competence in a specific area of study; to foster the ability to think with clarity and to deal with problems effectively and responsibly; to cultivate a sensitive, discerning, moral judgment; and to appreciate and apply ethical principles appropriate to a particular discipline.

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.

Higher education, within the Catholic, Jesuit tradition, serves the community, the nation, and the world by producing discerning, knowledgeable citizens; and, to this end, the University will continue to develop its curriculum and philosophy to meet these needs. Further, the College of Arts and Sciences, in its graduate programs, will explore alternative pedagogies and delivery methods to provide an appropriate teaching and learning environment for a diverse population of twenty-first century students.

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 provisionally because of academic deficiencies or conditionally 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

Director: Dr. James Watrous
Science Center 220, 610-660-1829, jwatrous@sju.edu

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 a recognized 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.

Applicants should submit or have sent to the Office of Graduate Operations the following:

- a completed Saint Joseph’s University graduate application.
- official sealed transcript(s) of undergraduate/graduate coursework. If you are a SJJU graduate, the Office of Graduate Operations will obtain your SJJU transcripts for you.
- official copies of scores of the Graduate Record Examination (general test).
- two letters of recommendation from at least two faculty appraising the candidate’s professional goals and educational objectives for the program, including the applicant’s rationale for program choice and professional study.
- $35 application fee – waived if attended an Open House or an SJJU graduate.

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 794 was 4075). The 24 credit hours of formal classroom study must be in graduate level only courses (600 level), which may include up to 4 credit hours of seminar (BIO 552, was 4285) and 6 credit hours of research (BIO 793 was 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 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

- 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.
- Successful completion of all requirements must be accomplished within a maximum of 5 years from the time of acceptance to the program.
- 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 550, was 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

- 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.
- Successful completion of all requirements must be accomplished within a maximum of 5 years from the time of acceptance to the program.
- 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.

Biology Curriculum

Core:

- BIO 550 (4025) Research Techniques
- BIO 550L (4025) Research Techniques Lab
- BIO 552 (4285) Graduate Seminar

Electives:

- BIO 793 (4075) Research
- BIO 770 (4045) Advanced Topics in Biology*
- BIO 794 (4955) Thesis Research

*May qualify for one of the groups below

Evolution and Diversity of Life

- BIO 601 (4115) Animal Behavior
- BIO 606 (4015) Comparative Anatomy
- BIO 607 (4055) Developmental Biology
- BIO 608 (4135) Ecology
- BIO 614 (4195) Plant Systematics
- BIO 619 (4305) Invertebrate Zoology
- BIO 620 Biometrics and Modeling

Cell Structure and Function

- BIO 602 (4305) Advanced Cell Biology
- BIO 604 (4215) Biochemistry
- BIO 608 (4225) Histology
- BIO 610 (4265) Light and Electron Microscopy
- BIO 611 (4445) Molecular Genetics
- BIO 612 (4275) Neurobiology
- BIO 616 (4065) Microbiology

Systemic organization

- BIO 603 (4185) Biometrics and Modeling
- BIO 605 Biomechanics
- BIO 613 (4345) Plant Physiological Ecology
- BIO 615 Immunology
- BIO 617 (4045) Systemic Physiology

Biology Courses Offering

- BIO 550 Research Techniques (3 credits)
  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 550L Research Techniques Lab (1 credit)
  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 552 Graduate Seminar (4285) (1 credit)
  Students prepare and present seminars based on current primary literature or their own research work. One period.

- BIO 601 Animal Behavior (4115) (4 credits)
  Study of animals and their behaviors with strong emphasis on evolutionary relationships and ecology. Two lecture periods, one four-hour laboratory period.

- BIO 602 Advanced Cell Biology (4305) (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 603 Biometrics and Modeling (4185) (4 credits)
  Computer simulation of life science phenomena from the subcellular to populat ion levels. Appropriate statistics are included along with exposure to simulation software. Two lecture periods, one four-hour laboratory.
BIO 604 Biochemistry (4215) (3 credits)
Study of the chemistry of living systems. The study of important macromolecules, metabolic pathways, and control systems. Two lecture periods.

BIO 605 Biomechanics (4 credits)
Students are introduced to the ways in which the behavior, morphology and material composition of plants and animals are affected by and take advantage of physical forces. This course will include lectures given by the members of the Biology and Physics Department, as well as an integrated laboratory section where students will observe and measure the effect of physical forces on organisms in both aquatic and terrestrial systems.

BIO 606 Comparative Anatomy (4015) (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 lecture periods, one four-hour laboratory period.

BIO 607 Developmental Biology (4055) (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 608 Histology (4225) (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 609 Ecology (4135) (4 credits)
Study of complex interrelationship between organisms and their environment. Two lecture periods, one four-hour laboratory period.

BIO 610 Light and Electron Microscopy (4265) (4 credits)
The techniques of light and electron microscopy, including aspects of technique, theory, and operation. Two lecture periods, one four-hour laboratory period.

BIO 611 Molecular Genetics (4145) (4 credits)
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.

BIO 612 Neurobiology (4275) (4 credits)
A study of neural activity using examples from invertebrate and vertebrate model systems. The emphasis will be on 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 613 Plant Physiological Ecology (4345) (4 credits)
This course will focus on the physiological mechanisms plants use to respond to their environment. Major topics 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 614 Plant Systematics (4195) (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 615 Immunology (4201) (3 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 50 minute lecture periods or two 75 minute lecture periods.

BIO 616 Microbiology (4065) (4 credits)
The structural, cultural, and physiological characteristics of microorganisms and their role in the economy of nature. Two lecture periods, one four-hour laboratory period.

BIO 617 Systemic Physiology (4045) (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 618 Invertebrate Zoology (4305) (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 620 Bioinformatics
Introduction to the use of computers in biology. Students learn about important scientific questions and the contemporary tools used to answer them. Topics include genome sequence assembly and annotation, database mining, genome organization, phylogenetics and genetics of human disease. Two 50-minute lecture periods, one four-hour lab period.

BIO 770 Advanced Topics in Biology (4105) 3–4 credits
Topics, course format, and instructors may vary each semester.

BIO 793 Research (4075) 1–6 credits
Research project undertaken in the laboratory of a member of the graduate faculty. Meeting times arranged.

BIO 794 Thesis Research (4955) (6 credits)
Research credit during preparation of thesis. Times to be arranged.

Computer Science

Director: Dr. J.P.E. Hodgson, MA, Ph.D.
Barbelin 230, BIO-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 Requirements and 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 120 Computer Science I
CSC 121 Computer Science II

These courses 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 226       Linear Algebra
CSC 150       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.

Application Procedures
Applicants should submit or have sent to the Office of Graduate Operations the following:
• a completed Saint Joseph's University graduate application.
• official sealed transcript(s) of undergraduate/graduate coursework. If you are a SJU graduate the Office of Graduate Operations will obtain your SJU transcripts for you.
• 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.
• 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.
• $35 application fee – waived if attended an Open House or an SJU graduate.

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

Requirements for M.S. in Computer Science: Concentration Option
A total of ten (four core and six elective) courses is the minimum required 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 550 (4005) Object Oriented Design and Data Structures
CSC 551 (4015) Design and Analysis of Algorithms

The two elective core courses are taken from the following list:
CSC 552 (4025) Computer Architecture
CSC 553 (4035) Computer Systems
CSC 554 (4045) Theory of Computation
CSC B10 (5805) Software Engineering
CSC B21 (5215) Database Systems
CSC B80 (5805) Artificial Intelligence
CSC B81 (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 600 and above to receive a specialized M.S. degree from that concentration:

Software Engineering Concentration
CSC B10 (5805) Software Engineering
CSC B11 (5815) Human Computer Interfaces
CSC B12 (5825) Program Verification
CSC B13 (5835) Software Testing

Web and Database Technologies Concentration
CSC B20 (5205) Internet Application Development
CSC B21 (5215) Database Systems
CSC B22 (5225) Advanced Database Concepts
CSC B23 (5235) Data Communications and Networking
CSC B24 (5245) Networks and Distributed Systems
CSC B25 (5255) Cryptography and Network Security
CSC B26 (5265) Web Technologies

Graphics and Visualization Concentration
CSC B30 (5305) Introduction to Computer Graphics
CSC B31 (5315) Computer Vision
CSC B32 (5325) Interactive 3D Game Development
CSC B33 (5335) Advanced Graphics and Visualization
CSC B34 (5345) Computational Geometry

System Security and Management Concentration
CSC B40 (5405) Advanced Operating Systems
CSC B41 (5415) System Security and Vulnerability
CSC B42 (5425) System Management & Maintenance
CSC B25 (5255) Cryptography and Network Security

Information Sciences Concentration*
ACC 550 (MBA 4115) Creating and Measuring Shareholder Value
MGT 551 (MBA 4535) Empowering Human Potential at Work
DSS 550 (MBA 4415) Emerging Technology and E-business
CSC 500 Discrete Structures (3675) (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 501/502 Computer Science I and II (3405/3605) 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 550 Object Oriented Design and Data Structures (4005) (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 502 Computer Science II or permission of the Graduate Director.
Corequisite: CSC 500 Discrete Structures.

CSC 551 Design and Analysis of Algorithms (4015) (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 550 Object Oriented Design and Data Structures.

CSC 552 Computer Architecture (4025) (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 553 Computer Systems (4035) (3 credits)
An overview of the software required to integrate computer hardware into a functional system. The following topics are covered: Operating systems as resource managers and as virtual machines. System calls, in particular those required for process and file management; interrupt driven systems; concurrency; memory management; file systems and security.

CSC 554 Theory of Computation (4045) (3 credits)
Formal languages, formal grammars, abstract machines; models of computation (e.g. Turing machines); computational complexity (NP completeness); undecidability and uncomputability.
Prerequisite: CSC 500 Discrete Structures.

CSC 560 Software Engineering (5105) (3 credits)
(See description in Software Engineering Courses)

CSC 561 Software Engineering (5105) (3 credits)
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 550 Object Oriented Design and Data Structures.

CSC 600 Digital Logic (5105) (3 credits)
Symbolic logic and mechanized deduction; program specification; loop invariants; the proof methods of Floyd and Hoare; parallel computations; program semantics.
Prerequisite: CSC 551 Design and Analysis of Algorithms.

CSC 610 Software Testing (5105) (3 credits)
A systematic approach to software testing, in context of the software lifecycle 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 510 Software Engineering.

CSC 611 Human Computer Interaction (5115) (3 credits)
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 550 Object Oriented Design and Data Structures.

CSC 612 Program Verification (5125) (3 credits)
(See description in Software Engineering Courses)

CSC 613 Software Testing (5155) (3 credits)
A systematic approach to software testing, in context of the software lifecycle 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 510 Software Engineering.

CSC 615 Managing Work Organizations.

CSC 620 Internet Application Development (5205) (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 621 Database Systems (5215) (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 550 Object Oriented Design and Data Structures.

**CSC 622 Advanced Database Concepts (5225) (3 credits)**
Topics include stored procedures, triggers, query processing and optimization, web-based enterprise data applications, transaction management, concurrency control, distributed databases, data mining and web mining. The course includes programming projects involving SQL.

**Prerequisite:** CSC 621 Database System.

**CSC 623 Data Communications and Networking (5235) (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 550 Object Oriented Design and Data Structures.

**CSC 624 Networks and Shared Systems (5245) (3 credits)**
Overview of networks; topologies; ISO levels; routing in networks; local area networks; distributed computing systems; network operating systems; networked databases; future trends.

**Prerequisite:** CSC 553 Computer Systems.

**CSC 625 Cryptography and Network Security (5255) (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 cryptography, malware, viruses, Trojan horses, worms and other types of infectors as they relate to network security. Course includes programming projects.

**Prerequisite:** CSC 550 Object Oriented Design and Data Structures.

**CSC 626 Web Technologies (5265) (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 550 Object Oriented Design and Data Structures.

**Graphics and Visualization Courses**

**CSC 630 Introduction to Graphics (5305) (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 550 Object Oriented Design and Data Structures.

**CSC 631 Computer Vision (5315) (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 550 Object Oriented Design and Data Structures.

**CSC 632 Interactive 3D Game Development (5325) (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 550 Object Oriented Design and Data Structures.

**CSC 633 Advanced Computer Graphics and Visualization (5335) (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-rendering and direct volume rendering), anti-aliasing and animation.

**Prerequisite:** CSC 630 Introduction to Graphics.

**CSC 634 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 551 Design and Analysis of Algorithms.

**System Security and Management Courses**

**CSC 640 Advanced Operating Systems (5405) (3 credits)**
Network and Distributed Operation systems, Distributed file systems, Loadable devices drivers, Case studies from Linux and Windows.

**Prerequisite:** CSC 553 Computer Systems.

**CSC 641 System Security and Vulnerability (5415) (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 550 Object Oriented Design and Data Structures.

**CSC 642 System Management and Maintenance (5425) (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 553 Computer Systems.

**Free Distribution Courses**

**CSC 670 Topics in Computer Science (5895) (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 550 Object Oriented Design and Data Structures or permission of instructor.

**CSC 680 Artificial Intelligence (5805) (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. Course includes programming projects in a suitable language.
Prerequisite: CSC 550 Object Oriented Design and Data Structures

CSC 681 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 500 Discrete Structures.

CSC 682 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 different equations; forward and backward error analysis of algorithms; criteria for comparing the efficiency and suitability of numerical methods.
Prerequisite: CSC 500 Discrete Structures.

CSC 683 Information Theory and Coding (3 credits)
Data encoding and transmission; variable length coding; the Kraft inequality for noiseless transmission channels; channel capacity; noise channels and channel capacity; the Shannon coding theorem; algebraic coding schemes.
Prerequisite: CSC 500 Discrete Structures.

CSC 684 Complexity of Computation (5845) (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 551 Design and Analysis of Algorithms, CSC 554 Theory of Computation.

CSC 690 Internship (6005) (3 credits)
An approved internship in advanced computer science.

CSC 791 Research Project I (6015) (3 credits)
Supervised independent research mentored by a graduate faculty member.
Prerequisite: GPA of 3.5 and permission of the Graduate Director.

CSC 792 Research Project II (6025) (3 credits)
Supervised independent research mentored by a graduate faculty member.
Prerequisite: GPA of 3.5 and permission of the Graduate Director.

CSC 793 Research Project I/II (6035) (6 credits)
Supervised independent research mentored by a graduate faculty member.
Prerequisite: GPA of 3.5 and permission of the Graduate Director.

Criminal Justice and Public Safety Institute
Patricia Griffin, M.S., Director,
121 Post Hall, 610-660-1294 (2636)
Joan Fabrizia, M.Ed, Program Administrator
18 Merion Place, 610-660-1641, jfabrizi@sju.edu

M.S. IN CRIMINAL JUSTICE

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 and Philadelphia Police Academy (Northeast Philadelphia). 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) test scores as a condition for admission. Students admitted on a provisional basis must take CRJ 570 Professional Writing for Law Enforcement AND CRJ 550 Research Methods and Analysis the first time they are offered. Such students may also be required to take prerequisite courses offered through the College of Professional and Liberal Studies. 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 the Office of Graduate Operations the following:

- a completed Saint Joseph’s University graduate application.
- official sealed transcript(s) of undergraduate/graduate coursework. If you are a SJU graduate the Office of Graduate Operations will obtain your SJU transcripts for you.
- two letters of recommendation from at least two faculty 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.
- 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.
- $35 application fee – waived if attended an Open House or an SJU graduate.

Admission is on a rolling basis and applications will be considered at any time throughout the year. There is a five year time limit on completion of degree programs based on date of enrollment in the first course. Students applying for the Post Master’s Certificate Program will be asked to schedule an interview with the program director prior to an admission decision being made.

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 prior to 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.

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:

CRJ 550  Research Methods and Analysis (SOC 4005) or
CRJ 575  Advanced Research Methods and Analysis (SOC 4070)
CRJ 560  Criminological Theory (SOC 4015)
CRJ 565  Ethics and Criminal Justice (SOC 4085)
CRJ 570  Professional Writing for Law Enforcement (SOC 4585)

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 CRJ 575 Advanced Research Methods and Analysis in lieu of CRJ 550.

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)

Electives (two required)

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)

Electives (two required)

Master of Science—Concentration in Behavior Counseling
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, operand and respondent conditioning.

Core courses (four required, as specified under Degree Requirements)

Specialized area courses (select any four listed below)

CRJ 618  Therapeutic Strategies in Criminal Justice (SOC 4255)
CRJ 617  Mental Health and the Law (SOC 4205)
CRJ 615  Youth Cultures and Deviance (SOC 4435)
CRJ 616  Juvenile Justice and Delinquency (SOC 4245)
CRJ 620  Evidence-Based Practices in Substance Abuse and Behavioral Health Treatment (SOC 4875)
CRJ 619  Foundations of Addiction for Criminal Justice Professionals (SOC 4805)
CRJ 621  Co-Occurring Disorders
HED 575  Stress and Crisis Management (4825)
rested in entering these or other community
criminal positions throughout the federal criminal justice system including investigation,
This program is intended to assist professional probation, parole, and correction
selected from any Criminal Justice courses.
Selected from any Criminal Justice courses.
Selected from any Criminal Justice courses.
Selected from any Criminal Justice courses.
Selected from any Criminal Justice courses.
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Selected from any Criminal Justice courses.
Selected from any Criminal Justice courses.
Selected from any Criminal Justice courses.

**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)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 627</td>
<td>Contemporary Criminology: Scope and Application (SOC 4105)</td>
</tr>
<tr>
<td>CRJ 647</td>
<td>Problems in Contemporary Corrections (SOC 4145)</td>
</tr>
<tr>
<td>CRJ 648</td>
<td>Contemporary Probation, Parole, and Community Corrections (SOC 4155)</td>
</tr>
<tr>
<td>CRJ 603</td>
<td>The Criminal Justice Process: Policy Values, Efficiency and Due Process (SOC 4185)</td>
</tr>
<tr>
<td>CRJ 616</td>
<td>Juvenile Justice and Delinquency: Issues and Responses (SOC 4245)</td>
</tr>
<tr>
<td>CRJ 615</td>
<td>Youth Cultures and Deviance (SOC 4435)</td>
</tr>
<tr>
<td>CRJ 607</td>
<td>Multiculturalism and Diversity in Criminal Justice (SOC 4515)</td>
</tr>
<tr>
<td>CRJ 631</td>
<td>Criminal Jurisprudence (SOC 4652)</td>
</tr>
<tr>
<td>CRJ 620</td>
<td>Evidence-Based Practices in Substance Abuse and Behavioral Health Treatment (SOC 4675)</td>
</tr>
<tr>
<td>CRJ 619</td>
<td>Foundations of Addiction for Criminal Justice Professionals (SOC 4805)</td>
</tr>
<tr>
<td>CRJ 655</td>
<td>Inside/Out: Exploring Crime and Justice Behind Bars (SOC 4755)</td>
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</tbody>
</table>

**Restorative Justice**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>CRJ 628</td>
<td>Victimology (SOC 4125)</td>
</tr>
<tr>
<td>CRJ 650</td>
<td>Victim-offender Mediation (SOC 4445)</td>
</tr>
<tr>
<td>CRJ 651</td>
<td>Restorative Justice: Theory (SOC 4475)</td>
</tr>
<tr>
<td>CRJ 652</td>
<td>Restorative Justice: Practice (SOC 4485)</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>CRJ 633</td>
<td>Federal Criminal Justice (SOC 4505)</td>
</tr>
<tr>
<td>CRJ 634</td>
<td>Federal Criminal Law &amp; Prosecution (SOC 4495)</td>
</tr>
</tbody>
</table>

**Specialized area courses (select any two listed below)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 635</td>
<td>White Collar Crime (SOC 4215)</td>
</tr>
<tr>
<td>CRJ 636</td>
<td>Federal Search and Seizure (SOC 4305)</td>
</tr>
<tr>
<td>CRJ 637</td>
<td>Forensic Financial Analysis (SOC 4371)</td>
</tr>
<tr>
<td>CRJ 638</td>
<td>Drugs: Threats, Laws, and Strategies (SOC 4385)</td>
</tr>
<tr>
<td>CRJ 639</td>
<td>Organized Crime: Targets and Strategies (SOC 4405)</td>
</tr>
<tr>
<td>CRJ 640</td>
<td>Terrorism: Threats and Strategies (SOC 4415)</td>
</tr>
<tr>
<td>CRJ 641</td>
<td>Homeland Security (SOC 4425)</td>
</tr>
</tbody>
</table>

**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)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 601</td>
<td>Law and Social Policy (SOC 4065)</td>
</tr>
<tr>
<td>CRJ 627</td>
<td>Contemporary Criminology: Scope and Application (SOC 4105)</td>
</tr>
<tr>
<td>CRJ 628</td>
<td>Victimology (SOC 4125)</td>
</tr>
<tr>
<td>CRJ 629</td>
<td>Violence and Victims (SOC 4175)</td>
</tr>
<tr>
<td>CRJ 615</td>
<td>Youth Cultures and Deviance (SOC 4435)</td>
</tr>
<tr>
<td>CRJ 630</td>
<td>Gender, Crime, and Justice (SOC 4455)</td>
</tr>
<tr>
<td>CRJ 651</td>
<td>Restorative Justice: Theory (SOC 4475)</td>
</tr>
<tr>
<td>CRJ 631</td>
<td>Criminal Jurisprudence (SOC 4625)</td>
</tr>
<tr>
<td>CRJ 632</td>
<td>Crime and Urban Communities (SOC 4635)</td>
</tr>
<tr>
<td>CRJ 619</td>
<td>Foundations of Addiction for Criminal Justice Professionals (SOC 4805)</td>
</tr>
<tr>
<td>CRJ 617</td>
<td>Mental Health and the Law (SOC 4205)</td>
</tr>
<tr>
<td>CRJ 655</td>
<td>Inside/Out: Exploring Crime and Justice Behind Bars (SOC 4755)</td>
</tr>
</tbody>
</table>

**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 CRJ 793 for details.

**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 Counseling; Criminology; Behavior Analysis; and Restorative Justice. 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). Students who complete the Post-Master’s Certificate program may apply these credit hours towards a M.S. degree. Students must submit an updated application and meet all MS degree application requirements:

- Submit admissions application to the Office of Graduate Operations.
- Complete the four required core classes.
- If Master’s Degree is not in Criminal Justice or a closely related field, you must take CRJ 656 Criminal Justice System.

M.S. in Environmental Protection and Safety Management

Program Description
The Master of Science in Environmental Protection and Safety Management 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 Office of Graduate Operations the following:

- a completed Saint Joseph’s University graduate application.
- official sealed transcript(s) of undergraduate/graduate coursework. If you are a SJU graduate the Office of Graduate Operations will obtain your SJU transcripts for you.
- a current résumé
- two letters of recommendation from at least two faculty 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.
- $35 application fee - waived if attended an Open House or an SJU graduate.

There is a five 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSE 552</td>
<td>Seminar: Environmental Protection Management</td>
</tr>
<tr>
<td>PSE 553</td>
<td>Seminar: Disaster Planning and Management</td>
</tr>
<tr>
<td>PSE 554</td>
<td>Occupational Safety and Health Administration</td>
</tr>
<tr>
<td>PSE 556</td>
<td>Industrial Hygiene</td>
</tr>
<tr>
<td>PSE 557</td>
<td>Environmental Law and Enforcement</td>
</tr>
<tr>
<td>PSE 555</td>
<td>Risk Analysis</td>
</tr>
<tr>
<td>PSE 795</td>
<td>Case Study in Environmental Protection and Safety Management</td>
</tr>
</tbody>
</table>

Electives: four (4) of the following courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>PSE 602</td>
<td>Research and Evaluation</td>
</tr>
<tr>
<td>PSE 551</td>
<td>Management Principles and Practices</td>
</tr>
<tr>
<td>PSE 604</td>
<td>Critical Incident Stress Management</td>
</tr>
<tr>
<td>PSE 560</td>
<td>Seminar: Special/Target Hazard Planning and Evaluation</td>
</tr>
<tr>
<td>PSE 569</td>
<td>EPA/OSHA Auditing: Concepts and Procedures</td>
</tr>
<tr>
<td>PSE 606</td>
<td>EPA/OSHA Issues for Health Care Institutions</td>
</tr>
<tr>
<td>PSE 606</td>
<td>Behavioral Aspects of Health and Safety Promotion</td>
</tr>
<tr>
<td>PSE 610</td>
<td>Environmental Waste</td>
</tr>
<tr>
<td>PSE 607</td>
<td>Seminar: Environmental Crime</td>
</tr>
<tr>
<td>PSE 608</td>
<td>Strategic Planning for the Public Safety Sector (Distance Learning)</td>
</tr>
<tr>
<td>PSE 770</td>
<td>Independent Study in Environmental Protection and Safety Management</td>
</tr>
<tr>
<td>PSE 611</td>
<td>Seminar: Global Chemical Regulations and Compliance Management</td>
</tr>
</tbody>
</table>

Students may substitute up to 2 courses (6 credit hours) from the M.S. in Criminal Justice, M.S. in Public Safety Management and M.S. in Homeland Security Programs.

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. Students who complete the Post-master’s certificate program may apply these credit hours towards a Master of Science in Environmental Protection and Safety Management. Students must submit an updated application and meet all M.S. degree application requirements.

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 the following (6) courses for the certificate:

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PSE 552</td>
<td>Seminar: Environmental Protection Management</td>
</tr>
<tr>
<td>PSE 553</td>
<td>Seminar: Disaster Planning and Management</td>
</tr>
<tr>
<td>PSE 554</td>
<td>Occupational Safety and Health Administration</td>
</tr>
<tr>
<td>PSE 556</td>
<td>Industrial Hygiene</td>
</tr>
<tr>
<td>PSE 555</td>
<td>Risk Analysis</td>
</tr>
<tr>
<td>PSE 611</td>
<td>Seminar: Global Chemical Regulations and Compliance Management</td>
</tr>
</tbody>
</table>

Students who register for the Post-Baccalaureate certificate program may transfer these courses to the applicable master’s degree program if they wish to pursue the graduate degree. Students must submit an updated application and meet all M.S. degree application requirements.

M.S. in Homeland Security

Program Description
The Master of Science in Homeland Security 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 Office of Graduate Operations the following:

- a completed Saint Joseph’s University graduate application.
- official sealed transcript(s) of undergraduate/graduate coursework. If you are a SJU graduate the Office of Graduate Operations will obtain your SJU transcripts for you.
- a current résumé
- two letters of recommendation from at least two faculty 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.
- $35 application fee – waived if attended an Open House or an SJU graduate.

There is a five 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSE 605 (5635)</td>
<td>Occupational Safety and Health Administration</td>
</tr>
<tr>
<td>PSE 606 (5605)</td>
<td>Environmental Law and Enforcement</td>
</tr>
<tr>
<td>PSE 607 (5765)</td>
<td>Risk Analysis</td>
</tr>
<tr>
<td>PSE 608 (5775)</td>
<td>Seminar: Environmental Crime</td>
</tr>
<tr>
<td>PSE 611</td>
<td>Seminar: Global Chemical Regulations and Compliance Management</td>
</tr>
<tr>
<td>PSE 795 (6005)</td>
<td>Case Study in Homeland Security</td>
</tr>
</tbody>
</table>

**Electives: Four (4) of the following courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>PSE 550 (4005)</td>
<td>Fire Department Organization and Management</td>
</tr>
<tr>
<td>PSE 602 (4025)</td>
<td>Research and Evaluation</td>
</tr>
<tr>
<td>PSE 603 (4315)</td>
<td>Emergency Medical Services Management</td>
</tr>
<tr>
<td>PSE 551 (4555)</td>
<td>Management Principles and Practices</td>
</tr>
<tr>
<td>PSE 604 (5405)</td>
<td>Critical Incident Stress Management</td>
</tr>
<tr>
<td>PSE 554 (5505)</td>
<td>Independent Study in Public Safety</td>
</tr>
<tr>
<td>PSE 557 (5605)</td>
<td>Environmental Law and Enforcement</td>
</tr>
<tr>
<td>PSE 605 (5635)</td>
<td>EPA/OSHA Issues for Health Care Institutions</td>
</tr>
<tr>
<td>PSE 555 (5765)</td>
<td>Risk Analysis</td>
</tr>
<tr>
<td>PSE 560 (560)</td>
<td>Seminar: Environmental Crime</td>
</tr>
<tr>
<td>PSE 608 (5775)</td>
<td>Strategic Planning for the Public Safety Sector</td>
</tr>
<tr>
<td>PSE 611</td>
<td>Seminar: Global Chemical Regulations and Compliance Management</td>
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</tbody>
</table>

**Post-Master’s Certificate 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 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. Students who complete the Post-Master’s Certificate program may apply these credit hours towards a Master of Science in Homeland Security degree. Students must submit an updated application and meet all M.S. degree application requirements.

**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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CRJ 612</td>
<td>Police Executive Management (SOC 4315)</td>
</tr>
<tr>
<td>PSE 560 (560)</td>
<td>Seminar: Special/Target Hazard Planning and Evaluation</td>
</tr>
<tr>
<td>PSE 553 (553)</td>
<td>Seminar: Disaster Planning and Management</td>
</tr>
<tr>
<td>CRJ 640</td>
<td>Terrorism: Threats and Strategies (SOC 4415)</td>
</tr>
<tr>
<td>CRJ 641</td>
<td>Homeland Security (SOC 4425)</td>
</tr>
<tr>
<td>PSE 795 (6005)</td>
<td>Case Study in Homeland Security</td>
</tr>
</tbody>
</table>

*Students who register for the Post-Baccalaureate certificate program may transfer these courses to the applicable master’s degree program if they wish to pursue the graduate degree. Students must submit an updated application and meet all M.S. degree application requirements.

**M.S. in Public Safety Management**

**M.S. in Public Safety Management 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 Office of Graduate Operations the following:

- a completed Saint Joseph’s University graduate application.
- official sealed transcript(s) of undergraduate/graduate coursework. If you are a SJU graduate the Office of Graduate Operations will obtain your SJU transcripts for you.
- a current résumé
- two letters of recommendation from at least two faculty 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.
- $35 application fee – waived if attended an Open House or an SJU graduate.

**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 Management Core: Required seven (7) courses**

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PSE 550 (4005)</td>
<td>Fire Department Organization and Management</td>
</tr>
<tr>
<td>PSE 551 (4555)</td>
<td>Management Principles and Practices</td>
</tr>
<tr>
<td>PSE 552 (5555)</td>
<td>Seminar: Environmental Protection Management</td>
</tr>
<tr>
<td>PSE 553 (5505)</td>
<td>Seminar: Disaster Planning and Management</td>
</tr>
<tr>
<td>PSE 554 (5575)</td>
<td>Occupational Safety and Health Administration</td>
</tr>
</tbody>
</table>
Electives (four (4) of the following courses)

- PSE 601 (4015) Fire Protection and Emergency Service Master Planning
- PSE 602 (4025) Risk Analysis
- CRJ 612 Police Executive Management (SOC 4315)
- PSE 603 (4315) Emergency Medical Services Management
- CRJ 613 Technology for the Police Executive (SOC 4325)
- PSE 604 (5405) Critical Incident Stress Management
- PSE 570 (5595) EPA/OSHA Issues for Health Care Institutions
- CRJ 614 Behavioral Aspects of Health and Safety Promotion
- CRJ 640 Terrorism: Threats and Strategies (SOC 5745)
- CRJ 651 Homeland Security (SOC 5755)
- PSE 607 (5765) Seminar: Environmental Crime
- PSE 608 (5775) Strategic Planning for the Public Safety Sector (Distance Learning)
- PSE 610 (5785) Seminar: Global Chemical Regulations and Compliance Management

Students may substitute up to 2 courses (6 credit hours) from the M.S. in Criminal Justice, M.S. in Homeland Security and M.S. in Environmental Protection and Safety Management Programs.

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 550 (4105) Fire Department Organization and Management
- PSE 552 (5555) Seminar: Environment Protection Management
- PSE 553 (5565) Seminar: Disaster Planning and Management
- PSE 554 (5565) Occupational Safety and Health Administration
- PSE 555 (5705) Risk Analysis
- PSE 607 (5765) Seminar: Environmental Crime

*Students who register for the Post-Bachelor's certificate program may transfer these courses to the applicable master's degree program if they wish to pursue the graduate degree. Students must submit an updated application and meet all M.S. degree application requirements.

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)

- CRJ 612 Police Executive Management (SOC 4315)
- CRJ 613 Technology for the Police Executive (SOC 4325)
- PSE 553 (5565) Seminar: Disaster Planning and Management

Electives Four (4) of the following courses:

- PSE 550 (4105) Fire Department Organization and Management
- PSE 602 (4025) Risk Analysis
- PSE 603 (4315) Emergency Medical Services Management
- PSE 555 (5405) Critical Incident Stress Management
- PSE 570 (5595) EPA/OSHA Issues for Health Care Institutions
- CRJ 614 Behavioral Aspects of Health and Safety Promotion
- CRJ 640 Terrorism: Threats and Strategies (SOC 5745)
- CRJ 651 Homeland Security (SOC 5755)
- PSE 607 (5765) Seminar: Environmental Crime
- PSE 608 (5775) Strategic Planning for the Public Safety Sector (Distance Learning)
- PSE 610 (5785) Seminar: Global Chemical Regulations and Compliance Management

Students may substitute up to 2 courses (6 credit hours) from the M.S. in Criminal Justice, M.S. in Homeland Security and M.S. in Environmental Protection and Safety Management Programs.

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:

- CRJ 612 Police Executive Management (SOC 4315)
- CRJ 613 Technology for the Police Executive (SOC 4325)
- PSE 553 (5565) Seminar: Disaster Planning and Management
- PSE 555 (5705) Risk Analysis
- CRJ 640 Terrorism: Threats and Strategies (SOC 4415)
- PSE 607 (5765) Environmental Crime
- PSE 795 (6005) Case Study in Public Safety

Students who register for the Post-Baccalaureate certificate program may transfer these courses to the applicable master's degree program if they wish to pursue the graduate degree. Students must submit an updated application and meet all M.S. degree application requirements.

Criminal Justice and Public Safety Institute Courses

CRJ 550 Research Methods and Analysis (SOC 4005) (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 CRJ 575 is taken.

CRJ 580 Criminalological Theory (SOC 4015) (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 criminalological theories to crime on the streets, and specific aspects of criminal behavior. Required of all students.

CRJ 585 Ethics and Criminal Justice (SOC 4095) (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.

CRJ 570 Professional Writing for Law Enforcement (SOC 4585) (3 credits)
The course is designed to develop the cognitive and technical skills of effective writing for law enforcement. Primary emphasis will be given to the "craft of writing," 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.

CRJ 575 Advanced Research Methods and Analysis (SOC 4070) (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 master's thesis. Prerequisite: recent coursework and present working knowledge of basic research methods. Required of students intending to complete a master's thesis via CRJ 792. May be substituted for CRJ 650 as a core course.

CRJ 601 Law and Social Policy (SOC 4065) (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.

CRJ 602 Courts, Policies, and Administration (SOC 4185) (3 credits)
An examination of the principles and practices of court administration, its impact on the legal process, and interrelationships with other law enforcement agencies. Special emphasis is placed on methods and techniques needed to modernize the court system.

CRJ 603 Nuts and Bolts of the Criminal Justice Process (SOC 4185) (3 credits)
This course considers the criminal justice system from the point of arrest to final sentencing. Attention focuses on the impact of public perception on the police, prosecutors and judges. Probation and parole mechanisms will be viewed from a policy value standpoint.

CRJ 604 Law Enforcement Management (SOC 4305) (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.

CRJ 605 Criminal Justice Administration (SOC 4345) (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.

CRJ 606 Criminal Procedure: Investigation to Testimony (SOC 4395) (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.

CRJ 607 Multiculturalism and Diversity in Criminal Justice (SOC 4515) (3 credits)
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.

CRJ 610 Community and Problem Oriented Policing (SOC 4275) (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.

CRJ 611 Crime Analysis Using GIS Mapping (SOC 4395) (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.

CRJ 612 Police Executive Management (SOC 4315) (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.

CRJ 613 Technology for the Police Executive (SOC 4325) (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 G11 systems, mobile/field communications, and vehicle mobile data terminals (MDT). No prior technical knowledge is required.

CRJ 615 Youth Cultures and Deviance (SOC 4425) (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).

CRJ 616 Juvenile Justice and Delinquency: Issues and Responses (SOC 4245) (3 credits)
This course provides a contemporary overview of theoretical and programmatic issues and concerns in juvenile delinquency and the juvenile justice system, including a review of recent research. The course also focuses on a critical review of the trends in problem solving and delivery of services to this population.

CRJ 617 Mental Health and the Law (SOC 4205) (3 credits)
The purpose of this course is to acquaint criminal justice professionals with the mental health field and to serve as a primer for understanding mental health and mental health professionals. In addition, particular areas of interplay between mental health and criminal justice will be emphasized to provide a historical and up-to-date factual background.

CRJ 618 Therapeutic Strategies in Criminal Justice (SOC 4255) (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.

CRJ 619 Foundations of Addiction for Criminal Justice Professionals (SOC 4805) (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.

CRJ 620 Evidence Based Practice in Substance Abuse/Behavioral Health Treatment (SOC 4875) (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.

CRJ 621 Co-Occurring Disorders (3 credits)
The widespread prevalence of individuals suffering from concurrent psychiatric and substance use disorders has been increasingly recognized within the behavioral healthcare field, with a consequent need for well-trained professionals to be proficient in dealing with these clients, as well as able to function competently in the sophisticated, multidisciplinary programs which are evolving to treat co-occurring disorders. This course will provide the requisite foundational knowledge and skills for the student who will be faced with these challenges. The focus will be on evaluation, treatment planning and delivery, case management, aftercare, and self-help recovery groups. The characteristics and unique needs of each disorder will be addressed, accompanied by an examination of the impact of substance abuse and addiction.

CRJ 622 Basic Principles of Behavior Analysis (SOC 4605) (3 credits)
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.

CRJ 623 Applied Behavior Analysis (SOC 4615) (3 credits)
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.

CRJ 624 Behavior Analysis and Consultation (SOC 4825) (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 behavior management in the juvenile justice system, school system, workplace, and community settings. The topics covered are best practices in behavior consultation, the verbal behavior of the consultant and the consultant, building a consulting relationship, problem identification, interview, 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.

CRJ 625 Behavioral Development (SOC 4625) (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 Behavioral 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.

CRJ 626 Clinical Behavior Analysis (SOC 4645) (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.

CRJ 627 Contemporary Criminology: Scope and Application (SOC 4105) (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.

CRJ 628 Victimology (SOC 4125) (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.

**CRJ 629 Violence and Victims (SOC 4175) (3 credits)**
This course is designed to explore the serious problem of violence in our society from a sociological perspective. Violence is prevalent in homes and on the streets of the United States. This course will address a variety of types of violence, its causes, consequences, and theories for prevention. Topics which will be addressed include wife abuse, rape, child abuse, gang warfare, street violence and serial murder. 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.

**CRJ 630 Gender, Crime and Criminal Justice (SOC 4455) (3 credits)**
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.

**CRJ 631 Criminal Jurisprudence (SOC 4525) (3 credits)**
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.

**CRJ 632 Crime and Urban Communities (SOC 4535) (3 credits)**
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.

**CRJ 633 Federal Criminal Justice (SOC 4555) (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.

**CRJ 634 Federal Criminal Law and Prosecution (SOC 4495) (3 credits)**
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.

**CRJ 635 White Collar Crime (SOC 4215) (3 credits)**
The course provides an understanding of the accounting and financial bases of embezzlement, fraud, corruption, and misapplication of funds. Legislation and regulation in government and business are examined. Consumer protection and corporate responsibility are discussed.

**CRJ 636 Federal Search & Seizure (SOC 4365) (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.

**CRJ 637 Forensic Financial Analysis (SOC 4375) (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.

**CRJ 638 Drugs: Threats, Laws, and Strategies (SOC 4385) (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.

**CRJ 639 Organized Crime: Targets and Strategies (SOC 4405) (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 these industries.

**CRJ 640 Terrorism: Threats and Strategies (SOC 4415) (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.

**CRJ 641 Homeland Security (SOC 4425) (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 extend from local matters to national security, this course will concentrate on preparedness strategies for state, urban, and local areas.

**CRJ 642 Law Enforcement Intelligence Analysis (SOC 4545) (3 credits)**
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.

**CRJ 643 Law Enforcement Intelligence: Policy and Process (SOC 4555) (3 credits)**
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.

**CRJ 644 Electronic Intelligence Analysis (SOC 4595) (3 credits)**
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,
CRJ 647 Problems in Contemporary Corrections (SOC 4445) (3 credits)
The major problems of adult corrections, including prison and jail overcrowding, population forecasting, judicial intervention in correctional operations, prison disturbances, mental health and incarceration, pretrial and post-conviction alternatives to traditional incarceration, ethics and corrections, and the death penalty. Case study materials are employed, and current and ongoing correctional issues are discussed.

CRJ 648 Contemporary Probation, Parole, and Community Corrections (SOC 4155) (3 credits)
This course is designed to analyze the current legal, managerial, and political factors which impact upon the probation and parole system. It will examine organizational innovations, caseload management techniques, and technological advances used to confront such problems.

CRJ 650 Victim Offender Mediation (SOC 4445) (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.

CRJ 651 Restorative Justice: Theory (SOC 4475) (3 credits)
Restorative justice is a new movement in the fields of victimology and criminalology. 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.

CRJ 652 Restorative Justice: Practice (SOC 4485) (3 credits)
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.

CRJ 655 Inside/Out: Exploring Crime and Justice Behind Bars (4755) (3 credits)
This class is a unique opportunity to explore issues of crime and justice from inside a correctional facility, where the classes take place throughout the semester. The Inside-Out Prison Exchange Program brings together students from universities and adult students who are incarcerated to learn about and discuss topics such as the causes of crime, victims, the rationale of the criminal justice system, and restorative justice. Through the readings and dialogue, inside and outside students will be able to integrate their theoretical knowledge with lived experiences. It is through this exchange that we hope to critically analyze and challenge the current system in the U.S. that has resulted in a higher incarceration rate than other similar countries.

CRJ 656 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

CRJ 770 Special Topic/Independent Study (3 credits)
An opportunity to conduct extensive literature review or research project under the supervision of the Graduate Director. Such work must be preceded by a proposal that must be approved by the Director of the Graduate Criminal Justice program.

CRJ 789 Criminal Justice Internship (3 credits)
An opportunity to carry out supervised field experience under the supervision of a subject matter expert and facilitated by the Graduate Director. Such work must be preceded by a proposal that must be approved by the Director of the Graduate Criminal Justice program.

CRJ 790 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.

CRJ 791 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.

CRJ 792 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 300 contact hours. Such work must be preceded by a proposal that must be approved by the Director of the Graduate Criminal Justice program.

CRJ 793 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 CRJ 575 and 571. 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

Environmental Protection and Safety Management Course Descriptions

CRJ 612 Police Executive Management (SOC 4315) (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.

CRJ 613 Technology for the Police Executive (SOC 4325) (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 BII systems, mobile/field communications and vehicle mobile data terminals. (MDT) No prior technical knowledge is required.

CRJ 640 Terrorism: Threats and Strategies (SOC 4415) (3 credits)
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 the twenty-first century global terrorism and the evolving strategies of political terrorism. It will also examine the religious roots of contemporary terrorism. It will also examine religious roots of contemporary terrorism and seek to answer why America is 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.

CRJ 641 Homeland Security (SOC 4425) (3 credits)
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 regulatory requirements as well as current policies, and practices affecting urban areas will be discussed.

PSE 550 Fire Department Organization and Management (4005) (3 credits)
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 551 Management Principles and Practices (4555) (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 552 Seminar: Environmental Protection Management (5555) (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 553 Seminar: Disaster Planning and Management (5565) (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 554 Occupational Safety and Health Administration (5575) (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 605 EPA/OSHA Issues for Health Care Institutions (5635) (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 606 Behavioral Aspects of Health and Safety Promotion (5725) (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.

PSE 607 Seminar: Environmental Crime (5765) (3 credits)
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.

PSE 608 Strategic Planning for the Public Safety Sector (5775) (3 credits)
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.

PSE 609 EPA/OSHA Auditing: Concepts and Procedures (5625) (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 610 Environmental Waste (5735) (3 credits)
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.

PSE 611 Seminar: Global Chemical Regulations & Compliance Management (3 credits)
This graduate level course will provide an in-depth review of the current international chemical regulations affecting U.S. businesses on various levels of operation, including research and development, chemical product exportation and distribution, global sales and marketing plans, and regulatory management strategies. Focus will be given to the new regulations in North America, Europe, Asia, and the United Nations as well as a review of the government agencies enforcing these regulations.

PSE 770 Independent Study in Public Safety (5595) (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 770 Independent Study in Environmental Protection and Safety Management (5795) (3 credits)
This independent study entails the application of a research project to a particular issue or problem of environmental protection. Requires permission of Program Director.

PSE 795-CS1 Case Study in Public Safety (6005) (3 credits)
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 795-CS3 Case Study in Environmental Protection and Safety Management (6015) (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 795-CS2 Case Study in Homeland Security (6025) (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.

Department of Health Services
John J. Newhouse, Ed.D., M.S. Chair, Department of Health Services
110 Post Hall, 610-660-1578, jnewhouse@sju.edu
Nokia Henderson, M.S., H.Ed./H.A. Graduate Director, Department of Health Services
110 Post Hall, 610-660-2952, nokia.henderson@sju.edu

Program Description
The Department of Health Services provides opportunities for study in fields related to the delivery and management of health care 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 Care Ethics, 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 science degree in Long Term Care Administration and a Master of Science in Gerontological Services. A Master's of Science in Health Administration with a concentration in Organization Development and Leadership is also offered.

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, health care and health related issues. Core philosophies are professional competence, creative problem solving, respect for all persons, social justice in health care and medicine, and a collaborative approach to disease prevention and health promotion are emphasized.

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 represents 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 on either a part-time or full-time basis. The Department does offer a limited number of graduate assistantships, which are open through 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 Care Ethics, Health Education, a joint degree in Health Administration and Health Education, Long Term Care Administration, Gerontological Services, and Nurse Anesthesia. The post-master’s certificates are in the fields of school nursing, health administration, health education, gerontological services, and health care 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 health care 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.

Applicants should submit or have sent to the Office of Graduate Operations the following:

- a completed Saint Joseph’s University graduate application.
- official sealed transcript(s) of undergraduate/graduate coursework. If you are a SJU graduate the Office of Graduate Operations will obtain your SJU transcripts for you.
- a current résumé
- two letters of recommendation from at least two faculty 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.
- 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.
- $35 application fee – waived if attended an Open House or an SJU graduate.

The Department reserves the right to require a personal interview to gain additional clarification or information in order to continue the admission process.

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 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.

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 Associate Dean and Executive Director of Graduate Arts and Sciences, and proceed to Student Services to register for the course.

Education Departments

Teri Sosa, Ed.D, Director, Graduate Education Programs
Barbelin 210, 610–660–3162, tsosa@sju.edu

The Education Departments offer 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 Departments also have 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, special education, and educational leadership certification programs seek to increase students’ awareness of the function of schools in a contemporary, 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 Departments also offer 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 Post-Baccalaureate Certification Program described below. Admission to this program is based on the standards for admission to the Master’s degree programs listed in this Catalog.
The Education Unit currently offers three certification programs that can be completed entirely online: Secondary Education (OATCERT), Special Education, and Instructional Technology.

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 B21 (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
Applicants should submit or have sent to the Office of Graduate Operations the following:

- a completed Saint Joseph’s University graduate application.
- official sealed transcript(s) of undergraduate/graduate coursework. If you are a SJU graduate the Office of Graduate Operations will obtain your SJU transcripts for you.
- a current résumé.
- two letters of recommendation from at least two faculty 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.
- 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.
- $35 application fee – waived if attended an Open House or an SJU graduate.
- Students applying for supervisory or principal certification should be aware of the specific application requirements for these programs stated in the Educational Leadership Program section.
- 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 Operations 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.

Scholarships
The Education Departments offer scholarship aid to students. A limited number of graduate assistantships are also available. Applications for these positions are accepted each spring for the coming academic year. For more information, contact the departmental administrative assistant 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 500 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 Director of Graduate Education 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 by calling 610-660-3364 or by email to 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 by 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 have been incorporated into all initial certification programs for those students starting the program in Spring 2011. The Education Unit at Saint Joseph’s University is making further changes to comply with the new Pennsylvania Department of Education certification requirements and, therefore, additional program requirements will be developed and incorporated to our certification 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, as well as a negative TB test. 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, as well as a negative TB test. 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 the 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_advisor@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
Teri Sosa, Ed.D., Director, Graduate Education Programs
Barbelin 210, 610-660-3162, tsosa@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):

Educational Foundations (4 courses + 2 labs)
- EDU 606 (4015) Educational Leader as Researcher and Reflective Practitioner
- EDU 552 (4016) Foundations of Special Education
- FE Historical and Contemporary Perspectives in Education (1 credit)
- FE Psychology of Teaching: Developmental Perspectives (1 credit)
- FE Psychology of Teaching: Developmental Perspectives (1 credit)

Certification Requirement:
PPST section of Praxis I

Pedagogy: Reading/Literature (2 courses + 1 lab)
- EDU 632 (4045) Reading/Literature I
- EDU 640 (4053) Reading/Literature II
- EDU 643 (4056) FE Reading/Literature II (1 credit)

Pedagogy: Mathematics and Sciences (3 courses)
- EDU 606 (4065) Mathematics in Elementary Schools
- EDU 607 (4075) Social Studies in Elementary Schools
- EDU 608 (4065) Science in Elementary Schools

Certification Requirement:
Elementary Specialty Tests of Praxis
- Fundamental Subjects: Content Knowledge
- Elementary Education: Curriculum, Instruction, and Assessment

Secondary Certification
Teri Sosa, Ed.D., Director, Graduate Education Programs
Barbelin 210, 610-660-3162, tsosa@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):

Educational Foundations (4 courses + 2 labs)
- EDU 600 (4005) Educational Leader as Researcher and Reflective Practitioner
- EDU 550 (4015) Historical and Contemporary Perspectives in Education
- EDU 552 (4016) Field Experience (FE) Historical and Contemporary Perspectives in Education
- EDU 551 (4035) Psychology of Teaching: Developmental Perspectives
- EDU 553 (4036) FE Psychology of Teaching: Developmental Perspectives (1 credit)
- SPE 600 (5105) Foundations of Special Education

Certification Requirement:
PPST section of Praxis I

Pedagogy: Reading (1 course)
- EDU 653 (4045) Literacy and Learning Across the Curriculum
Pedagogy: Content Specific (1 course + 1 lab)
EDU 610 (4125), 612 (4135), 610 (4145), 616 (4155), 618 (4165)
EDU 611 (4126), 613 (4136), 615 (4146), 617 (4156), or 619 (4166)

Fieldwork
EDU 691 (4225) Secondary Student Teaching in Inclusive Environment (6 credits)

Certification Requirement:
Specialty Area Test of Praxis

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 709 (4115) Literature for Adolescents
EDU 671 (4355) Writing in the Classroom

Students seeking certification in Foreign Languages or English must include the following course in their elective program:
EDU 710 (5905) English Linguistics

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.

Additional Certification Requirements after January 2011:
EDU 711 (5915) Language and Culture
SPE 602 (4B15) Diagnostic Assessment and Progress Monitoring

OATCERT (Online Accelerated Teacher Certification) Program
Stephen P. Gary, Director, OATCERT Program
Barbelin 283, 610-660-1585, 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), and Citizenship. NB Course requirements (number and topics) subject to change based upon PA Department of Education regulations.

Required courses for PA Certification (24 credits)
EDU 560 (5435) Using Technology for Instruction and Assessment
EDU 551 (4035) Psychology of Teaching: Developmental Perspectives
EDU 602 (4036) FE – Psychology of Teaching (Co-requisite to EDU551)
EDU 550 (4015) Historical and Contemporary Perspectives in Education
EDU 601 (4016) FE – Historical and Contemporary Perspectives in Education (Co-requisite to EDU550)
SPE 550 (4805) Foundations in Special Education
EDU 653 (4105) Reading in the Content Areas
EDU 625 (4205) Theory and Practice in Secondary Teaching
EDU 626 (4206) FE – Theory and Practice in Secondary Teaching (Co-requisite to EDU625)
EDU 691 (4225) Secondary Student Teaching

Certification Requirement:
Praxis Exams
• PPST Section of Praxis I

• Praxis II Content Knowledge in certification area

EDL 600 (EDUA005) Educational Leader as Researcher and Reflective Practitioner
EDL 605 (EDUA4575) Critical Contemporary Educational Issues
EDL 610 (EDUA4705) Promoting Communication, Collaboration, and Access to Community Resources
EDL 680 (EDUA4545) Law and American Education

Certification in Reading
Mary Applegate, Ph.D., Director, Reading Programs
Barbelin 283, 610-660-1585, mapplega@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.

In the Reading Specialist program, students are expected to have obtained their Pennsylvania Instructional I certification. Noncertified students accepted into the program will be expected to complete Pennsylvania Instructional 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 671 (4355) Writing in the Classroom
EDU 700 (4415) Psychology of Literacy
EDU 701 (4425) Literacy Assessment & Instruction K-3
EDU 702 (4435) Literacy Assessment & Instruction 4-12
EDU 703 (4445) Literacy Research
EDU 704 (4455) Planning and Organizing Literacy Programs
EDU 705 (4475) Literacy Practicum (B credits)

Elective: one course to be determined by needs of certification program. Students are free to choose any electives from those offered throughout the graduate program. In the areas of literacy and language, students may choose from this list:
EDU 653 (4105) Literacy and Learning Across the Curriculum
EDU 708 (5445) Multicultural Literature for Children
EDU 706 (4465) Sociocultural Aspects of Literacy
EDU 713 (5935) Methods in Teaching English as a Second Language

Reading Certification Outside the M.S. Program
Mary Applegate, Ph.D., Director, Reading Programs
Barbelin 283, 610-660-1585, mapplega@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 671 (4355) Writing in the Classroom
EDU 700 (4415) Psychology of Literacy
EDU 701 (4425) Literacy Assessment & Instruction K-3
EDU 702 (4435) Literacy Assessment & Instruction 4-12
EDU 703 (4445) Literacy Research
EDU 704 (4455) Planning and Organizing Literacy Programs
EDU 705 (4475) Literacy Practicum (B credits)

plus one of the following (if needed):
EDU 653 (4105) Literacy and Learning Across the Curriculum
EDU 708 (5445) Multicultural Literature for Children
EDU 706 (4465) Sociocultural Aspects of Literacy
EDU 713 (5835)  Methods in Teaching English as a Second Language

Reading Supervisory Program
Mary Applegate, Ph.D. Director, Reading Programs
Barbelin 263, 610-660-3164, mapplega@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:

EDL 665 (4605)  Administration, Organizational Culture & Planned Change
EDL 670 (4615)  Administration Theory and Human Resource Development
EDL 675 (4635)  Curriculum Development & Practice in Public & Private Schools
EDL 680 (4645)  Law and American Education in Public and Private Schools
EDL 680 (4625)  Measurement & Evaluation of Instructional Outcomes
EDL 685 (4655)  Advanced Fieldwork/Seminar I (2 credits)
EDL 686 (4656)  Advanced Fieldwork/Seminar II (2 credits)
EDL 697 (4597)  Advanced Fieldwork/Seminar III (2 credits)

Special Education Certifications
Cathleen G. Spinelli, Ph.D. Chair, Special Education Department
Barbelin 273, 610-660-3164, cathleen.spinelli@sju.edu

The Special Education Department offers several certification options. Details regarding each Special Education 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 valid Pennsylvania Instructional I certificate or are working towards a Pennsylvania Instructional I Early Childhood, Elementary, or Reading Specialist 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 required to complete at least 36 graduate credit hours.

Prerequisites
Students applying for Special Education certification must have a valid Pennsylvania Instructional I Teaching Certification. In the event that Pennsylvania Instructional I has not yet been achieved, the student must be in the process of obtaining an Early Childhood, Elementary and/or Secondary or Reading Specialist Certification. A Master’s degree in Special Education is available with 6 additional courses (electives); the various suggested tracks are listed below.

Certification Requirements
• 3.0 GPA
• Pass PRAXIS Test 20353: Education of Exceptional Students: Core Knowledge (www.ets.org/praxis)

Special Education Courses for Certification (On Campus)

Required Courses
SPE 550 (4805)  Foundations of Special Education
SPE 602 (4815)  Diagnostic Assessment and Progress Monitoring
SPE 603 (4825)  Theory and Instructional Practice: Students with High Incidence Disabilities
SPE 606 (5165)  Theory and Instructional Practice: Students with Emotional/Social and Behavioral Disorders
SPE 607 (4885)  Theory and Instructional Practice: Students with Low Incidence Disabilities
SPE 610 (4855)  Special Education Lab and Seminar

Special Education Courses for Certification (On Line Program)

SPE 600 (5105)  Current Issues in Special Education: Theoretical Practice and Procedures
SPE 601 (5105)  Technology and Instructional Design for Differentiated Instruction
SPE 602 (5205)  Diagnostic Assessment and Progress Monitoring
SPE 603 (5135)  Theory and Instructional Practice: Students with High Incidence Disabilities
SPE 604 (5455)  Research-Based Models and Procedures: Literature, Written and Oral Language and Reading Content Areas
SPE 605 (5555)  Research-Based Models and Procedures: Mathematics and Science Procedures
SPE 606 (5165)  Theory and Instructional Practice: Students with Emotional/Social and Behavioral Disorders
SPE 607 (5175)  Theory and Instructional Practice: Students with Low Incidence Disabilities
SPE 608 (5185)  Families, Schools, and Communities: Communication and Collaboration
SPE 609  Special Education Clinical Practicum/Seminar Part I (6 credits)*
SPE 610  Special Education Clinical Practicum/Seminar Part II (6 credits)*

* Required for Teacher-Scholar Program - only

Special Education (Prescribed Elective) Tracks

Wilson Reading Program Certification (10 credits) – Online
SPE 710 (5225)  WRP: Introduction to Multisensory Structured Language Instruction (1 credit)
SPE 711 (5235)  WRP: Intensive Instruction for the Non-Responsive Reader Steps 1-3
SPE 712 (5245)  WRP: Intensive Instruction for the Non-Responsive Reader Steps 4-6
SPE 713 (5255)  WRP: Intensive Instruction for the Non-Responsive Reader Practicum

Teacher of the Deaf and Hard of Hearing Program (21 to 27 credits) - Online

Prerequisite Requirements (6 credits)
SPE 600 (5105)  Current Issues in Special Education: Theoretical Practice and Procedures
SPE 608 (4305)  Families, Schools, and Communities: Communication and Collaboration

Required Courses for Pennsylvania Certification (21 credits)
SPE 730  Educational Foundations for Students who are Deaf and...
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. This 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 710 (5905)**: English Linguistics
- **EDU 711 (5915)**: Language & Culture
- **EDU 712 (5925)**: Second Language Acquisition
- **EDU 713 (5935)**: Methods in Teaching English as a Second Language
- **EDU 714 (5936)**: FE Methods in Teaching English as a Second Language (1 credit)

**MASTER OF SCIENCE IN EDUCATION**

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 38 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

**Certification Requirements**

- Pass PRAXIS Test 10140: Supervisor-Principal-Educational Leadership (www.ets.org/praxis)
- A valid Special Education teaching certificate
- At least 5 years of full-time teaching experience as a certified special education teacher

**Required Certification Courses (18 Graduate Credits + 6 Fieldwork Credits)**

**EDU 665 (4605)**: Administration, Organizational Culture and Planned Change
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 600) | 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 600) | 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 600) | 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 551 (4035) and EDU 608 (4085) may be used with permission of the mathematics advisor.

**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.

**POST-BACCALAUREATE CERTIFICATION PROGRAMS**
Teri Sosa, Ed.D., Director, Graduate Education Programs
Barbelin 210, 610-660-3862, tsosa@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. Students seeking to complete this program entirely at the undergraduate level should submit their applications to the University College program.

**Elementary Certification**
Either graduate or undergraduate courses may be used for elementary certification. Elementary certification can be achieved by taking the following sequence (note that the three one-credit labs are above and beyond course graduation requirements):

**Educational Foundations (3 courses plus 2 labs)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 160 (2015)</td>
<td>Schools in Society</td>
</tr>
<tr>
<td>EDU 161</td>
<td>FE Schools in Society (preK-4/4-8) (1 credit lab) or</td>
</tr>
<tr>
<td>EDU 550 (4015)</td>
<td>Historical and Contemporary Perspectives in Education and</td>
</tr>
<tr>
<td>EDU 552 (4016)</td>
<td>(1 credit lab)</td>
</tr>
<tr>
<td>EDU 151 (2035)</td>
<td>Develop, Cognition, &amp; Learning and</td>
</tr>
<tr>
<td>EDU 153</td>
<td>FE Develop, Cognition &amp; Learning (1 credit lab) or</td>
</tr>
<tr>
<td>EDU 553 (4035)</td>
<td>Psychology of Teaching: Developmental Perspectives and</td>
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<tr>
<td>SPE 230 (2015)</td>
<td>Introduction to Special Education or</td>
</tr>
<tr>
<td>SPE 550 (4805)</td>
<td>Foundations in Special Education</td>
</tr>
</tbody>
</table>

**Certification Requirement:**
PPST section of Praxis I Test

**Pedagogy: Reading/Literature (2 courses plus 1 lab)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDU 232 (2045)</td>
<td>or EDU 632 (4045) Reading/Literature I</td>
</tr>
<tr>
<td>EDU 240 (2055)</td>
<td>or EDU 640 (4055) Reading/Literature II and</td>
</tr>
<tr>
<td>EDU 390 (2252)</td>
<td>or</td>
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<tr>
<td>EDU 603 (4056)</td>
<td>(1 credit lab)</td>
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</table>

**Pedagogy: Mathematics and Sciences (3 Courses)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDU 391 (2065)</td>
<td>or EDU 606 (4065) Mathematics in Elementary Schools</td>
</tr>
<tr>
<td>EDU 392 (2075)</td>
<td>or EDU 607 (4075) Social Studies in Elementary Schools</td>
</tr>
<tr>
<td>EDU 393 (2085)</td>
<td>or EDU 608 (4085) Science in Elementary Schools</td>
</tr>
</tbody>
</table>

**Pedagogy: Integrating Curriculum (1 course)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDU 470 (2095)</td>
<td>or EDU 670 (4085) Creative Expressions</td>
</tr>
</tbody>
</table>

**Fieldwork (6 credits)**

<table>
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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDU 480 (2105)</td>
<td>or EDU 690 (4215) Elementary Student Teaching in Inclusive Environments</td>
</tr>
</tbody>
</table>

**Certification Requirement:**
Praxis Exams
- Fundamental Subjects: Content Knowledge
- Elementary Education: Curriculum, Instruction, and Assessment
- Additional Certification Requirement after January 2011:
- Students starting this program in or after Spring 2011 need the following two additional courses for certification:
- EDU 711 (5915) Language and Culture
- SPE 602 (4815) Diagnostic Assessment and Progress Monitoring

**Secondary Certification**
Teri Sosa, Ed.D., Director, Graduate Education Programs
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):

Educational Foundations (3 courses plus 2 labs)

EDU 160 (2015) Schools in Society and EDU 162FE Schools in Soc/preK-4/4-B (1 credit lab) or
EDU 550 (4015) Historical and Contemporary Perspectives in Education
EDU 555 (4015) (1 credit lab)
EDU 551 (4035) Develop, Cognition & Learning and
EDU 553 (4035) FE Devel, Cognition & Learning (1 credit lab) or
EDU 553 (4035) Psychology of Teaching: Developmental Perspectives and
EDU 555 (4035) (1 credit lab)
SPE 230 (2115) Introduction to Special Education or
SPE 550 (4805) Foundation in Special Education

Certification Requirement
PPST section of Praxis I

Pedagogy: Reading (1 course)
EDU 353 (2315) or EDU 653 (4015) Literacy and Learning Across the Curriculum

Pedagogy: Content Specific (1 course plus 1 lab)
EDU 410 (2325), 412 (2335), 414 (2345), 416 (2355), or 418 (2365)
EDU 410 (2326), 413 (2336), 415 (2346), 417 (2356), or 419 (2366)
EDU 510 (4125), 512 (4135), 514 (4145), 516 (4155), or 518 (4165)
EDU 511 (4126), 513 (4136), 515 (4146), 517 (4156), or 519 (4166)

All courses offered in Fall semester

Fieldwork (6 credits)
EDU 491 (2910) or EDU 691 (4225) Student Teaching in Inclusive Environments

Certificate 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 424 or EDU 710 (5905) English Linguistics

Additional Certification Requirement after January 2011:
Students starting this program in or after Spring 2011 need the following two additional courses for certification:
EDU 711 (5915) Language and Culture
SPE 602 (4815) Diagnostic Assessment and Progress Monitoring

Teacher Intern Program
Teri Sosa, Ed.D., Director, Graduate Education Programs
Barbelin 210, 610-660-3162, tsosa@sju.edu

The Teacher Intern program is a non-degree granting certification program for persons interested in elementary and secondary school certification. Upon admission into the program, successful completion of the required Praxis examinations and credit courses for which any needed courses, students will be eligible for Intern certification (a one-year provisional certificate). Candidates for the Intern certificate must apply through Dr. Joseph Cifelli, Director of Certification.

Saint Joseph’s University does not make intern or graduate field placements for intern candidates.

Educational Leadership Program
Raymond Horn, Ph.D., Director of Educational Leadership and Professional Studies
Barbelin 209, 610-660-3167, rhorn@sju.edu

The Master’s in Educational Leadership is a 36-credit professional degree that may also lead toward certification as a school supervisor (of curriculum and instruction in one’s certification area), elementary principal, or secondary principal. Upon acceptance in the program, students must meet with the Academic Advisor prior to registration for courses. Students are urged to maintain 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. Five years of full-time teaching experience—for supervisors, in their original certification area; for principals, in the type of school (i.e., 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. Additional fieldwork and special admission procedures are required. Requirements for the degrees and certifications include the following courses:

Instructional Techniques (for content area)

EDU 410 (2325), 412 (2335), 414 (2345), 416 (2355), or 418 (2365)
EDU 410 (2326), 413 (2336), 415 (2346), 417 (2356), or 419 (2366)
EDU 510 (4125), 512 (4135), 514 (4145), 516 (4155), or 518 (4165)
EDU 511 (4126), 513 (4136), 515 (4146), 517 (4156), or 519 (4166)

Fieldwork (5 credits)
EDU 491 (2910) or EDU 691 (4225) Student Teaching in Inclusive Environments

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 424 or EDU 710 (5905) English Linguistics

Application Requirements for Master’s Degree and Curriculum Supervisor Certification Programs.

1. A completed Saint Joseph’s University graduate application.
2. Official sealed transcript(s) of undergraduate/graduate coursework.
3. Recommended 3.0 Grade Point Average (GPA) in undergraduate work.
4. Personal statement – a letter of intention outlining the candidate’s professional goals and educational objectives for attending the program of their choice.
5. Two letters of recommendations
6. Valid teaching certificate.
7. Five years full-time teaching experience (by the time the degree is awarded).

Application Requirements for the Principal Certification Program.

1. A completed Saint Joseph’s University graduate application.
2. Official sealed transcript(s) of undergraduate/graduate coursework.
3. Recommended 3.0 Grade Point Average (GPA) in undergraduate work.
4. Two letters of recommendations from school district administrators: one of which must be from the applicant’s supervising administrator. Both letters must substantiate the candidate’s leadership potential and qualifications to become a school administrator.
5. Valid teaching certificate.
6. Five years full-time teaching experience (by the time the degree is awarded).
7. Portfolio items:
   - Essay concerning how principals shape learning in their schools
   - Resume that includes evidence of leadership potential (other leadership roles)
   - Applicant’s educational philosophy
   - A written description of a problem based learning activity
   - Personal statement—a letter of intention outlining the candidate’s professional goals and educational objectives for attending the program.

**Application Requirements for the Superintendent Letter of Eligibility Program.**

1. A completed Saint Joseph’s University graduate application.
2. Master’s degree.
3. Official sealed transcript(s) of undergraduate/graduate coursework.
4. 3.0 Grade Point Average (GPA) in graduate work.
5. Two letters of recommendations from school district administrators: one of which must be from the applicant’s supervising administrator. Both letters must substantiate the candidate’s leadership potential and qualifications to become an assistant/superintendent of schools.
6. Principal or supervisory certificate.
7. Six years of satisfactory professional certificated service of which three of the six years must have been in a certificated supervisory or administrative capacity.
8. Submit a copy of professional certification.
9. Portfolio items:
   - Essay concerning how superintendent’s shape learning in their schools
   - Resume that includes evidence of leadership potential (other leadership roles)
   - Applicant’s educational philosophy
   - Personal statement—a letter of intention outlining the candidate’s professional goals and educational objectives for attending the program.

**Master’s Degree in Educational Leadership**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EOL 680</td>
<td>Educational Leader as Researcher and Reflective Practitioner</td>
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<tr>
<td>EOL 685</td>
<td>Critical Contemporary Educational Issues</td>
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<tr>
<td>EOL 655</td>
<td>Interpersonal Relations</td>
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<tr>
<td>EOL 660</td>
<td>Measurement and Evaluation of Instructional Outcomes</td>
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<tr>
<td>EOL 665</td>
<td>Administration, Organizational Culture, and Planned Change</td>
</tr>
<tr>
<td>EOL 670</td>
<td>Educational Leadership and Human Resource Development</td>
</tr>
<tr>
<td>EOL 675</td>
<td>Curriculum Development &amp; Practice in Public and Private Schools</td>
</tr>
</tbody>
</table>

**6 Elective credits. Any graduate level courses**

### Supervisor Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EOL 680</td>
<td>Law and American Education</td>
</tr>
<tr>
<td>EOL 685</td>
<td>Seminar in Administration of Curriculum and Instruction</td>
</tr>
<tr>
<td>EOL 690</td>
<td>Managing Financial and Material Resources</td>
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</tbody>
</table>

### Principal Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EOL 680</td>
<td>Measurement and Evaluation of Instructional Outcomes</td>
</tr>
<tr>
<td>EOL 685</td>
<td>Administration, Organizational Culture, and Planned Change</td>
</tr>
<tr>
<td>EOL 690</td>
<td>Managing Financial and Material Resources</td>
</tr>
<tr>
<td>SPE 620</td>
<td>Fundamentals of Special Education Practices for School Leaders</td>
</tr>
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### Principal and Supervisor Program

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EOL 680</td>
<td>Measurement and Evaluation of Instructional Outcomes</td>
</tr>
<tr>
<td>EOL 685</td>
<td>Administration, Organizational Culture, and Planned Change</td>
</tr>
<tr>
<td>EOL 690</td>
<td>Managing Financial and Material Resources</td>
</tr>
<tr>
<td>SPE 620</td>
<td>Fundamentals of Special Education Practices for School Leaders</td>
</tr>
</tbody>
</table>
Principal and Supervisor certification, and MS in Educational Leadership Program

EDL 680  Educational Leader as Researcher and Reflective Practitioner
  (EDU 4005)
EDL 685  Interpersonal Relations
  (EDU 4315)
EDL 660  Measurement and Evaluation of Instructional Outcomes
  (EDU 4525)
EDL 695  Administration, Organizational Culture, and Planned Change
  (EDU 4505)
EDL 670  Educational Leadership and Human Resource Development
  (EDU 4515)
EDL 675  Curriculum Development & Practice in Public and Private Schools
  (EDU 4535)
EDL 680  Law and American Education
  (EDU 4545)
EDL 685  Seminar in Administration of Curriculum and Instruction
  (EDU 4555)
EDL 690  Managing Financial and Material Resources
  (EDU 4565)
SPE 620  Fundamentals of Special Education Practices for School Leaders
  (SPE 4935)

Fieldwork for Master’s Degree with Certification Programs

EDL 685  Advanced Fieldwork/Seminar I (2 credits)
  (EDU 4595)
EDL 686  Advanced Fieldwork/Seminar II (2 credits)
  (EDU 4596)
EDL 687  Advanced Fieldwork/Seminar III (2 credits)
  (EDU 4597)

Superintendent Letter of Eligibility

EDL 780  Policy & Community Relations
  (EDU 5505)
EDL 785  Educational Planning & Evaluations
  (EDU 5515)
EDL 790  Managing Educational Environments
  (EDU 5525)
EDL 795  Superintendency Fieldwork
  (EDU 5535)

M.S. in Instructional Technology with Instructional Technology Specialist Certification (Online Program)

Stephen P. Gary, Director, Instructional Technology Program
Merin Hall 283, (610) 660-3187, sgary@sju.edu

This online, campus-free 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). NB Course requirements (number and topics) subject to change based upon PA Department of Education.

Required courses (24 credits)

ITS 605  Technology Applications for the Classroom
  (EDU 5315)
ITS 610  Applying Theories of Learning to Interactive Technologies
  (EDU 5365)

ITS 615  Introduction to Interactive Technologies
  (EDU 3385)
ITS 620  Multimedia Productions
  (EDU 3385)
ITS 625  Research in Instructional Technology
  (EDU 3325)
ITS 630  Instructional Design
  (EDU 3335)
ITS 635  Networks: Configurations and Implementation
  (EDU 4045)
ITS 640  Technology Planning
  (EDU 3035)

Electives for MS

ITS 645  Teaching and Learning at a Distance
  (EDU 5385)
ITS 650  Emerging Internet Technologies
  (EDU 4745)

Final requirement for both Certification and MS (6 credits)

ITS 695  Graduate Internship (6 credits)
  (EDU 4945)

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.

Requirements for the Doctor of Education

The following courses are required for the Ed.D. degree:

EDL 800  Professional Seminar
  (EDU 7015)
EDL 805  Principles of Quantitative Research
  (EDU 7055)
EDL 810  Quantitative Research Design
  (EDU 7255)
EDL 815  Social Change Culture and Education
  (EDU 7045)
EDL 820  Ethics in Educational Leadership
  (EDU 7025)
EDL 825  Fiscal Resources
  (EDU 7215)
EDL 830  Contemporary Curriculum
  (EDU 4535)
EDL 835  Principles of Qualitative Research
  (EDU 7225)
EDL 840  Qualitative Research Design
  (EDU 7145)
EDL 845  Policy & Community Relations
  (EDU 7225)
EDL 850  Educational Environment
  (EDU 7155)
EDL 855 Human Resource Management
(EDU 7115)
EDL 860 Educational Planning & Evaluation
(EDU 7235)
EDL 865 Communication & Public Relations
(EDU 7235)
EDL 870 Dissertation Seminar & Proposal Writing
(EDU 7245)
EDL 875 Administering the Dynamic Institution
(EDU 7235)
EDL 893 Dissertation Study
(EDU 7995)
EDL 894 Dissertation Study
(EDU 7995)
EDL 899 Dissertation Study
(EDU 7975)

EDUCATION COURSE OFFERINGS

EDL 600 Educational Leader as Researcher and Reflective Practitioner (EDU 40005) (3 credits)
This course will focus on contemporary educational 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’ educational experience. The role of the educational leader as reflective practitioner will be connected to educational research.

EDL 605 Critical Contemporary Educational Issues (47575) (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.

EDL 610 Promoting Communication, Collaboration, and Access to Community Resources (4705) (3 credits)
This course focuses on the home-school partnerships, 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.

EDL 615 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.

EDL 655 Interpersonal Relations (4315) (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.

EDL 660 Measurement and Evaluation of Instructional Outcomes (EDU 4525) (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.

EDL 665 Administration, Organizational Culture, and Planned Change (4505) (3 credits)
This course examines organizations as a set of subsystems that 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.

EDL 670 Educational Leadership and Human Resource Development (4515) (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.

EDL 675 Curriculum Development and Practice in Public and Private Schools (4535) (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.

EDL 680 Law and American Education (4545) (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.

EDL 685 Seminar in Administration of Curriculum and Instruction (4555) (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.

EDL 690 Managing Financial and Material Resources (4565) (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.

**EDL 695 Advanced Fieldwork/Seminar I (4555) (2 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.

**EDL 696 Advanced Fieldwork/Seminar II (4556) (2 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.

**EDL 697 Advanced Fieldwork/Seminar III (4557) (2 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.

**EDL 780 Policy, Politics, and Community Relations (5505) (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 personalized 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.

**EDL 785 Educational Planning and Evaluation (5515) (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.

**EDL 780 Managing Educational Environments (5525) (3 credits)**
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.

**EDL 795 The Superintendency Fieldwork (5535) (3 credits)**
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.

**EDL 800 Professional Seminar (7015) (3 credits)**
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.

**EDL 805 Principles of Quantitative Research (7055) (3 credits)**
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.

**EDL 810 Qualitative Research Design (7255) (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.

**EDL 815 Social Change, Culture, and Education (7045) (3 credits)**
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.

**EDL 820 Ethics in Educational Leadership (7025) (3 credits)**
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.

**EDL 825 Fiscal Resources (7165) (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 reforecasting, and strategic planning. Special emphasis will be placed on providing studies and practice in labor relations and negotiations.

**EDL 830 Contemporary Curriculum (7215) (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.

**EDL 835 Principles of Qualitative Research (7125) (3 credits)**
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.

**EDL 840 Qualitative Research Design (7145) (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.

**EDL 845 Policy, Politics, and Community Relations in Education Reform (7225) (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.
EDL 850 Educational Environment (7155) (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.

EDL 855 Human Resource Development and Management (7115) (3 credits)
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.

EDL 860 Educational Planning and Evaluation (7235) (3 credits)
This course examines planning and evaluation strategies and 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 context of evaluation.

EDL 865 Communications and Public Relations (7035) (3 credits)
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.

EDL 870 Dissertation Seminar and Proposal Writing (7245) (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.

EDL 875 Administering the Dynamic Institution (7235) (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.

EDL 893 Dissertation Study (7995) (6 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.

EDL 894 Dissertation Study (7985) (6 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.

EDL 899 Dissertation Study (7975) (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.

EDU Historical and Contemporary Perspectives in Education (4015) (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 601 (4016) is linked with this course.

EDU 551 Psychology of Teaching: Developmental Perspectives (4035) (3 credits)
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 602 (4036) is a required link with this course.

Prerequisite: EDU 554 (4025).

EDU 552 FE: Critical and Contemporary Perspectives in Education (4016) (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 553 FE: Psychology of Teaching: Developmental Perspectives (4036) (1 credit)
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 555 Foundations of Early Childhood Education (ECE 4815) (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.

EDU 560 Using Technology for Instruction and Assessment (5435) (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 606 Mathematics in Elementary Schools (4065) (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. Special Fieldwork is required in this course.

Prerequisite: EDU 551 (4035).

EDU 607 Social Studies in Elementary Schools (4075) (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.
EDU 608 Science in Elementary Schools (4085) (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 551 (4035).

EDU 610 Instructional Techniques English (4125) (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 611 (4126) is a required link with this course.
Prerequisite: EDU 653 (4105).

EDU 611 FE Instructional Techniques English (4126) (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 612 Instructional Techniques Social Studies (4135) (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 613 (4136) is a required link with this course.
Prerequisite: EDU 653 (4105).

EDU 613 FE Instructional Techniques Social Studies (4136) (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 614 Instructional Techniques Foreign Languages (4145) (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 615 (4146) is a required link with this course.
Prerequisite: EDU 653 (4105).

EDU 615 FE Instructional Techniques Foreign Language Lab (4146) (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 616 Instructional Techniques Mathematics (4155) (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 617 (4156) is a required link with this course.
Prerequisite: EDU 653 (4105).

EDU 617 FE Instructional Techniques Mathematics (4156) (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 618 Instructional Techniques Science (4165) (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 619 (4166) is a required link with this course.
Prerequisite: EDU 653 (4105).

EDU 619 FE Instructional Techniques Science (4166) (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 620 Computers for Educators (4175) (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 621 Instructional Techniques Art Education (4185) (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 623 (4186) is required with this course.

EDU 622 Instructional Techniques Art Education (4186) 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 625 Theory and Practice for Secondary Teaching (4205) (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 626 Practical Issues for Secondary Teaching Lab (4206) (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 630 Linguistic Topics in Education (4055) (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 632 Reading/Literature I (4045) (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 551 (4035).

EDU 640 Reading/Literature II (4055) (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. Special fieldwork is required in this course. EDU 603 (4056) is a required link with this course.
Prerequisite: EDU 632 (4045).

EDU 643 FE Reading Literature II (4056)
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 653 Literacy and Learning Across the Curriculum (4045) (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 551 (4035).

EDU 669 Perspectives of Women in Education (5075) (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 670 Creative Expressions (4095) (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 640 (4055), ED6 (4065), ED7 (4075), ED8 (4085).

EDU 671 Writing in the Classroom (4355) (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 690 Elementary Student Teaching in Inclusive Environments (4215) (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 691 Secondary Student Teaching in Inclusive Environments (4225) (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 692 Elementary/Special Education Student Teaching (4235) (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 700 Psychology of Literacy (4415) (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 701 Literacy Assessment & Instruction K-3 (4425) (3 credits)
This course provides in-depth study of students' literacy development in grades K-3. A range of formal and informal assessments will be used to examine children’s early language and literacy development, including phonemic awareness, concepts of print, word recognition strategies, and comprehension abilities. This information will be used to make informed decisions about literacy instruction.

EDU 702 Literacy Assessment & Instruction 4-12 (4435) (3 credits)
This course provides in-depth study of student’s literacy development in grades 4-12. A range of formal and informal assessments will be used to examine children’s literacy abilities; a focus of the course is understanding and enhancing growth in areas of selecting and applying comprehension strategies and reading texts critically. Assessments will be used to make informed decisions about literacy instruction. Prerequisite: EDU 701 (4425).

EDU 703 Literacy Research (4445) (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 701 (4425).

EDU 704 Planning and Organizing a Literacy Program (4455) (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 705 Literacy Practicum (4475) (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 701 (4425), 702 (4425), 703 (4435).

EDU 706 Sociocultural Aspects of Literacy (4465) (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 707 Internship in Literacy (5455) (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 708 Multicultural Literature for Children (5445) (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 709 Literature for Adolescents (4145) (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 710 English Linguistics (5905) (3 credits)
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.

EDU 711 Language & Culture (5915) (3 credits)
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.

EDU 712 Second Language Acquisition (5925) (3 credits)
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.

EDU 713 Methods of Teaching English as a Second Language (5935) (3 credits)
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.

EDU 714 FE Methods of Teaching English as a Second Language (5936) (1 credit)
This one-credit lab accompanies EDU 713 (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.

EDU 715 Selected Topics in Catholic Education (4795) (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 716 Cultural Diversity in Classrooms (4345) (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 717 Master’s Thesis in Education (6015) (3 credits)
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.

ITS 505 Technology Applications for the Classroom (5315) (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 mind tool 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.
ITS 610 Applying Theories of Learning to Interactive Technologies (5345) (3 credits)
This course provides an in-depth study of the theoretical foundations of learning and instruction as they apply to the Interactive Technologies.

ITS 615 Introduction to Interactive Technologies (5365) (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.

ITS 620 Multimedia Productions (5355) (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.

ITS 625 Research in Instructional Technology (5325) (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.

ITS 630 Instructional Design (5335) (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.

ITS 635 Networks: Configurations and Implementation (EDU 5405) (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.

ITS 640 Technology Planning Across the Curriculum (5305) (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.

ITS 645 Distance Communications (EDU 5395) (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.

ITS 650 Emerging Internet Technologies (EDU 5475) (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.

ITS 695 Graduate Internship (EDU 5495) (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.

CORE SPECIAL EDUCATION CERTIFICATION COURSES

SPE 550 Foundations in Special Education (3 credits)
This 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 nature 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 exceptional child.

SPE 600 Current Issues in Special Education: Theoretical Practice and Procedures (3 credits)
This course is a critical study of the contemporary and controversial issues within the field of special education. Consideration will be given to the philosophical, psychological, and sociological basis of teacher education, including an analytical review of research-based curricula, programmatic innovations, policy issues and their effects, and ethical practices. Discussions will focus on evidence-based core concepts that contribute to effective program planning, investigation of cognitive, academic, behavioral, and psycho-social solutions and implications for those working with exceptional students; and future implications for the advancement of special education diagnostic and instructional services.

SPE 601 Technology and Instructional Design for Differentiated Instruction (3 credits)
This course will provide comprehensive coverage of what is involved in the consideration, assessment and implementation of assistive technology for students with special needs including those with specific learning disabilities found most commonly in regular and special education classrooms today. Course content will include identifying the legal basis and requirements for providing assistive technology to students with disabilities; identifying the assessment process and methodology for implementation of technology into the curriculum; exploring the specific features of assistive technology devices in the areas of writing and computer access; previewing various therapeutic interventions and software programs specific to students with special learning needs, particularly those with specific learning disabilities; and implementing a Universal Design for Learning model in the general education curriculum. Additional topics will include current and emerging technologies used to enhance instruction for both regular and special learners; school practices related to technology integration and effective uses of technology in the general and special education classroom.

SPE 602 Diagnostic Assessment and Progress Monitoring (3 credits)
This course will provide an in-depth presentation of the complex issue of assessment, including an examination of evaluation procedures, from pre-referral intervention, eligibility/placement/ program decision-making to progress monitoring of scientifically-based instructional interventions based on Response to Intervention (RTI). Focus will include academic, affective, work-study skill, adaptive functioning, fine motor, and environmental measures. Content coverage will consist of an overview of assessment models including traditional, informal, dynamic, performance, curriculum-based, and alternative techniques. Addition course topics will address legislation, regulations, topical issues, emerging evaluation trends, test modifications/accommodations, parent involvement and assessment/progress reporting.

SPE 603 Theory and Instructional Practice: Students with High Incidence Disabilities (3 credits)
This course is a comprehensive study of theoretical issues and research-based diagnosis, instructional planning and programmatic organization of instruction for
children with learning problems. Content will cover curriculum design, development of programs of differential instruction involving evidence-based interventions that meet students’ needs based on formative assessment, developmental and educational information; integrated learning experiences; specialized adaptations and resources; and systematic implementation of instructional variables; and systems management necessary for effective instruction of children with disabilities. Focus will also be given to the development and implementation of differentiated curriculum and curricular enhancements, and concepts and teaching practices related to the development and implementation of effective instructional programs for students with high incidence disabilities.

SPE 604 Research-based Models and Procedures: Literacy, Written and Oral Language, and Reading in the Content Areas (3 credits)
This course will focus on the development of competency in the implementation of explicit and systematic evidence-based instructional strategies designed to teach reading accuracy, fluency, comprehension, and monitoring strategies in literacy and content area reading to students with disabilities, including exceptional children in regular classroom, with emphasis on applying findings from research in reading to classroom practices, including children who are linguistically and culturally diverse. Content will include diagnostic-prescriptive techniques for remediation of reading and written language and associated learning disabilities.

SPE 605 Research-based Models and Procedures: Mathematics and Science Procedures (3 credits)
This course will focus on the development of competency in the implementation of explicit and systematic evidence-based instructional strategies designed to teach mathematics and content area subjects, including science and social studies. A study of theory and practice of effective teaching methodologies, combined with principles of differentiated instruction. Attention will be on teaching models and methods supported by research and emphasis will be placed on development of effective teaching procedures.

SPE 606 Theory and Instructional Practice: Students with Emotional/Social and Behavioral Disorders (3 credits)
This course covers personal, social, and emotional disorders in an educational setting, including methods of identification, assessment, and instructional planning; develops skills in effective classroom management and creating classroom climate conducive to learning and growth. It also provides comprehensive coverage of the variety of models of disciplines and aids students in building systems and conceptual models of total discipline, emphasizing activities promoting pupil motivation and classroom management and organization of the environment, instruction, behavior and record keeping.

SPE 607 Theory and Instructional Practice: Students with Low Incidence Disabilities (3 credits)
This course addresses the definitions, characteristics, assessment and specific techniques for students needing adaptive and functional curriculum. Characteristics are addressed in relation to why and how specialized instruction can meet the learning and developmental needs of these individuals, specifically in the areas of instruction, assistive learning, and language-communication. This will include research validated instructional strategies, adaptive and assistive technologies including, augmentative communication systems, and communication and social interaction alternatives for non-speaking individuals. In addition, the course reviews behaviorally-based educational models for students with autism and other moderate and severe disabilities, and presents methods aimed at enhancing functional skill development in major life domains, with emphasis on community-based training and self-determination.

SPE 608 Families, Schools, and Communities: Communication and Collaboration (3 credits)
This course focuses on the home-school partnerships, 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 available to individuals, families and groups affected by social, environmental, health and related problems.

SPE 609 Special Education Clinical Practicum/Seminar Part I (6 credits)
This is a combined seminar/internship experience. This fieldwork experience will provide the candidate with an opportunity for in-depth varied and continuous instruction experiences. The practicum will include a variety of researched based instructional practices, assessment procedures, classroom management strategies and organizational strategies to provide structured opportunities for professional growth and stimulation. These experiences will enable the candidate to (a) apply the knowledge and skills acquired through his/her study and previous experience to actual classroom situations that a teacher will face in a Response to Intervention Classroom; (b) integrate the concepts and skills from different prior learning experiences as well as researched based principles in reading, comprehension and writing for educational programming and apply to individual situations; (c) become involved in the routine functions of a classroom teacher including planning, assessment, progress monitoring and collaboration with peers. Course requirements are designed to meet Departmental and Commonwealth standards.

SPE 610 Special Education Clinical Practicum/Seminar Part II (6 credits)
This is a combined seminar/internship experience. This fieldwork experience will provide the candidate with an opportunity for in-depth varied and continuous instruction experiences. The practicum will include a variety of researched based instructional practices, assessment procedures, classroom management strategies and organizational strategies to provide structured opportunities for professional growth and stimulation. These experiences will enable the candidate to (a) apply the knowledge and skills acquired through his/her study and previous experience to actual classroom situations that a teacher will face in a Response to Intervention Classroom; (b) integrate the concepts and skills from different prior learning experiences as well as researched based principles in reading, comprehension and writing for educational programming and apply to individual situations; (c) become involved in the routine functions of a classroom teacher including planning, assessment, progress monitoring and collaboration with peers. Course requirements are designed to meet Departmental and Commonwealth standards.

SPE 611 Graduate Special Education Lab and Seminar (3 credits)
This 30-hour practicum with additional online course content 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 700 Special Education School Law and Policy (3 credits)
This course is designed to provide 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. Content covered will include an overview of laws and litigation affecting special education. The American legal system, particularly in respect to special education, the constitutional and statutory provisions of federal and state law, and judicial decisions interpreting those laws are reviewed. This course relates equal protection, procedural due process, and substantive due process doctrines to school practices affecting students with disabilities.

SPE 701 Cognitive Processes: Research-based Brain Studies for the Educator (3 credits)
This course provides an integrative survey of knowledge and research in the cognitive and neurological development of the young mind. The content is designed to connect cognition, neuroscience and educational practice with the critical periods of
child development, including language development, visual systems, and psycho-social growth. Attention will be given to the basic structures of the brain and their corresponding dynamic functions, how neurons communicate with each other, and ways that networks of cells function in the vision, memory, and learning processes. The interaction and effects of learning and thinking and how the brain processes, consolidates and internalizes information will be explored.

**SPE 702 Cultural Responsive Teaching (3 credits)**

This course is designed to align instruction along with the assets and differential needs of diverse student populations through applying and incorporating multicultural perspectives into the teaching-learning process to maximize the academic, cognitive, personal, and social aspects of student learning. It will provide ways to design and deliver culturally responsive strategies to work with culturally and linguistically diverse students and empower their families in the teaching and learning process. The course focuses on addressing challenges to the reading achievement of culturally, linguistically, and economically diverse students with disabilities. Issues covered will include assessment and intervention, curricula development and social/affectionate skills related to family, community, values and culture of students from different cultural and ethnic groups.

**Wilson Reading Certification Courses**

**SPE 710 Introductory Workshop: Introduction to Multisensory Structured Language Instruction (1 credit)**

This online Wilson introductory course examines the definition of dyslexia and common characteristics, reading research and the five areas of reading in relation to students beyond grade two with persistent phonological coding deficits. Specifically studies the Wilson Reading System® (WRS), including student identification and placement, program implementation, progress monitoring, scheduling, and creating a successful classroom environment; principles of language structure; and how to teach language with direct, multisensory methods.

**SPE 711 Basic Word Study I-3: Intensive Instruction for the Non-Responsive Reader (3 credits)**

This course presents in detail the multisensory structured language instruction that is required for teaching students beyond grade two with word-level deficits who are unresponsive to previous instruction. This online course provides practical application of reading research, with particular emphasis on phonological awareness, phonics and spelling at the beginning levels of decoding and encoding as well as expands upon these concepts with specific instruction in the closed syllable pattern. Provides specific procedures to teach the concepts presented in Wilson Reading System® (WRS) Steps 1-3. Additional topics include accuracy and automaticity of word recognition, fluency with decodable and authentic text, vocabulary and listening/reading comprehension at beginning stages of reading.

Prerequisite: SPE 710

**SPE 712 Basic Word Study 4-6: Intensive Instruction for the Non-Responsive Reader (3 credits)**

This is a continuation of the Wilson Steps 1-3 on-line course. Presents in detail the multisensory structured language instruction that is required for teaching students beyond grade two with word-level deficits who are unresponsive to previous instruction. This online course provides practical application of reading research, with particular emphasis on phonological awareness, phonics and spelling at the beginning levels of decoding and encoding as well as expands upon these concepts with specific instruction in the vowel-consonant-e, open, and consonant-le syllable patterns. Provides specific procedures to teach the concepts presented in Wilson Reading System® (WRS) Steps 4-6. Additional topics include the ten critical points of the Wilson Reading System, dyslexia, non-controlled text, and handwriting.

Prerequisite: SPE 710 and SPE 711

**SPE 713 Wilson Certification Course Clinical: Intensive Instruction for the Non-Responsive Reader (Practicum - 3 credits)**

This course, a supervised practicum, requires identifying and securing a practicum student in grades 4 - 12 with significant word level deficits, selected according to WRS practicum student selection criteria. Although not required, a second practicum student is highly recommended. The practicum entails successful delivery of a minimum of 60 Wilson Reading System (WRS) lessons and teaching mastery through WRS Step 4.2. A Wilson trainer observes the participant working with his /her student five days during the practicum via videoconferencing. Must demonstrate that the teaching plan is based on continuous assessment of the student’s needs. *This course is completed over two semesters, generally spanning one academic year.*

Prerequisite: SPE 710 and completion of or concurrent enrollment in SPE 711/SPE 712

Please Note: Although completion of SPE 710, SPE 711, SPE 712 and SPE 713 are required for WRS Level I Certification, certification is not guaranteed and is dependent upon successful fulfillment of all Wilson requirements.

**Autism Spectrum Disorder Specialist Endorsement Courses**

**SPE 720 Introduction to ASD: Overview of Causality, Diagnosis and Advocacy (3 credits)**

This course will provide candidates with an introduction to Autism Spectrum Disorders (ASD). With the increase in the number of individuals being diagnosed with ASD, this course will examine the challenges ASD presents to families, educators, students, related service providers, advocates, and policy makers. Course content will include an overview of ASD; family issues and challenges; ASD screening, diagnosis and assessment; an overview of intervention and treatment approaches; accessing appropriate supports and services; policy issues; advocacy and the experience of individuals living with ASD.

**SPE 721 Augmentative and Alternative Communication and Socialization Strategies (3 credits)**

This course will focus on a wide range of current research and evidence-based practices in the area of Augmentative and Alternative Communication (AAC) as it is implemented to increase, improve, and maintain functional communication skills of students with Autism Spectrum Disorder (ASD). In addition, specific strategies and techniques to address socialization skills for individuals with ASD as well as their communication partners will be addressed. Case studies, discussions, and activities will be utilized to personalize these strategies and techniques.

**SPE 722 Evidenced-Based Practices: Assessment, Interventions, and Instructional Methodologies 3 credits)**

This course will provide comprehensive coverage of the importance of using evidence-based practice in assessment, instruction, and implementation of interventions for individuals with Autism Spectrum Disorder (ASD). Course content will include identifying the legal basis and requirements for evidence-based practice; a review of how to locate and evaluate evidence in the literature base; (a review of the theoretical basis of, and evaluation of the empirical evidence for screening and assessments; a review of the theoretical basis of, and evaluation of the empirical evidence for screening and assessments; the continuum of interventions from traditional behavior to social-developmental-pragmatic: comprehensive program approaches; and instructional strategies in the classroom. Additional topics will include the use of medical, dietary, and sensory interventions in the schools; pseudoscience and fad interventions; and finding the middle ground between parents and professionals in the decision-making process.

**SPE 723 Autism and Applied Behavior Analysis: Behavior Management Approaches (3 credits)**

This course will examine and introduce the major therapies/educational interventions that have been developed to treat autism and related pervasive developmental disorders. Applied behavior analysis (ABA), an empirically-validated treatment for individuals with autism and related disabilities will be discussed in detail. In addition, other emerging treatments including Greenspan, Relationship Development Intervention, and the principles of Positive Behavioral Supports (PBS) in Universal Design for Learning (UDL) will be examined in relation to ABA. In addition, scientific criteria will be compared to pseudoscientific criteria for various interventions. This course is relevant for both novices and experienced practitioners in the field of autism treatment.
TEACHER OF THE DEAF AND HARD OF HEARING COURSE TRACK — HEARING IMPAIRED (N-12TH GRADE) CERTIFICATION COURSES

SPE 730 Educational Foundations for Students who are Deaf and Hard of Hearing (3 credits)
This course introduces basic concepts for the education of students who are deaf and hard of hearing. Topics covered will include the social construction of deafness and hearing loss; language acquisition and literacy development in children who are deaf and hard of hearing; educational philosophies and approaches; sign language systems in education; assistive technology including cochlear implants; placement options; supports for inclusive practices; and specially designed instruction, including adaptations for students who are deaf and hard of hearing and children with additional special needs.

SPE 731 Language, Literacy & Communication Development for Students who are Deaf and Hard of Hearing (3 credits)
This course will introduce students to the components of language, normal developmental sequences in children, and the impact of hearing loss upon language acquisition. Auditory and visual strategies for facilitating language acquisition among students who are deaf and hard of hearing will be included, as will protocols for integrating language instruction into academic content area instruction. Students will be introduced to the array of communication options available to families of children who are deaf and hard of hearing, early communication behaviors expressed by young children, and strategies for supporting families making communication decisions. The course will examine the components of literacy in conjunction with characteristics of scientifically-based reading research and principles of effective instruction. Students will examine reading programs created for students who are deaf and hard of hearing, create lesson plans, select websites and technology tools available online to support these lessons, practice using scoring rubrics, and develop personal plans for expanding their own communication skills over the course of the next year.

SPE 732 Curriculum, Instruction & Learning Environments for Students who are Deaf and Hard of Hearing (3 credits)
This course content will cover what teachers of students who are deaf and hard of hearing need to know in order to choose and effectively implement the most appropriate methodology, evaluation procedures, goal/objective sets and lesson plans. Focus will also be an ongoing assessment measures to monitor student progress and to validate the effectiveness of specific instructional methods and materials through data collection. In addition, attention will be given to how curriculum and instruction are differentiated through the service delivery spectrum: consultation, itinerant, resource room and full time class (supplemental) instruction.

SPE 733 Listening and Speaking Skills for Students who are Deaf and Hard of Hearing (3 credits)
This course will provide information regarding the etiology and age of onset of hearing loss, anatomy and physiology of the hearing mechanism, degree and type of hearing loss, and interpretation of audiological results. The course will also offer information on auditory skill development, the utilization of various forms of amplification including hearing aids, cochlear implants, and FM systems, and the relationship of classroom acoustics to auditory access. Additionally, information in the area of spoken language development will be provided, including speech sound acquisition, development of vocabulary, syntax and pragmatics, and the relationship of listening and spoken language to literacy.

SPE 734 Sign Communication in Instructional Settings (3 credits)
This course introduces and expands upon the use of a variety of sign languages and sign communication systems in instructional settings. Among the topics covered are the history and structure of American Sign Language (ASL), the nature and characteristics of artificial sign systems developed to represent English and hybrid systems such as those described as “contact signing.” The parameters and use of fingerspelling as an educational tool will also be included. Various philosophies and methodologies of incorporating sign communication in educational settings will be covered. Students will be exposed to the appropriate use of sign languages and sign systems in instructional settings and how they may be used to enhance learning by deaf and hard of hearing students.

SPE 739 Student Teaching and Professional Seminar— 14 week supervised experience** (6 credits)
This is an individually designed field experience under approved supervision (including seminar meetings). This experience is designed as the capstone professional course for students seeking the Hearing Impaired (N-12) certification (PA). It approximates full-time working/teaching experience for one full semester. At the conclusion of this experience, students must have demonstrated proficiencies in instructional management and specially designed instruction, student engagement and motivation, curriculum planning, learning theory, problem solving in an educational setting, using computers in the classroom, integrating reading, language, and literacy skills in all classrooms, the use of audiovisual materials in the classroom, communicating effectively with students and staff members who are deaf or hard of hearing in their preferred languages and modes of communication, the identification of instructional resources, assessment of student achievement, the development of IEP goals and objectives, management of amplification systems, assessment and development of listening and spoken language skills, consultation with regular classroom teachers, modification of the classroom acoustic environment, and development of student compensating strategies. The fieldwork course is typically the final course in a certification sequence. Includes a weekly online seminar session.
Prerequisites: SPE 600, 608, 720, 732, 733, 734

SUPERVISOR OF SPECIAL EDUCATION COURSES *

* Additional EDL courses are required for Supervisor of Special Education certification

SPE 620 Fundamentals of Special Education Practices for School Leaders (3 credits)
This course is a critical study of the contemporary and controversial issues within the field of special education emphasizes will be placed on the role of the supervisor or administrator. Consideration will be given to the philosophical, psychological, and sociological basis of teacher education, including an analytical review of research-based curricula, programmatic innovations, policy issues and their effects, and ethical practices. Discussions will focus on evidence-based core concepts that contribute to effective program planning, investigation of cognitive, academic, behavioral, and psycho-social solutions and implications for those working with exceptional students; and future implications for the advancement of special education diagnostic and instructional services.

SPE 621 Law, Policy and Procedures for the Special Education Supervisor (3 credit)
This course is designed to provide an overview of the legal rights of students and their families in the field of special education, with particular focus on the supervisor’s role in implementing and monitoring policy and procedures in districts’ special education programs. Content covered includes an overview of laws and litigation and the current status of legislation dealing with special education. The American legal system, particularly in respect to special education, the constitutional and statutory provisions of federal and state law, and judicial decisions interpreting those laws are reviewed. This course will focus on the supervisor’s role in addressing issues of identification, IEP development and implementation, equal protection, extended school year (and day), functional behavioral analysis, teacher assistants, least restrictive environments, transition, procedural due process, complaint resolution, and substantive due process doctrines to school practices affecting students with disabilities. Additionally, attention will be given to preparation of focus audits, data collection, basic compliance issues, communicating and collaborating with parents and maintaining active parental support groups. Also, case studies will be conducted that deal with issue, rule, analysis and conclusion (IRAC), as a tool to provide a framework for supervisors to rapidly increase their understanding of emerging, complex legal issues.
SPE 622 Administration and Supervision of Special Education Programs (3 credits)
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 Supervisor of Special Education. This course provides the Special Education Supervisor candidate with a 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

SPE 623 Advanced Fieldwork/Seminar (3 credits)
This is a combined seminar/internship experience. This fieldwork experience will provide the candidate with an opportunity for in-depth varied and continuous administrative experiences. 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 candidate to (a) apply the knowledge and skills acquired through his/her study and previous experience to actual problem 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. Course requirements are designed to meet Departmental and Commonwealth standards. SPE 623 is taken as a culminating course by all students seeking Supervisor of Special Education certification. The requirements of this course include 180 clinical hours of fieldwork activities under the supervision of University faculty.

SPE 624 Advanced Supervision and Curriculum Fieldwork/Seminar (3 credits)
This is a combined seminar/internship experience. This fieldwork experience will provide the candidate with an opportunity for in-depth varied and continuous administrative experiences. 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 candidate to (a) apply the knowledge and skills acquired through his/her study and previous experience to actual problem and day-to-day administrative duties faced by a Supervisor of Special Education based on the Educational Leadership course content; (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. Course requirements are designed to meet Departmental and Commonwealth standards. The requirements of this course will be a continuation of SPE 623, specifically, an additional 180 hours, for a total of 360 hours of fieldwork activities under the supervision of University faculty.

Education Unit
Jeanne F. Brady, Ph.D., Associate Dean of Education
Barbara H. Dolan, B.S.Ed.-GSD-3094, jbrady@sju.edu

Welcome to Saint Joseph’s University. On behalf of the Education faculty, staff and students, I invite you to join our community of educational scholars and practitioners. The Department of Teacher Education, Special Education, and Educational Leadership offer a range of exciting programs for those who seek undergraduate or graduate degrees in Education. It is the goal of the faculty at Saint Joseph’s University to prepare exemplary teachers and educational leaders to be researchers, reflective practitioners, student advocates, and activists for change. We care deeply about our students and are committed to enhancing their professional growth and exceptional service.

We believe the educational experience at Saint Joseph’s sets our students apart. Beyond high quality academic and professional achievements and through individual mentoring and personalized attention, our goal is to develop individuals who aspire to be teacher leaders – individuals who have a moral sense and who strive to share their talents through service to the community.

Please explore the educational opportunities offered by these Departments whether you are returning for graduate coursework and advanced degrees or pursuing an Ed.D in Educational Leadership.

Jeanne Brady, Ph.D., Associate Dean of Education

Gerontological Services
Contact: Nakia Henderson, M.S., Graduate Director, Department of Health Services
110 Post Hall, 610-660-2952, nakia.henderson@sju.edu
Catherine S. Murray, Ph.D., Director, Graduate Gerontological Services Program, cmurray@sju.edu

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 care 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.

Applicants should submit or have sent to the Office of Graduate Operations the following:
• a completed Saint Joseph’s University graduate application.
• official sealed transcript(s) of undergraduate/graduate coursework. If you are an SJP graduate the Office of Graduate Operations will obtain your SJP transcripts for you.
• a current résumé
• two letters of recommendation from faculty appraising the candidate’s promise and capacity for graduate study, and assessing, from a professional’s point of view, the candidate’s ability to pursue a rigorous, independent course of study at the graduate level.
• a personal statement outlining the candidate’s professional goals and educational objectives for the program, including the applicant’s rationale for program choice and area of professional study.
• $35 application fee – waived if attended an Open House or an SJP graduate.

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, seven option courses and one elective.

Core courses
GRG 550 6 560  Proseminar in Gerontology I and II (4015-4016)
GRG 560  Research Methods and Analysis (4025)
GRG 570  Delivery of Human Services to the Older Person (4045)
GRG 620 Assessing the Gerontological Client (4105)
GRG 600 Mental Health Issues and Aging* (4105)
GRG 640 Group Process and Practicum (4125)
GRG 630 Counseling the Gerontological Client* (4125)
GRG 610 Clinical Pathology (4135)
GRG 791 & 792 Advanced Internship I and II (4905-4915)

**M.S. DEGREE WITH HUMAN SERVICES ADMINISTRATION OPTION**

The M.S. degree with Health 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.

### Core courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRG 5506560</td>
<td>Proseminar in Gerontology I and II (4005-4015)</td>
<td>4</td>
</tr>
<tr>
<td>GRG 580</td>
<td>Research Methods and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>GRG 570</td>
<td>Delivery of Human Services to the Older Person (4045)</td>
<td>3</td>
</tr>
<tr>
<td>GRG 605</td>
<td>Issues in Long Term Care (LTC) and Living Alternatives for the Older Person (4505)</td>
<td>3</td>
</tr>
</tbody>
</table>

### Option courses (four of the following)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAD 552</td>
<td>Health Administration</td>
<td>3</td>
</tr>
<tr>
<td>HAD 557</td>
<td>Foundations of Health Care Planning and Marketing</td>
<td>3</td>
</tr>
<tr>
<td>HAD 553</td>
<td>Health Care Organization</td>
<td>3</td>
</tr>
<tr>
<td>HAD 554</td>
<td>Health Care Law</td>
<td>3</td>
</tr>
<tr>
<td>HAD 555</td>
<td>Accounting for Health Care Organizations</td>
<td>3</td>
</tr>
<tr>
<td>HAD 600</td>
<td>Ethics of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>MGT 560</td>
<td>Human Resource Management*</td>
<td>3</td>
</tr>
<tr>
<td>GRG 791 &amp; 792</td>
<td>Advanced Internship I and II (4905-4915)</td>
<td>6</td>
</tr>
</tbody>
</table>

Courses may be substituted for option courses listed with permission of Director of Program.

### Elective course

A 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRG 550-560</td>
<td>Proseminar in Gerontology I and II (4005-4015)</td>
<td>6</td>
</tr>
<tr>
<td>GRG 570</td>
<td>Delivery of Human Services to the Older Person (4045)</td>
<td>3</td>
</tr>
</tbody>
</table>

### Gerontological Services Course Descriptions

**GRG 550-560 Proseminar in Gerontology I and II (4005-4015) (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 570 Delivery of Human Services to the Older Person (4045) (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 580 Research Methods and Analysis (4025) (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 600 Mental Health Issues and Aging* (3 credits)**

The chief risk and protective factors associated with each of the major mental disorders of late life and factors associated with optimal mental functioning will be considered with attention paid to the differences in presentation and treatment of disorders in young and old. Current issues involving mental health delivery models as well as mental health policy initiatives directed toward older adults will be explored as well.

**GRG 605 Issues in Long Term Care (LTC) and Living Alternatives for the Older Person (4505) (3 credits)**

This course provides a critical examination of contemporary operational and social policy issues related to health care and living alternatives for the well, near frail and frail older population including nursing homes, independent living communities, assisted living homes, home care provider services and experimental housing alternatives. Challenges associated with LTC management including regulatory issues, financial costs, staff burnout, etc. will discussed and ways of dealing with these challenges explored.

**GRG 610 Clinical Pathology (4135) (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 620 Assessing the Gerontological Client (4115) (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 630 Counseling the Gerontological Client* (3 credits)**

Application of counseling theories and practices to the older person. Supervised practice in counseling techniques and procedures.

**GRG 640 Group Process and Practicum (4125) (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 791-792 Advanced Internship (4905-4915) (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.

**GRG 793 Directed Readings (4955) (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.
HEALTH ADMINISTRATION
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 552 Health Administration (4605)
- HAD 553 Health Care Organization (4645)
- HAD 600 Ethics of Health Care (4745)
- HAD 555 Managed Health Care (HAD 4765)
- HAD 554 Health Care Law (4655)
- HAD 560 Health Care Informatics (4665)
- HAD 558 Hospital Administration (4765)
- HAD 559 Health Policy (4805)

**Administrative Component (four required):**

- HAD 561 Health Care and the Internet (4455)
- HAD 557 Health Care Strategic Planning and Marketing (4635)
- HAD 558 Hospital Administration (4765)
- HAD 559 Health Policy (4805)

**Health Services Component (one required):**

- HAD 570 Psychosocial Aspects of Chronic Illness and Disability (4625)
- HAD 602 Directed Research in Health Services (4955)
- HED 571 Employee Assistance and Occupational Health (4625)
- HED 552 Epidemiology and Community Health (4805)
- HED 575 Stress and Crisis Management (4855)
- HAD 601 Fieldwork in Health Administration (5025)

*Other HAD/HED/GRG/SOC courses as approved by the Director

**Research Component (one required):**

- HSY 700 Integrative Capstone Course in Health Services (HAD 6025)
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 558 Health Administration (4715)
- HAD 553 Health Care Organization (4645)
- HAD 560 Health Care Informatics (4665)
- HAD 600 Ethics of Health Care (4745)
- HED 551 Managed Health Care (HAD 4765)
- HED 553 Program Planning for Wellness (4775)
- HED 552 Epidemiology and Community Health (4805)
- HED 554 Curriculum Strategies for Health Care Educators (4845)
- HSV 550 Health Services Research (HAD/HED 4025)

Administration Component (3 required)

- HAD 557 Health Care Strategic Planning and Marketing (4635)
- HAD 554 Health Care Law (4655)
- HAD 555 Accounting for Health Care Organizations (4675)
- HSV 551 Managed Health Care (HAD 4765)
- HAD 556 Financial Management of Health Care Organizations (4685)

Education and Health Services Component (3 required)

- HED 571 Employee Assistance and Occupational Health (4625)
- HED 577 Health Education in HIV/AIDS (4865)
- HED 572 Concepts of Mental Health (4785)
- HAD 570 Psychosocial Aspects of Chronic Illness and Disability (4825)

*Other HED/HAD courses as approved by the Director.

Research Component (1 required)

- HSV 700 Integrative Capstone Course in Health Services (HAD/HED 4025)

MASTER OF SCIENCE IN LONG-TERM CARE ADMINISTRATION
Nakia Henderson, M.S., H.Ed. / H.A. Graduate Director, Department of Health Services
110 Post Hall, 610-660-2952, nakia.henderson@sj.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 serve seniors. The program requires completion of 48 credits, as follows:

Core Component (3 required):

- HAD 558 Health Administration (4715)
- HAD 553 Health Care Organization (4645)
- HAD 560 Health Care Informatics (4665)
- HAD 600 Ethics of Health Care (4746)
- GRG 550-560 Proseminar in Gerontology I and II (4600-4015)
- GRG 645 Delivery of Human Services to the Older Person (4505)
- GRG 580 Research Methods and Analysis (4025)

Administration Component (3 required):

- HAD 557 Health Care Strategic Planning and Marketing (4635)
- HAD 554 Health Care Law (4655)
- HAD 555 Accounting for Health Care Organizations (4675)
- HSV 551 Managed Health Care (HAD 4765)
- HAD 556 Financial Management of Health Care Organizations (4685)

Gerontoloy Component (3 required):

- GRG 610 Clinical Pathology (4135)
- GRG/HED 4625 Psychosocial Aspects of Chronic Illness and Disability* (4615)
- GRG 791-792 Advanced Internship (4905-4915)

Research Component (1 required):

- GRG 795 Advanced Research Seminar in Gerontology (4025)

ONLINE MASTERS IN HEALTH ADMINISTRATION WITH A CONCENTRATION IN HEALTHCARE INFORMATICS
Nakia Henderson, M.S., H.Ed. / H.A. Graduate Director, Department of Health Services
110 Post Hall, 610-660-2952, nakia.henderson@sj.edu

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,
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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAD 562</td>
<td>Health Information Management Systems Data and Infrastructure</td>
</tr>
<tr>
<td>HAD 563</td>
<td>Health Information Management Systems Applications</td>
</tr>
<tr>
<td>HAD 564</td>
<td>Computer-Based Patient Record (CPR)</td>
</tr>
<tr>
<td>HAD 560</td>
<td>Health Care Informatics</td>
</tr>
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</table>

Healthcare Informatics Administrative component (2 required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAD 565</td>
<td>Decision Support and Data Analysis</td>
</tr>
<tr>
<td>HAD 566</td>
<td>Health Information Systems Resource Management</td>
</tr>
<tr>
<td>HAD 561</td>
<td>Health Care and the Internet</td>
</tr>
<tr>
<td>HAD 567</td>
<td>Leadership, Strategy, and Planning for HIMS</td>
</tr>
</tbody>
</table>

M.S. IN HEALTH ADMINISTRATION WITH A CONCENTRATION IN ORGANIZATION DEVELOPMENT AND LEADERSHIP

Nakia Henderson, M.S., H.Ed. / H.A. Graduate Director, Department of Health Services
110 Post Hall, 610-860-2952, nakia.henderson@sju.edu

John J. Newhouse, Ed.D, M.S. Chair, Department of Health Services
110 Post Hall, 610-860-1578, jnewhouse@sju.edu

Program Description

In addition to the general degree in Health Administration, a concentration is also offered in Organization Development and Leadership (ODL). The program is designed for select students who require more knowledge and skills in training in health care. Students who are majoring in Health Administration but want to concentrate in ODL 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ODL 600</td>
<td>Adult Learning: Theory and Application</td>
</tr>
<tr>
<td>ODL 610</td>
<td>Adult Learning Methods</td>
</tr>
<tr>
<td>ODL 605</td>
<td>Performance Consulting</td>
</tr>
<tr>
<td>ODL 615</td>
<td>Learning Design and Implementation</td>
</tr>
</tbody>
</table>

POST-MASTER'S CERTIFICATE IN HEALTH ADMINISTRATION

Nakia Henderson, M.S., H.Ed. / H.A. Graduate Director, Department of Health Services
110 Post Hall, 610-860-2952, nakia.henderson@sju.edu

John J. Newhouse, Ed.D, M.S. Chair, Department of Health Services
110 Post Hall, 610-860-1578, 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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAD 552</td>
<td>Health Administration</td>
</tr>
</tbody>
</table>

ONLINE 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
The Certificate program in Health Care Ethics offers 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.

Target Groups
The certificate program is a value-added component to the following graduate programs of Saint Joseph's University: M.S.in Health Administration, M.S. in Health Administration-Health Education Joint Degree or M.S. in Long Term Care Administrative Programs. Once students have completed their degree of choice, successfully completing 2 additional courses in Ethics will earn them their certificate.

The Certificate program in Health Care Ethics is also intended for those who wish to work or are working in the healthcare field, especially health care professionals, medical students nursing homes, Organizational Ethics Committees, and members of Institutional Review Boards. It is predicted that in the near future members of Hospital Ethics Committees will be required to have academic certification in healthcare ethics. The Certificate program would prepare them well to handle the difficult ethical problems they face at each meeting. And it would provide the needed certification. The program is intended for all professionals in the healthcare field who wish to pursue a credentialed career or enhance their expertise in ethics.

Executives in the pharmaceutical and insurance industries would also profit from the Certificate program in Health Care Ethics. Clinical research and marketing pose moral questions for pharmaceutical executives. Moreover, healthcare management and allocation decisions also pose moral questions for insurance executives. The Certificate program in Health Care Ethics would help these executives navigate stormy ethical waters.

Certificate Requirements

The certificate program requires each individual to take four courses. Two of these courses will be required courses:

- HAD 600 Ethics of Health Care
- HAD 554 Health Care Law

Two elective courses:

- HCE 571 Health Care Disparities
- HCE 573 Death and Dying: End of Life Decision Making
- HCE 574 Spirituality and Health Care
- HAD 559 Health Policy
- HAD 570 Psychosocial Aspects of Chronic Disease & Disability
- HED 552 Epidemiology and Community Health
- HED 560 Aging in America
- HED 573 Women and Healthcare
- HED 577 Health Education and HIV/AIDS

(Alternative electives can be taken with the permission of the director)

HEALTH ADMINISTRATION COURSE DESCRIPTIONS

HAD 552 Health Administration (4605) (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 553 Health Care Organization (4645) (3 credits)
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.

HAD 554 Health Care Law (4655) (3 credits)
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.

Prerequisite: three core courses.

HAD 555 Accounting for Health Care Organizations (4675) (3 credits)
An introduction to basic accounting techniques used in the healthcare industry.

Prerequisites: three core courses.

HAD 556 Financial Management of Health Care Organizations (4685) (3 credits)
An introduction to the basic theories and practices of financial management as they relate to healthcare organizations. Course includes budgeting principles.

Prerequisite: all five core courses and HAD 555 (4675).

HAD 557 Health Care Strategic Planning and Marketing (4685) (3 credits)
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.

Prerequisite: all five core courses.

HAD 558 Hospital Administration (4715) (3 credits)
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.
**Prerequisite: all five core courses.**

**HAD 559 Health Policy (4805) (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. Pragmatic application of policy analysis tools is included.  
**Prerequisite: all five core courses.**

**HAD 560 Health Care Informatics (4665) (3 credits)**
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.  
**Prerequisite: three core courses.**

**HAD 561 Health Care and the Internet (4155) (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.  
**Prerequisite: Healthcare Informatics students only and HAD 560 4665 is preferred.**

**HAD 562 Health Information Management Systems Data and Infrastructure (4105) (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 560 4665 is preferred.**

**HAD 563 Health Information Management Systems Applications (4115) (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 564 Computer-Based Patient Record (CPR) (4125) (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 565 Decision Support and Data Analysis (4135) (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 566 Health Information Systems Resource Management (4145) (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 567 Leadership, Strategy, and Planning for HIMs (4165) (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 570 Psychosocial Aspects of Chronic Illness and Disability (4625) (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.**

**HAD 600 Ethics of Health Care (4765) (3 credits)**
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.  

**HAD 601 Fieldwork in Health Administration (5025) (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 602 Directed Research in Health Services (4855) (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.)  

**HSV 550 Health Services Research (HED 4025) (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.  

**HSV 551 Managed Health Care (HAD 4765) (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.  

**HSV 700 Integrative Capstone Course in Health Services (HAD 6025) (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.**

**Health Care Ethics**

Mark C. Alta, S.J., M.D., Program Director  
Bardelini 221, 610-660-3427, maita@sju.edu

**Program Description**

The Master of Arts in Health Care Ethics is designed to prepare individuals for the complex and growing field of biomedical ethics. It will enable students to reflect systematically on contemporary issues in bioethics and healthcare through the prism of philosophical and theological traditions and also to promote an awareness of social justice in the delivery of healthcare. Healthcare professionals are confronted almost daily with complex ethical dilemmas they may not be well prepared to handle. It is imperative that they, and those preparing to work in the field of healthcare, have an solid understanding of moral theory and its application to decision-making in clinical practice. The program is multidisciplinary and encourages learning and thinking from an interdisciplinary perspective. It fosters the critical analysis of bioethical topics
through the interplay between moral theory and medical practice. It also prepares
these students interested in pursuing a Ph.D. in Bioethics to enter into doctoral
programs at another institution.

This program is one of the few in the country that combine theoretical and clinical
elements with an emphasis on the clinical dimension. This is made possible by the fact
that some of the faculty serve as ethics consultants to several hospitals in the city
and surrounding area. Also, two faculty members are physicians.

Target Groups
The Master of Arts in Health Care Ethics program is intended for those who wish to
work or are working in the healthcare field, especially health care professionals,
medical students, members of Institutional Ethics Committees both in hospitals and
nursing homes, Organizational Ethics Committees, and members of Institutional
Review Boards. It is predicted that in the near future members of Hospital Ethics
Committees will be required to have academic certification in healthcare ethics. The
Master of Arts program would give them the knowledge they need to handle the
difficult ethical problems they face at each meeting. And it would provide the needed
certification. The program is intended for all professionals in the healthcare field who
wish to pursue a credentialed career or enhance their expertise in ethics.
The Master of Arts in Health Care Ethics program is also intended for recent college
graduates who plan to embark on professional medical studies. It prepares them well
to deal with the difficult ethical problems they will face in their clinical years. The
master’s degree would add a valuable credential to improve their resume as they
apply for professional school.

Executives in the pharmaceutical and insurance industries would also profit from the
Master of Arts in Health Care Ethics program. Clinical research and marketing may
pose moral questions for pharmaceutical executives. Moreover, healthcare
management and allocation decisions also pose moral questions for insurance
executives. The Master of Arts in Health Care Ethics would help these executives
navigate stormy ethical waters.

Application Requirements
Download and complete graduate application form (on-line or paper) at
http://www.sju.edu/admissions/graduate/apply.html
If you submitted a paper application form, mail or fax it to the numbers indicated on
form. Once completed, you will receive an email from graduate admissions with your
student ID# and a list of the supporting documents you need to submit to complete
your application. You may be accepted conditionally if you meet program
requirements which will allow you to be registered for one semester, up to six
credits.

To complete the application process: send to the Graduate Admissions office the
following:
Completed Saint Joseph’s University graduate application
Official sealed undergraduate and graduate transcripts - (mail or hand-deliver). If you
are a SJU graduate the Office of Graduate Operations will obtain your SJU
transcripts for you.
Two letters of recommendation from at least two faculty 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. Mail or fax (610-660-1224).
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. Mail or fax (610-660-1224)

Each semester you will register yourself for class. You will be unable to register if
your application is not complete, if you have not been fully accepted, or if you have a
credit hold for unpaid tuition.

Acceptance and Enrollment
The Program Director 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 in fall, spring, or summer sessions. Qualified applicants, with the approval
of the director, may take up to two courses prior to full matriculation (with the
approval of the program director).

Graduate Assistantship
Competitively-based graduate assistantships, which include tuition benefits for 9
credit hours in the fall and spring semesters as well as an annual stipend of $6000, are
awarded to first year master’s students on the basis of merit. Students who are
awarded assistantships are required to work 20 hours per week. Applications for
assistantships can be acquired from the administrative assistant Theresa D’O’hauty
who can be reached by Email or by phone at (610) 660-3425.
For more information about graduate programs, visit Institute of Catholic Bioethics
web site.
http://www.sju.edu/academics/centers/bioethics/

CURRICULUM
The graduate curriculum is a flexible 36-credit program designed to allow students to
create a customized graduate study plan compatible with their needs and career
objectives in the Healthcare field and for successful completion over two academic
years. The curriculum is composed of four major components: a fifteen-credit
common core required of all students; six credit required general ethics core;

Common Core: Five Courses (15 credits)
HAD 554 Healthcare Law
HAD 600 Ethics of Healthcare
HAD 559 Health Policy
HCE 550 Topics in bioethics
HCE 551 Methodological Issues in Bioethics

Required General Ethics: Two Courses (6 credits)
HCE 552 Theological Issues in Bioethics
HCE 553 Philosophical Ethical Theories in Bioethics

Electives: Four Courses (12 credits)
Clinical Concentration Select (0-4)
HED 577 Health Education and HIV/AIDS
HED 552 Epidemiology and Community Health
HCE 570 Clinical bioethics and Religious Traditions
HCE 571 Health Care Disparities
HCE 600 Fieldwork in Clinical Bioethics

Ethical Concentration Select (0-4)
HAD 570 Psychosocial Aspects of Chronic Disease and Disability
HED 572 Social Justice and Bioethics
HCE 573 Death and Dying: End of Life Decision Making
HCE 601 Ethical, Medical and Legal Issues in Neonatology and Pediatrics
HCE 574 Spirituality and Health Care
(alternative electives can be taken with the permission of the Director)

**Integrative Capstone Course: One Course (3 credits)**

**HEALTH CARE ETHICS COURSE DESCRIPTIONS**

**HAD 554 Health Care Law (3 credits)**
An examination of the major legal issues encountered in the health care 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 health care delivery.

**HAD 559 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 health care system. This course will provide a conceptual and analytic framework for bioethical policy analysis regarding policy formulation, adoption, implementation, operation, evaluation, and termination. Pragmatic application of policy analysis tools is included.

**HAD 570 Psychological Aspects of Chronic Disease 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 the 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.

**HAD 600 Ethics of Health Care (3 credits)**
The purpose of this course is to give a critical examination of the central ethical issues in the health care field. Issues to be treated include euthanasia, life-prolonging medical technologies, abortion, screening for genetic defects, stem cells/cloning, reproductive technologies, experimentation and informed consent, distribution of scarce medical resources, the right to heal care, and its implications for the health care delivery system. Necessary background in moral philosophy and moral theology will be provided.

**HCE 550 Topics in Bioethics (3 credits)**
The course is an analysis of some of the important topics in bioethics. Students will familiarize themselves with the ethical questions surrounding major topics in contemporary bioethics. The course will focus on one or more of the following topics: medical research with human subjects, the new genetic medicine, social justice and the delivery of healthcare, organ transplantation, death and dying, and the development of techniques for human reproduction.

**HCE 551 Methodological Issues in Bioethics (3 credits)**
Bioethics represents a complex intellectual phenomenon. Although an established academic field, it still struggles to find a formal ad coherent methodology for the analysis of ethical problems triggered by advances in medicine and the life sciences. The course will, first, look at the historical roots of bioethics, concentrating, in particular, upon the original contribution of theologians and, later on, of philosophers to the field. It will then, discuss the dominant theories in contemporary bioethics, among others: principlism in its various versions, rights-based theories, casuistry, virtue ethics and the ethics of care.

**HCE 552 Theological Issues in Bioethics (3 credits)**
This course will introduce the student to the basic theological concepts, frameworks, and analyses that have been used by both Catholic and Protestant theologians in their discussions of bioethics. After reviewing the various relationship between religion and medicine and the role that the theological reflection can play in bioethics, several topics will be discussed and analyzed in depth. Topics such as assisted reproduction technologies, abortion, genetic control, care of severely handicapped neonates, death and dying, and the meaning and application of “quality of life” to contemporary issues will be discussed in both lecture and seminar formats.

**HCE 553 Philosophical Ethical Theories in Bioethics (3 credits)**
This course will study from a philosophical perspective the various ethical theories that have influenced the development of bioethics. The course will use a historical method and concentrate, among others, on the ethical theories of virtue, teleology and deontology in their historical contexts. These theories will then be placed in the context of the development of contemporary bioethics in the United States and Europe.

**HCE 570 Clinical Bioethics and Religious Traditions (3 credits)**
This course will focus on the clinical and religious aspects of bioethics in a hospital setting. Every week the students will attend two sets of clinical rounds in an Intensive Care Unit (ICU). During these rounds certain ethical issues will emerge from patient care, and the students will be responsible for researching these issues during the week. On the other class day, the students will attend class at Saint Joseph’s, and seminar discussions of various ethical issues involved in clinical medicine from different religious traditions, e.g., Catholic, Protestant, Jewish, Islamic, etc., will be held.

**HCE 571 Health Care Disparities (3 credits)**
This course will define the major health care disparities that exist in our society (gender, race, ethnicity, income, education, disability, geographical location and sexual orientation), how to measure disparities, the impact on individual and societal health, how to resolve disparities through cross cultural respect, current issues and future directions.

**HCE 572 Social Justice and Bioethics (3 credits)**
This course will examine how social justice is addressed in bioethics. Attention will be paid to the relationship between micro-ethics and macro-ethics. Different theories of justice will be presented along with specific moral problems facing contemporary health care. These may include globalization, resource allocation, rationing, access to health care, preventative medicine and public health (e.g., which may include how we responsibly attend to epidemics, outbreaks, and/or bioterrorist attacks), compensation for organs or participation in research protocols (e.g., egg donation for SCNT and stem cell technology), and managed care and the role of evidence-based medicine. In addition, the course may include a section on how decisions are made from a social perspective on research agendas (i.e., why do we/should we pursue high-tech, high-priced medicine versus allocating those funds to do other initiatives).

**HCE 573 Death and Dying: End-of-Life Decision Making (3 credits)**
This course surveys ethical issues and norms that pertain to healthcare for patients who are near the end of life. Various topics will be covered such as: extraordinary/ordinary means, medical futility, pain management, hospice, palliative care, living wills/advance directives. Do Not Resuscitate orders, Durable Powers of Attorney for Health Care and current topics in end-of-life decision making.

**HCE 574 Spirituality and Health Care (3 credits)**
Drawing on the rich history of spirituality, insights from ethics and psychology and experience of contemporary healthcare, this course will explore the interconnectedness of mind, body and spirit in the promotion of health.

**HCE 600 Fieldwork in Clinical Bioethics (3 credits)**
Individuals will arrange specific types of clinical bioethical field work in an approved health care environment. Students need the permission of the program Director before registering. This course is designed to meet individual professional goals and may only be taken once during a student’s completion of this degree program. All five courses must be taken prior to enrolling in this course.
HCE 601 Ethical, Medical and Legal Issues in Neonatology and Pediatrics (3 credits)

This course will examine the ethical, medical and legal issues surrounding treatment decisions for handicapped neonates and children with medical and genetic anomalies. This will entail examining numerous anomalies and medical conditions that challenge parents and health care professionals to decide what is in the best interest of the child. Various medical conditions and genetics anomalies will be examined such as: spina bifida, anencephaly, Trisomy 13, 18 and 21, Thalidomide, Lesch-Nyan Syndrome, the Ashley Treatment, etc. Various legal developments will be examined such as the federal Child Abuse Law amended in 1984, the Americans with Disabilities Act, the Texas Advance Directive Act, etc. and various legal cases will be examined including the Johns Hopkins case, Baby Doe, Baby K, Sun Hudson case, etc. Ethical principles and norms will be analyzed as well as ethical criteria proposed by Bioethicists to assist parents and physicians in making well-reasoned medical decisions that are in the best interest of the child. Special attention will be given to the Groningen Protocol (Netherlands).

HCE 700 Integrative Capstone in Bioethics (3 credits)

This course is an integrative course in which the student is expected to integrate and synthesize prior course work and to demonstrate competence in the field of bioethics. The student will be required to analyze and synthesize a designated bioethical topic and propose policy solutions or program development initiatives. The end goal is to complete a research paper for publication in a peer-review journal.

HED 552 Epidemiology and Community Health (3 credits)

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.

HED 577 Health Education in HIV/AIDS (3 credits)

The retrovirus of AIDS, the people, and 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 the 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.

Health Education

Nakia Henderson, M.S., H.Ed./H.A, Graduate Director, Department of Health Services
110 Post Hall, 610-660-2952, nakia.henderson@sju.edu

John J. Newhouse, Ed.D., M.S. Chair, Department of Health Services
110 Post Hall 610-660-1578, jnewhouse@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. Applicants should submit or have sent to the Office of Graduate Operations the following:

- a completed Saint Joseph’s University graduate application.
- official sealed transcript(s) of undergraduate/graduate coursework. If you are a SJU graduate the Office of Graduate Operations will obtain your SJU transcripts for you.
- a current resume
- two letters of recommendation from at least two faculty appraising the candidate’s ability to pursue a rigorous, independent course of study at the graduate level.
- 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.
- $35 application fee – waived if attended an Open House or an SJU graduate.
- A background in health care preferred.

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. In the case of applicants whose GPA is below 2.75 the committee may request scores from the Graduate record Exam (GRE). 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 (38 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 if approved by the program director.

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):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>HSV 550</td>
<td>Health Services Research (HED 4025)</td>
</tr>
<tr>
<td>HED 551</td>
<td>Mapping for Health Research, Planning, Policy (4985)</td>
</tr>
<tr>
<td>HED 552</td>
<td>Epidemiology and Community Health (4805)</td>
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</tbody>
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Graduate Programs
HED 553  Program Planning for Wellness (4775)
HED 554  Curriculum Strategies for Health Educators (Prerequisite: HED 553 (4775))

Health Studies Module (four- six required):
HAD 570  Psychosocial Aspects of Chronic Illness and Disability (4625)
HED 571  Employee Assistance and Occupational Health (4625)
HED 572  Health Education in HIV/AIDS (4685)
HED 573  Concepts of Mental Health (4785)
HED 574  Women and Health Care (4795)
HED 580  Aging in America (4835)
HED 575  Stress and Crisis Management (4855)
HED 576  Behavioral Health of Children and Youth (4825)
HED 560  Human Sexuality (4875)
HED 577  Special Topics in Health Education (4895)

Sociology/Education/Administration Module (none - two required):
HAD 570  Health Care Organization (4645)
HED 570  Employee Assistance and Occupational Health (4625)

*Other HAD/EDU/ TOD/SOC Courses as approved by the Director

Research component (one required):
HSV 700  Integrative Capstone Course in Health Services (HED 6025)

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

HED 551  Mapping for Health Research, Planning, Policy Development and Marketing (4885)
HED 552  Epidemiology and Community Health (4805)
HED 553  Program Planning for Wellness (4775)
HED 554  Curriculum Strategies for Health Educators (Prerequisite: HED 553) (4845)

(Two of the following)
HED 571  Employee Assistance and Occupational Health (4625)
HED 577  Health Education in HIV/AIDS (4885)
HAD 570  Psychosocial Aspects of Chronic Illness and Disability (4625)
HED 572  Concepts of Mental Health (4785)
HED 573  Women and Health Care (4795)
HED 575  Stress and Crisis Management (4855)
HED 579  Behavioral Health of Children and Youth (4825)
HED 561  Human Sexuality (4875)
HED 770  Special Topics in Health Education (4905)
HED 601  Field Work in Health Education (5025)

SCHOOL NURSE CERTIFICATION OUTSIDE OF THE M.S. PROGRAM
Nakia Henderson, M.S., H.Ed. /H.A. Graduate Director, Department of Health Services
110 Post Hall, 610-660-2952, nakia.henderson@sju.edu

Elizabeth Russom, RN, MS, H.Ed, School Nurse Certificate Coordinator
110 Post Hall, 610-715-5788, erussom@sju.edu

Pennsylvania School Nurse certification can be earned outside of the MS Program.

Applicants should submit or have sent to the Office of Graduate Operations the following:
- a completed Saint Joseph’s University graduate application.
- official sealed transcript(s) of undergraduate/graduate coursework. If you are a SJU graduate the Office of Graduate Operations will obtain your SJU transcripts for you.
- a current resumé
- two letters of recommendation from at least two faculty 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.
- 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.
- $35 application fee – waived if attended an Open House or an SJU graduate.
- Copy of current RN license.

The following five graduate courses are required:

EDU 550  American Education (4015)
HED 650  School Nurse Practice (4215)
HED 651  School Nurse Practicum (5145)
SPE 550  Special Learners (4805)
EDU 551  Psychology of Teaching (4035)

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.

**HEALTH EDUCATION COURSE DESCRIPTIONS**

**HED 551 Mapping for Health Research, Planning, Policy Development and Marketing (4985) (3 credits)**

Based on the ARC VIEW 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 552 Epidemiology (4805) (3 credits)**

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.

**HED 553 Program Planning for Wellness (4775) (3 credits)**

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.

**HED 554 Curriculum Strategies for Health Educators (4845) (3 credits)**

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 553 (4775)

**HED 560 Aging in America (4835) (3 credits)**

Areas of study include theories of aging, bio-psychosocial/spiritual characteristics of older people, family systems and non-systems, resources, policy, legislation, and activism.

**HED 561 Human Sexuality (4875) (3 credits)**

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 571 Employee Assistance and Occupational Health (4625) (3 credits)**

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 dependent.

**HED 572 Concepts of Mental Health (4785) (3 credits)**

Basic concepts of mental health and illness. A range of theories and psychotherapies, and psychological aspects of health, illness, and addiction are studied.

**HED 573 Women and Health Care (4795) (3 credits)**

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.

**HED 574 Concepts of Nutrition and Health (4815) (3 credits)**

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 intake, regional, cultural, and religious influences on food habits, fads, preventive health promotion, and health restoration through health education.

**HED 575 Stress and Crisis Management (4855) (3 credits)**

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 576 Addictions (4885) (3 credits)**

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 577 Health Education in HIV/AIDS (4865) (3 credits)**

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 policies 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.

**HED 578 Experiential Counseling (4745) (3 credits)**

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.

**HED 579 Behavioral Health of Children and Youth (4825) (3 credits)**

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 580 Leadership Principles (4825) (3 credits)**

An introductory course to acquaint the learner with needs and roles in supervisory activity. Management styles, functions, and analyzes, 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.

**HED 600 Directed Research in Health Services (4955) (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 601 Fieldwork in Health Education (5025) (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 650 School Nursing Practice (4215) (3 credits)**

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.
HEO 651 School Nurse Practicum (5145) (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.

HEO 770 Special Topics in Health Education (4905) (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 prerequisites will be announced in the course schedule.

HSV 550 Health Services Research (HEO 4025) (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: HEO 4775 and HSV 4005. Nurse Anesthesia students: no prerequisites.

HSV 700 Integrative Capstone Course in Health Services (HEO 6025) (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.

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 793 Research in Mathematics Education I (3 credits)

Selected graduate courses in the M.S. in Mathematics Education Program may be used to satisfy requirements of the undergraduate Mathematics major only with the approval of the Department Chairperson.

Required coursework in Mathematics at the undergraduate level (courses taken as mathematics electives as part of the major requirements)

MAT 321 Probability
MAT 322 Mathematical Statistics

Required coursework in Mathematics at either the undergraduate or graduate level:

MAT 233 or MED 551 History of Mathematics
MAT 332 or MED 54 Geometry

Certification Exams:
PPST section of Praxis I
Specialty Area Test of Praxis

Mathematics Education Course Descriptions

MED 551 History of Mathematics (4015) (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 the instructor.

MED 552 Number Theory (4025) (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 553 Discrete Structures (4035) (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 554 Geometry (4045) (3 credits)**
Contemporary topics in Euclidean and non-Euclidean geometry. Topics include motion geometry, affine transformation, projective transformations, axiomatic systems, and applications of geometry.
Prerequisites: Number Theory or Discrete Structures.

**MED 555 Probability and Statistics (4055) (3 credits)**
Descriptive statistics, random variables, discrete and continuous probability distributions, moments, correlations, 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 the instructor.

**MED 556 Linear Algebra (4065) (3 credits)**
Linear systems, vector spaces, dimension, linear transformations, matrices, inner product, orthogonality, characteristic polynomials, diagonalization, eigenvalues, eigenvectors.
Prerequisites: Calculus II or permission of the instructor.

**MED 557 Modern Algebra (4075) (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 559 Mathematical Problem Solving (4095) (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 560 Communication and Technology in Mathematics (4155) (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 602 Secondary 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 603 Assessment in Secondary Mathematics (3 credits)**
This course is a practical guide to designing a variety of assessment tools. Students will learn how to design projects, group activities, writing activities, portfolios and tests that together can be used to assess what students know and can do. The role of assessment is twofold: to assess what students have learned, and to modify our teaching strategies to enhance student learning. Students will be concerned with the curriculum of the secondary mathematics program, grades 7-12.

**MED 604 Advanced Perspectives on Secondary Mathematics (3 credits)**
This course is an in depth study of the mathematics typically learned in middle and high school mathematics classes. We will identify core mathematical ideas and then also the common errors that students make, the misunderstandings they frequently have, and the questions they ask. We will develop strategies for addressing misconceptions and compose answers to questions that might arise in the classroom and in a doing further our own understanding of mathematics. We will situate the ideas within a broader mathematical context to be sure that we are generating responses that further students' mathematical development. We will use this information to create examples, problems and projects that would enrich students' understanding.

**MED 770 Topics in Mathematics Education (4295) (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. Permission of the instructor required.

**MED 771 Topics in Mathematics (4395) (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 559 or permission of the instructor.

**MED 783 Research in Mathematics I (4315) (3 credits)**

**MED 784 Research in Mathematics II (4325) (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 793 Research in Mathematics Education I (4215) (3 credits)**

**MED 794 Research in Mathematics Education II (4225) (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.

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**Nurse Anesthesia**

**Application Procedure**

Interested students must contact Nazareth Hospital School of Anesthesiology (215-335-6216/6208) to obtain an application to the program; applications are submitted directly to the Hospital School. Applications or any application documents should not be sent to Saint Joseph's University.

The following documentation is required as part of the application file:

- a completed application from Nazareth Hospital School of Anesthesiology, accompanied by a nonrefundable $35 application fee
- complete and official sealed 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. BSN not required.
- two letters of recommendations attesting to the student’s clinical experience and ability for graduate study.
Current resumé, which includes evidence of at least two year’s nursing experience in critical care.

Current GRE scores

Upon acceptance to the Hospital School, application and supporting documents, including transcripts, letters of recommendation, etc. will be sent by Nazareth to Saint Joseph’s to complete the student’s University file. Upon review by the University, the student will receive a letter of admission to the University portion of the program from the Saint Joseph’s University Program Director. Students who are newly accepted by both Nazareth and Saint Joseph’s 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 510 Anatomy/Physiology/Pathophysiology in Anesthesia I (3505)
- GRA 530 Chemistry and Physics I (3515)
- GRA 550 Pharmacology I (3525)
- GRA 500 Orientation to the Study and Practice of Anesthesia (4005)
- GRA 520 Anatomy/Physiology/Pathophysiology in Anesthesia II (4105)
- GRA 540 Chemistry and Physics of Anesthesia II and III (4155)
- GRA 560 Pharmacology II (4185)
- GRA 600 Advanced Principles of Practice (4305)
- GRA 700 Clinical Practicum (4995)
- GRA 710 Thesis Presentation (4365)

Saint Joseph’s University Courses

- HSV 550 Health Services Research (HAD/HED 4025)
- HAD 600 Ethics of Health Care (4745)
- HAD 554 Health Care Law (4855)

Plus any three of the following:

- HAD 552 Health Administration (4605)
- HAD 570 Psychosocial Aspects of Chronic Illness and Disability (4625)
- HSV 551 Managed Health Care (HAD 4765)
- HED 553 Program Planning for Wellness (4775)
- HED 552 Epidemiology and Community Health (4855)
- HED 554 Curriculum Strategies for Health Educators (4845)
- HED 575 Stress and Crisis Management (4855)

HED 576 Addictions (4885)

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.

NURSE ANESTHESIA CORE COURSES

(offer at Nazareth Hospital)

GRA 500 Orientation to Study and Practice of Anesthesia (4005) (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 510 Anatomy, Physiology, and Pathophysiology in Anesthesia I (3505) (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 520 Anatomy, Physiology, and Pathophysiology in Anesthesia II (4105) (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 530 Chemistry and Physics I (3515) (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 they apply to anesthesia practice and as they relate specifically to the engineering of the anesthesia delivery system.

GRA 540 Chemistry and Physics of Anesthesia II and III (4155) (2 credits)
A continuation of the study of chemistry and physics as applied to anesthesis. This includes gas laws, cellular physiology and metabolism, and the management of fluid therapy of the patient in the perioperative period.

GRA 550 Pharmacology I (3525) (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 560 Pharmacology II (4185) (3 credits)
An advanced study of the biokinetics of anesthetic agents and adjunct drugs. The autonomic nervous system is further explored in depth.

GRA 600 Advanced Principles of Practice (4305) (4 credits)
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.
**Organization Development and Leadership**

Director: Felice Tilin, Ph.D.
Barbelin Hall, 610-660-1575, ftelin@sju.edu

**Program Mission Statement**

The mission of the Saint Joseph’s University Master’s of Science in Organization Development and Leadership 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 Organization Development and Leadership has four concentration areas: Concentration in Adult Learning and Training, Concentration in Organizational Psychology and Development, Concentration in Organization Dynamics and Leadership, and Concentration in Organizational Leadership.

**CONCENTRATION IN ADULT LEARNING AND TRAINING**

**Program Objectives**

The Adult Learning and Training Concentration (ALT) strengthens the ability of Adult Educators, Trainers, Facilitators, Curriculum Designers, Instructional Designers, Technical Trainers, Consultants, Health Education Professionals, and individuals in career transition, to develop skills and knowledge in designing and facilitating training and development 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 learning and performance needs
- Consult with employers and clients to develop learning strategies, training programs and workshops
- Design interventions and instructional approaches that meet objectives
- Facilitate programs based in adult learning principles, methods and techniques
- Measure outcomes and evaluate performance improvement

**Curriculum**

The Master of Science in Organization Development and Leadership 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.

- ODL 600 Adult Learning: Theory and Application (TOD 4115)
- ODL 610 Adult Learning Methods (TOD 4125)
- ODL 605 Performance Consulting (TOD 4135)
- ODL 615 Learning Design and Implementation (TOD 4145)

**Electives**

These courses help students develop expertise in a specific area of interest. Students select four courses. The courses below are a sample of electives that can be taken. Substitution is permissible with permission of your advisor. Foundation courses from the Organization Psychology Concentration can be taken as electives.

- ODL 648 Conflict and Negotiation (TOD 5205)
- ODL 690 Creative Problem Solving and Critical Thinking Skills (TOD 5215)
- ODL 640 Training and OD in Modern Organizations (TOD 5235)
- ODL 680 Coaching and Mentoring Skills (TOD 5245)
- ODL 665 Leading Teams (TOD 5255)
- ODL 642 Facilitating Adult Learning (TOD 5265)
- ODL 644 Leadership Development: Methods for Training (TOD 5285)
- ODL 645 Leadership Principles (TOD 4825)
- ODL 675 Implementing Change (TOD 5292)
- ODL 646 Career Development: Theory and Practice (ORG 7125)

**Advanced Courses**

The Advanced Courses are designed to provide students with advanced facilitation, influence, consulting and intervention skills.

- ODL 700 Organization Development: Theory and Application (TOD 6305)
- ODL 710 Intervention Skills: Strategy and Design (TOD 6315)
- ODL 780 Research Design and Evaluation (TOD 6325)
- ODL 785 Advanced Seminar (TOD 6335)

**Order of Taking Courses**

Students should take the Foundation Courses at the beginning of their studies and must complete these courses before taking the 700 Level Advanced Courses. 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 Organization Development and Leadership 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 Organization Development and Leadership 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 Graduate Record Examination (GRE) or Miller Analogies Test (MAT) scores and request provisional status for admission.

Applicants should submit or have sent to the Office of Graduate Operations the following:

- a completed Saint Joseph’s University graduate application.
- official sealed transcript(s) of undergraduate/graduate coursework. If you are a SJU graduate the Office of Graduate Operations will obtain your SJU transcripts for you.
- a current résumé
two letters of recommendation from at least two faculty 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.

- 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.

- $35 application fee – waived if attended an Open House or an SJU graduate.

**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, Managers, Change Agents, 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 Organization Development and Leadership with a Concentration in Organizational Psychology and Development consists of twelve 3-credit courses. The thirty-six credits are distributed as follows:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Courses</td>
<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td>2</td>
</tr>
<tr>
<td>Advanced Courses</td>
<td>4</td>
</tr>
</tbody>
</table>

**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 six Foundation Courses are required.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ODL 605</td>
<td>Performance Consulting (TOD 4135)</td>
</tr>
<tr>
<td>ODL 606</td>
<td>Strategic Leadership (TOD 4155)</td>
</tr>
<tr>
<td>ODL 620</td>
<td>Psychological Assessments (ORG 7005)</td>
</tr>
<tr>
<td>ODL 625</td>
<td>Psychology of Executive Coaching (ORG 7015)</td>
</tr>
<tr>
<td>ODL 630</td>
<td>Leadership and Team Development (ORG 7035)</td>
</tr>
<tr>
<td>ODL 635</td>
<td>Seminar in Organizational Psychology Issues (ORG 7045)</td>
</tr>
</tbody>
</table>

**Elective Courses**
The courses below are a sample of electives that can be taken. Substitution is permissible with permission of your advisor. Foundation courses from the Adult Learning and Training Concentration can be taken as electives.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ODL 645</td>
<td>Leadership Principles (TOD 4825)</td>
</tr>
<tr>
<td>ODL 675</td>
<td>Implementing Change (TOD 5292)</td>
</tr>
<tr>
<td>ODL 646</td>
<td>Career Development: Theory and Practice (ORG 7025)</td>
</tr>
<tr>
<td>ODL 642</td>
<td>Facilitating Adult Learning (TOD 5265)</td>
</tr>
<tr>
<td></td>
<td>Appreciative Inquiry (TOD 5275)</td>
</tr>
</tbody>
</table>

**Advanced Courses**
The Advanced Courses are designed to provide students with advanced facilitation, influence, consulting and intervention skills. All four Advanced Courses are required.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ODL 700</td>
<td>Organization Development: Theory and Application (TOD 6305)</td>
</tr>
<tr>
<td>ODL 710</td>
<td>Intervention Skills: Strategy and Design (TOD 6315)</td>
</tr>
<tr>
<td>ODL 790</td>
<td>Research Design and Evaluation (TOD 6325)</td>
</tr>
<tr>
<td>ODL 785</td>
<td>Advanced Seminar (TOD 6335)</td>
</tr>
</tbody>
</table>

**Order of Taking Courses**
Students should take the four Foundation Courses before taking the Advanced Courses. 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 Organization Development and Leadership 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 Organization Development and Leadership 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.

Applicants should submit or have sent to the Office of Graduate Operations the following:

- a completed Saint Joseph’s University graduate application.
- official sealed transcript(s) of undergraduate/graduate coursework. If you are a SJU graduate the Office of Graduate Operations will obtain your SJU transcripts for you.
- a current résumé
- two letters of recommendation from at least two faculty 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.
- 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.
- $35 application fee – waived if attended an Open House or an SJU graduate.

**CONCENTRATION IN ORGANIZATION DYNAMICS AND LEADERSHIP**

**Program Objectives**
The Organization Dynamics and Leadership Concentration is designed to enhance the capability of middle managers, project managers, sales managers, human service directors and supervisors, educational leaders, government officials, supervisors, military officers, and HR administrators in cultivating their ability to lead. The 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. The curriculum of the program focuses on the human side of business with training in organizational behavior, leadership development,
and personal growth. A variety of management models and tools are studied, including: Emotional and Social Intelligence, leadership styles, team development, cultural competence, power and authority dynamics and effective communication.

Learning objectives for the Master’s Degree Concentration in Organization Dynamics and Leadership are to:

- Emphasize leadership competencies such as self awareness, inspirational leadership, influence and managing conflict by developing the ability to learn and value others knowledge and experience.
- Enhance students’ 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 vision, both professional and personal, into reality by broadening the student’s comfort zone through self-assessment.

**Curriculum**

The Master of Science in Organization Development and Leadership with a Concentration in Organization Dynamics and Leadership consists of twelve 3-credit courses. The thirty-six credits are distributed as follows:

**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 three Foundation Courses are required.

- ODL 655 Organization Change, Culture and Learning (TOD 4165)
- ODL 670 Facilitative Leadership and Organization Development (TOD 4175)
- ODL 660 Strategic Leadership (TOD 4155)

**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 655 Interpersonal Relations (EDU 4315)
- ODL 645 Leadership Principles (TOD 4825)
- HED 576 Stress and Crisis Management (HED 4855)
- ODL 646 Career Development: Theory and Practice (ORG 7025)
- ODL 630 Leadership and Team Development (ORG 7035)
- ODL 605 Performance Consulting (TOD 4055)
- ODL 648 Conflict and Negotiation (TOD 5205)
- ODL 680 Creative Problem Solving and Critical Thinking Skills (TOD 5215)
- ODL 680 Coaching and Mentoring Skills (TOD 5245)
- ODL 665 Leading Teams (TOD 5255)
- ODL 642 Facilitating Adult Learning (TOD 5265)
- ODL 645 Leadership Principles (TOD 4825)
- ODL 675 Implementing Change (TOD 5292)
- ODL 647 Appreciative Inquiry (TOD 5275)

**Degree Requirements**

To earn the Master of Science in Organization Development and Leadership with a concentration in Organization Dynamics and Leadership, 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 Organization Development and Leadership Program with a concentration in Organization Dynamics and Leadership must have a baccalaureate degree from an accredited college or university. In addition, applicants must have five 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.

Applicants should submit or have sent to the Office of Graduate Operations the following:

- a completed Saint Joseph's University graduate application.
- official sealed transcript(s) of undergraduate/graduate coursework. If you are a SJU graduate the Office of Graduate Operations will obtain your SJU transcripts for you.
- a current résumé
- two letters of recommendation from at least two faculty 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.
- 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.
- $35 application fee – waived if attended an Open House or an SJU graduate.

**Health Administration Option**

An option exists for selected students in health care who require more knowledge and skills in Organization Development and Leadership. Students who want to concentrate in Health Administration and who are majoring in Organization Development and Leadership 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 552 Health Administration (4605)
- HAD 553 Health Care Organization (4845)
- HAD 600 Ethics of Health Care (4745)
- HED 575 Stress and Crisis Management (4855)
- HED 571 Employee Assistance and Occupational Health (4625) or
- HED 573 Women and Health Care (573)

**Post-Baccalaureate/Post-Master’s Certificate in Adult Learning and Training/Organizational Psychology and Development or Organization Dynamics and Leadership**

Students who have earned a B.S./B.A. or M.S. Degree in a discipline other than Organization Development and Leadership who do not want to complete the Master’s Degree in Organization Development and Leadership 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.

Foundation Courses (four required)
- ODL 600 Adult Learning: Theory and Application (TOD 4115)
- ODL 610 Adult Learning Methods (TOD 4125)
- ODL 605 Performance Consulting (TOD 4135)
- ODL 615 Learning Design and Implementation (TOD 4145)

Electives (two required)
- ODL 648 Conflict and Negotiation (TOD 5215)
- ODL 690 Creative Problem Solving and Critical Thinking Skills (TOD 5251)
- ODL 640 Training and OD in Modern Organizations (TOD 5235)
- ODL 680 Coaching and Mentoring Skills (TOD 5245)
- ODL 665 Leading Teams (TOD 5255)
- ODL 642 Facilitating Adult Learning (TOD 5265)
- ODL 644 Leadership Development: Methods for Training (TOD 5285)

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
- ODL 605 Performance Consulting (TOD 4135)
- ODL 660 Strategic Leadership (TOD 4155)
- ODL 620 Psychological Assessments (ORG 7005)
- ODL 625 Psychology of Executive Coaching (ORG 7015)
- ODL 630 Leadership and Team Development (ORG 7035)
- ODL 635 Seminar in Organizational Psychology Issues (ORG 7045)

Curriculum for Certificate in Organization Dynamics and Leadership
Six 3-credit courses are required in the Master’s Degree Concentration in Organization Dynamics and Leadership.

Foundation Courses (three required)
- ODL 655 Organization Change, Culture and Learning (TOD 4165)
- ODL 670 Facilitative Leadership and Organization Development (TOD 4175)
- ODL 660 Strategic Leadership (TOD 4145)

Electives (three required)
- EDU 655 Interpersonal Relations (EDU 4315)
- ODL 645 Leadership Principles (TOD 4825)
- HED 576 Stress and Crisis Management (4855)
- ODL 646 Career Development: Theory and Practice (ORG 7025)
- ODL 630 Leadership and Team Development (ORG 7035)
- ODL 605 Performance Consulting (TOD 4135)
- ODL 648 Conflict and Negotiation (TOD 5215)
- ODL 690 Creative Problem Solving and Critical Thinking Skills (TOD 5245)
- ODL 680 Coaching and Mentoring Skills (TOD 5245)
- ODL 675 Implementing Change (TOD 5292)
- ODL 655 Working with Groups (TOD 4165)

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 contact the Program Director, Dr. Felice Tilin, at the Graduate Organization Development and Leadership Office at 610-660-1575, email her at ftlin@sju.edu. Advising is readily available to counsel participants in the selection of courses and completing program requirements.

Organization Development and Leadership Course Descriptions

ODL 600 Adult Learning: Theory and Application (TOD 4115) (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. ALT Concentration Requirement

ODL 605 Performance Consulting (TOD 4135) (3 credits)
Course presents to the Organization Development and Leadership 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 students’ ability to communicate and work with leaders in their organizations. ALT and OPD Concentration Requirement

ODL 610 Adult Learning Methods (TOD 4125) (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. ALT Concentration Requirement.
Prerequisite: ODL 600.

ODL 615 Learning Design and Implementation (TOD 4145) (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. ALT Concentration Requirement.

ODL 620 Psychological Assessments (ORG 7005) (3 credits)
The psychological theories and practices underlying a wide variety of 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 critically evaluate measures to answer organizational issues. Required OPD Concentration

ODL 625 Psychology of Executive Coaching (ORG 7015) (3 credits)
Executive Coaching has become a staple within many organizations. Executive Coaching is essentially a purposeful, relational intervention based in psychosocial concepts that leads to new and more complex level of functioning in one party. This course primarily assists the student in further development of their coaching skills and models while also examining coaching models, underlying constructs, skills and relevant coaching research. Required 625 or 680 OPD
ODL 630 Leadership and Team Development (ORC 7035) (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. Requirement ODP.

ODL 635 Seminar in Organizational Psychology Issues (ORC 7045) (3 credits)
Course considers topical issues in the field of Organizational Psychology through critical reviews and discussions by participants. Requirement ODP

ODL 640 Organization Development, Training and Talent Management in Modern Organizations (TOD 5235) (3 credits)
An overview course that focuses on the emerging trends and implications for talent management organization development, and training within organizations, in consulting, and in organizational change. Alignment between individual's goals and those of organizations, positioning training, and positioning yourself for a leadership position are topics that could be covered.

ODL 642 The Art of Facilitation (TOD 5265) (3 credits)
Adult learning, as it relates to training/organization development, involves a combination of facilitation and presentation skills. Course focuses on strategies that increase students' ability to interact with individuals and groups in these areas. Impromptu and planned presentations are audio taped and 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.

ODL 644 Leadership Development: Methods for Training (TOD 5265) (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 using needs assessment methods and consulting with organizational leaders.

ODL 646 Career Development (ORC 7025) (3 credits)
Course provides students with an experiential understanding of the process of career development. Through a primarily experiential approach, where students craft their own career vision, students have an opportunity to engage key concepts in the field of career development. In addition, topics such as assessment, gender, choice, interventions and career management are experienced and discussed.

ODL 655 Organization Change and Culture (TOD 4165) (3 credits)
This foundation course provides the conceptual framework for all the other courses in the Organization Dynamics and Leadership concentration. Course focuses on understanding the critical leadership characteristics and competencies required for guiding the 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. ODL Concentration Requirement

ODL 660 Strategic Leadership (TOD 4155) (3 credits)
This course emphasizes the integration of leadership theory and behavior with strategic planning. Students have the opportunity to review work projects and explore how communications, perceptions, behaviors, culture, and current events impact the outcome of projects and initiatives. Relationships between organizational dynamics, culture, and leadership are explored through the lens of strategic change initiatives. Specific strategies are considered and students begin to explore new ways of looking at leadership and their own behaviors in order to successfully implement strategies. Students attend a skill weekend where they reflect on the assumptions underlying their leadership actions. ALT Concentration Requirement

ODL 665 Leading Teams (TOD 5255) (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.

ODL 670 Facilitative Leadership and Organization Development (TOD 4175) (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, influence methods and management approaches. An integrated approach is emphasized that connects the critical leadership characteristics with facilitative leadership competencies. ODL Concentration Requirement. Prerequisite ODL 655

ODL 680 Coaching and Mentoring Skills (TOD 5245) (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. Required 625 or 680 ODP

ODL 690 Creative Problem Solving (TOD 5215) (3 credits)
Creative problem solving is an essential skill for people working in complex organizations. Creative thinkers reflect on the assumptions underlying actions and consider new ways of looking at and living in the world. They use methods to identify new alternatives. This course is a comprehensive guide for making worthwhile, influential and creative contributions at work. Students have an opportunity to identify and overcome personal and organizational barriers to develop breakthrough thinking.

ODL 700 Organizational Development: Theory & Application (TOD 6305) (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. Prerequisite: completion of foundation courses. Required for ALT and ODP concentration

ODL 710 Intervention Skills: Strategy and Design (TOD 6315) (3 credits)
Students have an opportunity to complete a project demonstrating action research methodology. Course centers on understanding how to use interventions and the impact that 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 that individual learning takes place within their project. Prerequisite: ODL 700 Required for ALT and ODP concentration

ODL 780 Research Design and Evaluation (TOD 6325) (3 credits)
The 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. Prerequisite: Completion of Foundation Courses. Required for ALT and ODP concentration

ODL 785 Advanced Seminar (TOD 6335) (3 credits)
A capstone course and the last course taken in the Organization Development and Leadership 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.
Psychology

Jodi A. Mindell, Ph.D., Director, Graduate Psychology Program
Post 223, 810-660-1806, jmindell@sju.edu

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.

Applicants should submit or have sent to the Office of Graduate Operations the following:

- a completed Saint Joseph’s University graduate application.
- official sealed transcript(s) of undergraduate/graduate coursework. If you are a SJU graduate the Office of Graduate Operations will obtain your SJU transcripts for you.
- a current résumé or curriculum vitae.
- two letters of recommendation from at least two faculty 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.
- 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.
- Psychology Insert
- General GRE scores.
- $35 application fee – waived if attended an Open House or an SJU graduate.

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 completed Saint Joseph’s University graduate application.
- official sealed transcript(s) of undergraduate/graduate coursework. If you are a SJU graduate the Office of Graduate complete undergraduate transcript.
- a current resume or curriculum vitae.
- two letters of recommendation, psychology application insert, which includes an essay describing their interests and goals of graduate education in psychology.
- Psychology Insert

- All application materials are due 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 551, 552) 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 part 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, remediation must be completed 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)

- PSY 551 (4005) Advanced Research Methods and Statistics I (4 credits)
- PSY 552 (4005) Advanced Research Methods and Statistics II (4 credits)

II. Content Courses: Six courses (24 credits)

- PSY 610 (4015) Learning and Behavior
- PSY 611 (4025) Advanced Physiological Psychology
- PSY 612 (4035) Advanced Sensory Processes
- PSY 613 (4045) Psychopharmacology
- PSY 614 (4055) Cognitive Science
- PSY 615 (4065) Health Psychology
- PSY 616 (4075) Principles of Neuropsychology
- PSY 617 (4085) Memory Organization and Retrieval
- PSY 618 (4095) Comparative Psychology
- PSY 650 (4105) Gerontology
- PSY 651 (4115) Advanced Psychopathology
- PSY 652 (4125) Assessment and Evaluation
- PSY 653 (4135) Behavioral Medicine
- PSY 654 (4145) Developmental Psychology
- PSY 655 (4155) Personality and Motivation
- PSY 656 (4165) Social Cognition
- PSY 657 (4175) Advanced Groups Theory
- PSY 658 (4185) Phenomenon of the Self

III. Research Component: Four courses (16 credits)

- PSY 591 (4415) Directed Studies I
- PSY 592 (4425) Directed Studies II
- PSY 691 (4515) Master’s Thesis I
- PSY 692 (4525) Master’s Thesis II

Two-Year Course Sequence

First Year—Fall Semester

- PSY 551 (4005) Advanced Research Methods and Statistics I
- PSY 552 (4005) Advanced Research Methods and Statistics II
- PSY 6xx Content Course 1
- PSY 6xx Content Course 2

First Year—Spring Semester

- PSY 591 (4415) Directed Studies I
- PSY 592 (4425) Directed Studies II
- PSY 691 (4515) Master’s Thesis I
- PSY 692 (4525) Master’s Thesis II

Second Year—Fall Semester

- PSY 6xx Content Course 3
- PSY 6xx Content Course 4
- PSY 691 (4515) Master’s Thesis I
- PSY 692 (4525) Master’s Thesis II

Second Year—Spring Semester

- PSY 6xx Content Course 5
- PSY 6xx Content Course 6
- PSY 691 (4515) Master’s Thesis I
- PSY 692 (4525) Master’s Thesis II

Five-Year B.S./M.S. Sequence

Senior Year—Fall Semester

- Undergraduate course
- Undergraduate course

Senior Year—Spring Semester

- Undergraduate course
- Undergraduate course

Fifth Year—Fall Semester

- Undergraduate course
- Undergraduate course

Fifth Year—Spring Semester

- Undergraduate course
- Undergraduate course

Psychology Core Courses

PSY 551 Advanced Research Methods and Statistics I (4005) (4 credits)

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 552 Advanced Research Methods and Statistics II (4035) (4 credits)
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.

Content Courses

PSY 610 Learning and Behavior (4115) (4 credits)
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.

PSY 611 Advanced Physiological Psychology (4125) (4 credits)
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 that be studied will extend from simple reflex arcs to the regulation of motivational states.

PSY 612 Advanced Sensory Processes (4135) (4 credits)
The manner in which different forms of sensory input 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.

PSY 613 Psychopharmacology (4155) (4 credits)
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.

PSY 614 Cognitive Science (4175) (4 credits)
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.

PSY 615 Health Psychology (4215) (4 credits)
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.

PSY 616 Principles of Neuropsychology (4625) (4 credits)
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 650 Gerontology (4035) (4 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.

PSY 651 Advanced Psychopathology (4225) (4 credits)
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.

PSY 652 Assessment and Evaluation (4235) (4 credits)
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 653 Behavioral Medicine (4245) (4 credits)
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 654 Developmental Psychology (4265) (4 credits)
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 655 Personality and Motivation (4315) (4 credits)
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 656 Social Cognition (4325) (4 credits)
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 657 Advanced Groups Theory (4335) (4 credits)
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. Research Component

PSY 591 Directed Studies I (4415) (4 credits)
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 592 Directed Studies II (4425) (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 691 Master’s Thesis I (4515) (4 credits)
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 692 Master’s Thesis II (4225) (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.

Writing Studies
Ann E. Green, Ph.D., Director, Writing Studies
108 Bellarmine, 610-660-1889, agreen@sju.edu

Program Description
The Writing Studies program is unique to the Philadelphia area. Our program in Writing Studies bridges the gap between traditional master's degrees in English and creative writing degrees by emphasizing that all writing is creative. Our students take a wide variety of courses in order to explore the craft of writing from various perspectives.

This innovative program has several distinguishing features: it offers excellent training for magazine and 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.

All of the teachers in the Writing Studies program are practicing writers who write in the genre that they teach. In other words, our public relations writing courses are taught by public relations writers, and published novelists teach our novel writing courses. All of our courses are small—fifteen students or less—to enable each student to get individual feedback from the instructor and detailed feedback from peers.

The students in the Writing Studies program are diverse in age, race, occupation, gender, and belief systems. The diversity of our students contributes to the success of our program. In addition to world-class writing faculty, students in our M.A. bring a wide range of ideas, creativity, and energy to our classes. Each class becomes its own community of writers.

In the Jesuit tradition of *Eloquentia Perfecta*, all Writing Studies courses engage students in using speech and writing effectively, logically, gracefully, persuasively, and responsibly. Students focus on developing the craft of a professional writer through drafting, revising, and incorporating feedback from peers and instructors as the writing progresses toward publication. We hope all of our students will become working writers who write for a wide variety of audiences.

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 online or from the Office of Graduate Operations and in the Department of English.

Applicants should submit or have sent to the Office of Graduate Operations the following:
- a completed Saint Joseph’s University graduate application.
- official sealed transcript(s) of undergraduate/graduate coursework. If you are a SJU graduate the Office of Graduate Operations will obtain your SJU transcripts for you.
- a current resumé
- two letters of recommendation from at least two faculty 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.
- 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.
- Two samples of writing (preferably published work – whether in college publications or in other places).
- $35 application fee – waived if attended an Open House or an SJU graduate.

The Graduate Committee looks for both a strong academic record and signs of serious interest in the work of a writer. The personal statement is a particularly important aspect of the application: a prospective student should use the personal statement to articulate his or her reasons for selecting this particular M.A. program and to discuss his or her strengths as writer in some detail. Writing samples can be analytical, creative, journalistic, or persuasive, and they can vary in length (up to 30 pages for the two samples is acceptable). Many of our successful applicants submit one piece of creative writing and one piece of analytic writing to support their applications. 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, 700 level). The remaining credits involve courses at the 500 and 600 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 550 The Practice of Writing and ENG 560 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 (600-629);

**AREA II**
- Rhetoric and Composition: Theory and Practice (630-659);

**AREA III**
- Professional Writing (660-699).

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.
ENG 550 The Practice of Writing (4005) (3 credits)
An overview of the work of a practicing writer, with explorations of particular genres of interest to individual students in the course. Assignments may 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 580 Rhetoric Then and Now (4015) (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 (600-629)

ENG 600 Poetry Today (4105) (3 credits)
Exploration of the current poetry scene, particularly in America, reading collections from a wide variety of poetic schools and from the theoretical positions that inform the poems. Movements covered may 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 difference poetic stances and styles.

ENG 610 What is an Author? (4125) (3 credits)
Study of impact of literacy on the role of author, with close focus on circumstances in a particular era or period, including an examination of the ways in which authorship was conceived, and the contest over who was considered qualified to write. Topics may include the rise of a particular genre or subject.

ENG 611 Writers on Writing (3 credits)
Most of us have at least a vague idea of why we write: to discover more about ourselves, for instance, or to help improve society. This course offers a chance to reflect more deeply on our purposes as writers by studying what other writers have said about theirs. We will study a variety of writers such as Eudora Welty, Richard Selzer, William Gass and Annie Dillard, and read a variety of genres and styles including modernists like Langston Hughes, experimentalists like Donald Barthelme, and contemporaries like Stuart Dybek, Richard Bausch, Linda Hogan, Amy Hempel, and Edwidge Danticat.

ENG 612 Biography (4135) (3 credits)
This course will focus on reading and criticizing a number of important biographies, in order to see how various professional biographers have approached their task. Concomitantly, each student will be asked to choose a contemporary subject worthy of a biography (not a relative), who lives within a 50-mile radius of Philadelphia. Students will search out publications that often include biographical essays/profiles, gather detailed information about their subjects from various sources they determine to be important, and do the necessary interviews, with the aim of writing a biographical essay/profile.

ENG 614 The Short Story (4145) (3 credits)
This course focuses on reading and writing short stories with a particular focus on single-author contemporary and classic short story collections and their significance. Authors that maybe considered include Atwood, Diaz, Fitzgerald, Hurston, Lahiri, Munro, Millhauser, Poe, and Twain.

ENG 615 Road to Revolution in the 1980 (4155) (3 credits)
A study of the American cultural scene during the 1980s including how racial discrimination, gender discrimination, sexual repression and anti-war activism appeared in writing and culture. Writers may include: Jack Kerouac, Nikki Giovanni, Eldridge Cleaver, Kurt Vonnegut, Joseph Heller, Betty Friedan, and some Beat poets. Films were also consequential both in propelling and in reflecting revolutionary changes in American life through the 1980s. Several key films that may be considered include In the Heat of the Night, Bonnie and Clyde, The Graduate, Easy Rider.

ENG 616 The Art of Political Violence: Fictionalizing the Northern Irish “Troubles” (4165) (3 credits)
This course will explore how Irish novelists and short-story writers have represented “the Troubles”–a protracted period of politically motivated violence in Northern Ireland, Great Britain, and the Republic of Ireland, which began in the late 1960s and has not fully ended today. Key questions include the following: What is the role of the artist in representing politically motivated and other types of violence? Should artists offer solutions or only pose problems? What are the moral and aesthetic stakes involved in making art out of atrocity? How might studying the fiction of the Northern Irish “Troubles” provide students in the M.A. in Writing Studies with thematic, technical and ethical insights for their own artistic investigations of the many forms of violence within their own societies?

ENG 617 Writing and the Other Arts (4175) (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 618 The Idea of the Book: From Codex to Hypertext (4185) (3 credits)
Examination of the role of the book in culture, with consideration of a variety of issues surrounding literary production including: the rise of literacy, the printing press, illuminated manuscripts, freedom of the press, production and marketing developments, and the rise of the novel as a force in book publishing and culture.

ENG 619 Young Adult Literature and Coming of Age Narratives (4465) (3 credits)
In this course we immerse ourselves in a range of contemporary literary texts written for, read by, assigned to, or kept from young adults (ages 12-18). Our goals will be to become both more familiar with the wide variety of texts geared toward adolescents and more attuned to our own experiences as readers and writers of young adult literature. At the same time, we will be attempting to think through the multiple ways in which adults (particularly parents and teachers) and adolescent readers interact with these texts and with each other.

ENG 620 Special Topics in Literature and Culture (3 credits)
This course will consider a particular aspect of literature and culture relevant to contemporary writers. Content will vary according to the instructor. Course can be repeated when content varies.

Area II—Rhetoric and Composition: Theory and Practice (630-659)

ENG 630 Composition Theory (4205) (3 credits)
Exploration of theories of composition, with particular emphasis on contributions to the field in the past half century.

ENG 635 The Writing Teacher Writing (4125) (3 credits)
Consideration of the writing that teachers can do in order to develop their approach to the teaching of writing.

ENG 638 Pedagogies Old and New (4235) (3 credits)
Thorough review of teaching approaches to instruction in writing from the early grades through college level writing courses.

ENG 639 Writing And Cultural Conflict (4245) (3 credits)
Examination of writing and its role in both provoking and resolving cultural conflict.

ENG 640 Experiments in Narrative (4255) (3 credits)
Through examination of fictional and nonfiction narratives and narrative theories, this course considers such issues as the shift from oral to print to hypertext narratives, linear and nonlinear structure, writing “taboo” subjects, and the impact of social-cultural-historical circumstances upon narrative form and function. Content varies with instructor.

ENG 641 Rhetorical Theory: Special Topics (4285) (3 credits)
Study of select issues in the domain of rhetoric, to be determined by the instructor.
ENG 642 Style (4275) (3 credits)
Close attention to the rhetorical canon, with selected readings from classical rhetorical texts and contemporary literature.

ENG 643 Special Topics in the Essay (4295) (3 credits)
An exploration of a particular topic related to the essay. Topics may include women essayists, personal essays, writing and memory, or other topics.

ENG 645 Visual Rhetorics (4365) (3 credits)
This course examines the visual as a mode of complex communication intricately related to social and cultural influences. Students will investigate methods of perception and visual interpretation in order to understand multiple ways in which the image communicates meaning. Students will consider practices of visual rhetoric in comics, photography, film, art, and new media contexts in order to create photo-essays, visual blogs, comics, and new media art.

ENG 646 Multimedia Storytelling (4305) (3 credits)
The objective of this course is to widen our conceptions of storytelling to include sounds and images as well as words and broaden our understanding of how stories strengthen community. We will produce a variety of non-fiction stories, including an audio piece that would suitable for a public radio program such as "This American Life" and a video piece aimed at a public television audience. These stories could be personal essays or documentary journalism. We will spend part of the class learning to use digital storytelling tools that the university will supply, but most of the course will be spent finding, making and critically evaluating stories. These stories will come from American Radioworks, The Moth, The BBC and other sources from around the world. Wide range of considerations relative to the work of the writer-presenting work through the World Wide Web.

AREA III—PROFESSIONAL WRITING (660-699)

ENG 665 Autobiography (4315) (3 credits)
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.

ENG 669 Creative Nonfiction Workshop (4325) (3 credits)
Workshop course in creative nonfiction; several pieces of nonfiction will be prepared for submission. Can be repeated with the permission of the graduate director.

ENG 670 Fiction-Writing Workshop I (4345) (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. Content varies with the instructor. Fiction-writing workshop I can be taken either before or after Fiction writing workshop II. Can be repeated with the permission of the graduate director.

ENG 671 Fiction-Writing Workshop II (3 credits)
Workshop method of critique, with students expected to put together a portfolio of polished short stories or a short section of a novel or novella. Published short stories and novels will be read as models, and there will be discussion of strategies of getting fiction published in a variety of locations. Content varies with the instructor. Fiction-writing workshop II can be taken either before or after Fiction writing workshop I. Can be repeated with the permission of the graduate director.

ENG 673 Screenwriting Workshop (4455) (3 credits)
Exploration of screenwriting in a workshop format with consideration of the whole process involved in development of screen projects.

ENG 675 Special Topic Writing Workshop (3 credits)
Exploration of a particular topic not covered in other writing workshops. Examples include “Playwriting,” “Writing and Memory,” “Writing Through Race, Class, and Gender,” “Food Writing,” and “Nature Writing.” Content varies according to instructor. Course may be repeated with permission of the graduate director.

ENG 676 Writing for Publication (4355) (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. Content can be fiction, nonfiction, or journalism and varies with the instructor. Can be repeated with the permission of the graduate director.

ENG 677 Case Study: Public Relations (4375) (3 credits)
Comparative analysis of several public relations campaigns, with consideration of the rhetorical principles involved in the effort to sway public opinion.

ENG 678 Case Study: Magazine Publishing (4435) (3 credits)
Exploration of magazine publishing, and the 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. Consideration of the state of magazine publishing in both print and the web, and the development of articles from pitch to publication.

ENG 679 Special Topics in Journalism (4385) (3 credits)
Exploration of a particular topic in journalism. May include sports journalism, literary journalism, or other topics as determined by the instructor.

ENG 680 Writing the Grant Proposal (4398) (3 credits)
The course will explore various rhetorical strategies used to develop grant proposals and related writing such as the letter of inquiry, letter of intent, and mini-proposal. Students will examine and critique samples of actual grant-related submissions and practice developing relevant writing skills. Project budgeting will also be discussed and practiced. For their final project, students will be guided through selecting a non-profit organization; researching the organization’s history, mission, needs and other background; and creating a professional-quality grant proposal that the non-profit could choose to submit.

ENG 682 New Media (4415) (3 credits)
Exploration of new communications media as the hypertext world expands and technology continues to make possible increased broadcast media opportunities.

ENG 683 Editing Practicum (4425) (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 684 Health Writing (4485) (3 credits)
Are pharmaceutical makers influencing scientific research? What emerging infectious disease is likely to be the next big scare? What are the pros and cons of universal healthcare? Is chocolate really good for the heart? This course will teach students how to report and write on some of the pressing health issues of the day and encourage them to become more discerning consumers of medical news. Students will learn how to analyze research studies, conduct interviews of doctors, scientists and patients, and translate findings into lively and informative stories for the lay reader. The course will explore the connection between the environment and disease and examine trends in medicine as technology advances and funding shrinks. Students will get the latest information from guest speakers who are leaders in the fields of medical research, public relations and the media. This course will help prepare students for a career in health-related writing or sharpen their communication skills for whatever field they are pursuing.
ENG 791 Graduate Internship (4505) (3 credits)
Students have workplace internship assignments in areas of career interest that involve writing (research, editing, writing). A component of the course will be research in the internship field, in addition to writing of various kinds about the actual internship activity, some of it done with an eye to publication. Each placement involves approximately 200 hours of work over the course of the internship, a letter from a supervisor upon completion of the internship, and a journal documenting the work of the internship. Internships fulfill Area III.

ENG 793 Thesis Project I (4605) 3 or (6 credits)
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. Once complete, thesis projects will receive a P (pass). In progress thesis projects will be graded as IP.

Nota Bene: The Writing Studies diploma will not be conferred until the candidate has successfully completed the above steps, as well as submitted the thesis project in the correct format for binding. Details about the procedure for binding the thesis can be found on the Writing Studies web pages under “forms.”

ENG 794 Thesis Project II (4615) (3 credits)
ENG 770 Directed Readings (4905) (3 credits)
ENG 771 Directed Research (4915) (3 credits)
ENG 772 Directed Writing (4925) (3 credits)
ENG 773 Directed Fieldwork (4935) (3 credits)
The Erivan K. Haub School of Business

Dean: Joseph A. DiAngelo, Ed.D.
Associate Dean, Academic Affairs and Executive Director Graduate Business Programs: Stephen J. Porth, Ph.D

Vision
The Haub School of Business will be recognized and acknowledged nationally as a leading Jesuit School of Business for undergraduate, executive and part-time graduate programs.

Mission
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 with and for others in accordance with the Ignatian tradition.

Haub School of Business Core Values
1. Academic Excellence – The HSB is committed to the Jesuit ideal of the magis or the more: always striving to become better. Academic integrity is the cornerstone of our approach to teaching, an approach that emphasizes excellence in teaching and seeks rigor and student engagement.
2. Jesuit Identity - As a college within a Jesuit university, the HSB is committed to the Jesuit ideals of ethics, justice, and social responsibility.
3. Scholarly Contributions – The HSB encourages scholarly research that is essential to the professionals development of our faculty, contributes to the practice of management, and informs and enlivens our teaching.
4. Practice of management, and informs and enlivens our teaching.
5. Innovative Niche Programs – From its inception, the HSB has been entrepreneurial in its approach to targeting and serving the needs of key industries and strategic niches. We seek to continue our creative focus on industry segments such as: food, pharmaceuticals, financial services and public accounting.
6. Student Welfare – Cura personalis, that is, care and respect for the whole person, is a hallmark of Jesuit education. We will continue to support and encourage our students as they identify and pursue their personal and professional aspirations.

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, Dr. Joseph DiAngelo. The Haub School of Business offers both graduate and undergraduate degrees. Graduate Business Programs are managed by the Associate Dean, Academic Affairs, Dr. Stephen Porth. 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
- Pharmaceutical & Healthcare Marketing M.B.A. for Executives
- On-line Pharmaceutical & Healthcare Marketing M.B.A. for Executives
- 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 & Healthcare Marketing.

M.B.A. Program
Stephen Porth, Ph.D, Associate Dean, Academic Affairs and Executive Director Graduate Business Programs
Adele C. Foley, Associate Dean/Director, M.B.A. Program
Janine Guerra, Assistant Director, M.B.A. Program
Stella Jacobs, Office Manager, OH-Campus Coordinator
Anita L. Brussat, 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
- Core courses
- Concentrations
- Cross-functional capstone

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):

- **ACC 500** Accounting Concepts
- **DSS 505** Business Statistical Tools with Excel
- **FIN 500** Managerial Economics
- **FIN 503** Financial Management
- **MGT 500** Managing Work Organizations
- **MGT 550** Applied Project Team Skills
- **MKT 550** Marketing Concepts

Those students who do not have a proficiency in Mathematics will be required to successfully complete DSS 500, 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/GRE will receive a waiver for DSS 500, 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 core, elective or capstone courses. 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:

- **ACC 550** Creating and Measuring Shareholder Value
- **DSS 550** Contemporary Information Technologies
- **DSS 560** Decision Making Competencies for M.B.A. and Financial Services
- **FIN 550** Shareholder Value Management
- **MGT 550** Applied Project Team Skills
- **MGT 551** Empowering Human Potential at Work
- **MGT 552** Stakeholder Theory and Social Responsibility
- **MKT 550** Creating and Measuring Customer Value

**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, 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 601** Tax Planning for Management Decision-Making
- **ACC 602** Financial Statement Analysis
- **ACC 610** Topics in Accounting
- **ACC 730** International Accounting Study Tour
- **ACC 793** 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 700** Six Sigma Applications & Foundations I
- **DSS 710** Six Sigma Applications & 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 600** Financial Institutions and Capital Markets
- **FIN 601** Personal Financial Planning
- **FIN 602** Portfolio Management
- **FIN 604** Personal Insurance Planning
- **FIN 605** Pension and Benefits Administration
- **FIN 606** Estate Planning
- **FIN 607** Risk Management
- **FIN 608** Advanced Financial Management
- **FIN 609** International Finance
- **FIN 610** Security Analysis of Investments
- **FIN 611** Mergers and Acquisitions
- **FIN 612** Derivative Markets
- **FIN 613** Finance Study Tour
- **FIN 770** Topics in Finance
- **FIN 793 & 794** Research in Finance

**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 560 or above 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.

FIN 614 Accounting, Finance and Economics for Health Care
PMK 600 Health Care Marketing

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 605 Pension and Benefits Administration
MGT 560 Introduction to Strategic Human Resource Management
MGT 561 Human Resource Research/Survey Methods
MGT 562 Employment and Labor Law
MGT 563 Human Resource Information Systems
MGT 565 Leading Change in Organizations
MGT 650 Business Law for Management
MGT 651 Career Management in Organizations
MGT 652 Conflict Resolution
MGT 653 Leadership in the Modern Organization
MGT 654 Managing Teams
MGT 655 Managing Workforce Diversity
MGT 656 Negotiation Skills
MGT 660 Consulting to Management
MGT 661 International Management
MGT 662 Compensation Administration
MGT 663 Organizational Staffing
MGT 770 Management Study Tour
MGT 771 Topics in Human Resources
MGT 791 Internship
MGT 792 Internship
MGT 793 Research in Management
MGT 794 Research in Human Resources

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 730 International Accounting Study Tour
FIN 609 International Finance
FIN 613 Finance Study Tour
MGT 661 International Management
MGT 770 Management Study Tour
MKT 604 International Marketing
MKT 650 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.

FIN 605 Pension and Benefits Administration
MGT 560 Introduction to Strategic Human Resource Management
MGT 561 Human Resource Research/Survey Methods
MGT 562 Employment and Labor Law
MGT 565 Managing Workforce Diversity
MKT 660 Consulting to Management
MKT 661 International Management
MKT 662 Compensation Administration
MKT 663 Organizational Staffing
MKT 664 Entrepreneurship and Small Business
MKT 770 Management Study Tour
MKT 771 Topics in Human Resources
MKT 772 Topics in Management
MKT 773 Curricular Practical Training
MKT 791 Internship
MKT 792 Internship
MKT 793 Research in Management
MKT 794 Research in Human Resources

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 602 Promotional Strategy
MKT 603 Strategic Marketing Management
MKT 604 International Marketing
MKT 605 Research in Marketing
MKT 606 Consumer Behavior
MKT 611 Global Marketing Concepts
MKT 612 Global Cultures and Consumers
MKT 613 International Channel Management
MKT 614 International Marketing Research
MKT 615 Emerging Markets
MKT 616 Global Marketing Communications
MKT 618 International Product Development and Brand Management
MKT 650 Marketing Study Tour
MKT 770 International Marketing Study Tour

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:

MGT 795 Global Business Strategy
MGT 796 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 prerequisite courses at the beginning of their M.B.A. studies, followed by MGT 550 Applied Project Team Skills. (No more than three advanced core courses may be taken before the foundation core requirements have been completed.) The six-year time limitation begins when they take their first 550 or above level 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 550 or above level course that is open to Professional MBA students and not already part of the Foundation, Core or Capstone. (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 (810) 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 Operations 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, Principal, 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 Operations Office become the property of the University and cannot be returned.

- official scores on Graduate Management Admission Test (GMAT) or Graduate Record Examinations (GRE); information is available for the GMAT at www.mba.com and for the GRE, www.ets.org/gre. Scores on the GMAT/GRE 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 B161, Princeton, N.J., U.S.A., 08541-0161. 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 IELTS an iBT test on the TOEFL is required to take any courses in the M.B.A. Program. An IELTS score of 6.5 is also acceptable. Qualified students who complete Level II 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 advanced core 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:

Mr. David Allan, Associate Professor of Marketing
Ms. Adele C. Foley, Associate Dean/Director, Graduate Business Programs
Dr. Waqar Ghani, Associate Professor of Accounting
Ms. Janine Guerra, Assistant Director, Graduate Business Programs
Dr. Vipul Gupta, Associate Professor of Decision and System Sciences
MBA Advisor (subject to change every semester)
Dr. Patrick Saparita, Assistant Professor of Management
Dr. Carolyn Schellhorn, Assistant Professor of Finance

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) (GRE), 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>
<thead>
<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>
</tr>
<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 or GRE 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.

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 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

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. Cuzzolina
Vice President for Graduate Programs and Planning
Philadelphia College of Osteopathic Medicine
Evans Hall, Dean’s Suite
4770 City Avenue
Philadelphia, PA 19131-1696
(215) 871-6770

ACCOUNTING COURSES
ACC 500 Accounting Concepts (3 credits)
This course is designed to introduce students to the language of business. Participants will learn the conceptual foundation of financial accounting and reporting of business activities. The focus is on measuring, recording, summarizing, reporting, and interpreting financial transactions for U.S. companies. Topics include the basic financial reporting model: cash- and accrual-basis measurement of profitability; and financing, investing, and operating activities of enterprises. This course emphasizes the importance of accounting for decision making and provides insight as to why ethics are important for business and accounting.

ACC 550 Creating and Measuring Shareholder Value (3 credits)
This course employs a case-based approach for assessing the value of the firm and demonstrating how shareholder value is increased. Coverage includes a description of value creation fundamentals and a discussion of contemporary value metrics such
as cost-profit-volume 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 (e.g., the Balanced Scorecard) that measure managerial performance in enhancing firm value.

Prerequisites: ACC 500 and FIN 503.

**ACC 601 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: ACC 500.

**ACC 602 Financial Statement Analysis (3 credits)**
This course provides a study of how to analyze a business enterprise through financial statements and related data. Topics covered include cash flow analysis, return on invested capital, profitability assessments, forecasting, credit review, and equity analysis and valuation.

Prerequisite: ACC 550.

**ACC 610 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: ACC 550.

**ACC 730 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: ACC 550.

**ACC 783 Research in Accounting (3 credits)**
By permission of Chair.

Prerequisite: ACC 550.

**BUSINESS INTELLIGENCE COURSES**

**DSS 500 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.

**DSS 505 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.

**DSS 550 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, ecommerce, software development, management of information systems, self-service systems, I-IRS, etc.

**DSS 560 Decision-Making Competencies for MBA and Financial Services (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: DSS 500, DSS 505

**DSS 700 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 710 Six Sigma Applications and Foundations II (3 credits)**
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 COURSES**

**FIN 500 Managerial Economics (3 credits)**
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.

**FIN 503 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: FIN 500, DSS 505

**FIN 550 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: ACC 500, FIN 503, DSS 505, ACC 550 and DSS 560 are highly recommended for traditional MBA students.

**FIN 600 Financial Institutions and Capital Markets (3 credits)**
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: FIN 550.
FIN 601 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: FIN 550.

FIN 602 Portfolio Management (3 credits)
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: FIN 550.

FIN 604 Personal Insurance Planning (3 credits)
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.
Prerequisite: FIN 550.

FIN 605 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: FIN 550.

FIN 606 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 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.
Prerequisite: FIN 550.

FIN 607 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 550.

FIN 608 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: FIN 550.

FIN 609 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: FIN 550.

FIN 610 Security Analysis of Investments (3 credits)
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: FIN 550.

FIN 611 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 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: FIN 550.

FIN 612 Derivative Markets (3 credits)
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.
Prerequisite: FIN 550.

FIN 613 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, ambition and excitement of the world's great countries and cities.
Prerequisite: FIN 550.

FIN 770 Topics in Finance (3 credits)
The topics course covers subjects of current interest in the field of finance. Specific topics will be announced in the course schedule.
Prerequisite: FIN 550.

FIN 793/794 Research in Finance (3 credits)
By permission of Chair. Prerequisite: FIN 550.

HEALTH AND MEDICAL SERVICES ADMINISTRATION COURSES

FIN 614 Accounting, Finance and Economics for Health Care (3 credits)
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.

PMK 600 Health Care Marketing (3 credits)
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.

MGT 796 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.
Prerequisite: FIN 614, PMK 600, and completion of all foundation core courses and 8 or more 550 and above level advanced care and health care concentration courses.

HUMAN RESOURCE MANAGEMENT

FIN 601 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 560.

MGT 560 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.
Co-requisite: ACC 500. Prerequisite: Completion or waiver of MGT 500.

MGT 561 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 560.

MGT 562 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.
Prerequisite: MGT 552.

MGT 563 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. Prerequisite: MGT 560.

MGT 565 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.
Prerequisite: MGT 551 or MGT 560.

MGT 650 Business Law for Managers (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.
Prerequisite: Completion or waiver of MGT 560.

MGT 651 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.
Prerequisite: Completion or waiver of MGT 560.

MGT 652 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 between groups and departments. This course examines the psychological and social dynamics that 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.
Prerequisite: Completion or waiver of MGT 560.

MGT 653 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.
Prerequisite: Completion or waiver of MGT 560.

MGT 654 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.
Prerequisite: Completion or waiver of MGT 560.

MGT 655 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. 

Prerequisite: Completion or waiver of MGT 500.

MGT 656 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. 

Prerequisite: Completion or waiver of MGT 500.

MGT 660 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 non-profit 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 551 or MGT 560.

MGT 662 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 560.

MGT 663 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 560.

MGT 667 Human Resource Fundamentals
This course will provide the student with the fundamental knowledge essential to all practicing HR professionals. Critical HR functions will be explored in depth to provide a solid understanding of the many issues confronting the HR professional. Topic areas will include (but not be limited to) Strategic Management, Workforce Planning and Employment, Human Resource Development, Total Rewards, Employee and Labor Relations, and Risk Management. In all topic areas, the legal impact of human resources decision making will be considered.

MGT 771 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 551 or MGT 560.

MGT 770 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: MGT 551 or MGT 560.

MGT 791 Internship (3 credits)
Prerequisite: Approval of Chair. MBA students only.

MGT 792 Internship (3 credits)
Prerequisite: Approval of Chair. MBA students only.

MGT 793 Research in Management (3 credits)
Prerequisites: MGT 551 or MGT 561 and MBA 4715 or MGT 561 and approval of Chair.

MGT 794 Research in Human Resource Management (3 credits)
Prerequisites: MGT 551 or MGT 561 and MBA 4715 or MGT 561 and approval of Chair.

INTERNATIONAL BUSINESS COURSES

ACC 730 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, ambience and excitement of the world’s great countries and cities.

Prerequisite: MBA 415.

FIN 609 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 613 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, ambience and excitement of the world’s great countries and cities.

Prerequisite: MBA 4315.

MGT 661 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: MGT 551 or MGT 560.

MGT 770 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: MGT 551 or MGT 560.

MKT 604 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 multinational company. The course will also cover the legal, regulatory, and cultural issues facing marketing managers working in international markets.

Prerequisite: MBA 4615.

MKT 650 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.
MGT 551 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 550.

MGT 565 Leading Change in 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.

MGT 560 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.
Prerequisite: MGT 551 or MGT 550.

MGT 552 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.
Prerequisite: Completion or waiver of MGT 500.

MGT 562 Employment and Labor Law (3 credits)
This course focuses on employment and labor law, as well as the arena of international law, are also covered.
Prerequisite: Completion or waiver of MGT 500.

MGT 561 Career Management in Organization
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.
Prerequisite: Completion or waiver of MGT 500.

MGT 563 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.
Prerequisite: Completion or waiver of MGT 500.

MGT 562 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 that 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.
Prerequisite: Completion or waiver of MGT 500.
MGT 654 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.
Prerequisite: Completion or waiver of MGT 500.

MGT 655 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.
Prerequisite: Completion or waiver of MGT 500.

MGT 656 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, the 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.
Prerequisite: Completion or waiver of MGT 500.

MGT 660 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 non-profit 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: MBA 551 or MGT 560.

MGT 661 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: MGT 552.

MGT 662 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 560.

MGT 663 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 560.

MGT 664 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 for-profit or non-profit organizations.
Prerequisites: MGT 551; ACC 550, FIN 550

MGT 770 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 551 or MGT 560.

MGT 771 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: Completion or waiver of MGT 551 or MGT 560.

MGT 772 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.
Prerequisite: Completion or waiver of MGT 551 or MGT 560.

MGT 777 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 781 Internship (3 credits)
Prerequisite: Approval of Chair. MBA students only.

MGT 782 Internship (3 credits)
Prerequisite: Approval of Chair. MBA students only.

MGT 783 Research in Management (3 credits)
Prerequisites: MGT 551 or MGT 560, and MGT 561 or DSS 601, and approval of Chair.

MGT 784 Research in Human Resource Management (3 credits)
Prerequisites: MGT 551 or MGT 560, and MGT 561 or DSS 601, and approval of Chair.

INTEGRATIVE COURSE

MGT 785 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 500 and above level advanced core and concentration area courses.

Marketing Courses

MKT 501 Marketing Concepts (3 credits)
This course offers a thorough review of basic marketing theory and practice. Topics include the various roles of marketing within our economic society and in organizations, the marketing process, the marketing environment, the process of developing marketing strategies and programs, new product development, marketing
research, the concept of customer value, the critical process of targeting, segmentation, and positioning, and the marketing mix variables.

**MKT 550 Creating and Measuring Customer Value (3 credits)**
The basis of all business activity is the customer. A successful business requires an understanding of customers, customer satisfaction, and the value that customers place on various aspects of the firm's offer. It also requires an understanding of the value of different customers to the firm. This course explores the many aspects of customer value as well as marketing's role in creating, communicating and delivering value. Finally, the course will present the tools of value analysis and how they can help an organization meet its objectives.
Prerequisite: MKT 501 or equivalent.

**MKT 602 Promotional Strategy (3 credits)**
A study of the determinants of buying and consumer behavior and how they impact customer response to marketing strategies and tactics. The course will review marketing communications tools including advertising, interactive and alternative marketing, sales promotions, direct response and publicity. Special emphasis is placed on media selection, the creative process, promotion planning and the allocation of resources as promotional tools.
Prerequisite: MKT 550.

**MKT 603 Strategic Marketing Management (3 credits)**
This course features the integration and application of marketing concepts, tools and techniques to the analysis of marketing problems / opportunities using a case study format. The course may include development of a comprehensive marketing plan for a product or service.
Prerequisite: MKT 550.

**MKT 604 International Marketing (3 credits)**
This course examines 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 to the problems and decisions facing marketing managers in international settings.
Prerequisite: MKT 550.

**MKT 605 Research in Marketing (3 credits)**
Today's marketers need to expand beyond conceptual marketing and embrace new sources of information and technology using marketing research, data mining 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: MKT 550.

**MKT 606 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 concepts and principles of customer behavior with the goal of understanding how these ideas can be used to improve marketing decision-making.
Prerequisite: MKT 550.

**MKT 607 The Business of Sports (3 credits)**
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; sports media; player and labor relations; free agency and arbitration; league player drafts; the issues involved with new stadiums and facilities; gender and race in college athletics; the economic and financial aspects of college athletic departments; and other important topics. MKT 550.

**MKT 608 Marketing and Social Media (3 credits)**
Technology has changed the way we learn, communicate, forge relationships and shop. In this class, you will learn how to build a great brand using digital tools such as social networking, blogging virtual worlds, podcasting and mobile applications.
Prerequisite: MKT 550, MKT 602 and MKT 606.

**MKT 611 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 501.

**MKT 612 Global Cultures and Consumers (3 credits)**
This course examines the basic concepts and principles in consumer behavior with the goal of understanding how these ideas can be used in marketing decision making. It approaches these phenomena within a global framework that emphasizes the importance of the cultural dynamics that influence the meaning of consumption and of consumer behavior around the world. This course examines the basic concepts and principles in consumer behavior with the goal of understanding how these ideas can be used in marketing decision making. It approaches these phenomena within a global framework that emphasizes the importance of the cultural dynamics that influence the meaning of consumption and of consumer behavior around the world.
Prerequisite: MKT 201 or MKT 501.

**MKT 613 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 501.

**MKT 614 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 501.

**MKT 615 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 501.

**MKT 616 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.
MKT 618 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 development 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 501

MKT 650 Marketing Study Tour (3 credits)
A specially designed international tour to varying countries which offers students a unique opportunity to study international business 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: MKT 550.

MKT 770 International Marketing Study Tour (3 credits)
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: MKT 550 and admission into M.S. in International Marketing or permission of instructor.

Master of Science in Business Intelligence
Richard Herschel, Ph.D, Chair, Decision and System Sciences
Patricia Rafferty, Director
Virginia Miori, Academic Coordinator
Rebecca Patterson, Administrative Assistant

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 Master of Science in Business Intelligence Program (MSBI) at 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
With both on-campus and online program models available, the goal of the Master of Science in Business Intelligence (MSBI) Program 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 fields where understanding of workflow assessment, data analyses and data-driven decision making 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 MSBI 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 MSBI 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.
- Official GMAT or GRE scores taken within seven years of application. Waivers are available for certain master’s degrees and professional certifications. Contact the Program Director for further details.
- 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 current resume

International applicants are no longer required to submit a credentials evaluation. Transcript evaluations will be performed by the Graduate Operations staff. However, applicants already possessing a course-by-course evaluation of their transcripts are encouraged to submit this, along with 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. 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, Principal, 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 Operations Office become property of the University and cannot be returned.

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. An IELTS score of 6.5 is also acceptable. Foreign applicants seeking an F-1 student visa must also supply a statement of financial support. Official IELTS score reports are also accepted in lieu of the TOEFL.

Retention Processes and Policies
Statistics Proficiency
All students in the MSBI Program must demonstrate proficiency in statistics prior to the start of their second course in the program. This may be done through an online learning module. Further details can be obtained from the MSBI Program Director of Academic Coordinator.
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 Business Intelligence 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 core course. Extensions beyond this limit may be made only by 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, Office of the Registrar, 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 full-time students who have been admitted into the program. Students are responsible for securing such a position and, because of the very limited number graduate assistantship positions, there is no implied guarantee that such a position will be available. In exchange for carrying out assigned duties of the assistantship, students receive tuition assistance as well as a monthly stipend. For more information, please contact the Office of Graduate Business Programs.

Curriculum

The MSBI degree requires completion of 30 credits with a cumulative GPA of 3.0 or better in courses taken at SJU. Prerequisites or co-requisites are required for core courses listed below and are met through the scheduled course sequence.

Program Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
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<tbody>
<tr>
<td>DSS 610</td>
<td>Foundations for Business Intelligence (prior DSS 4415)</td>
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<td>DSS 610</td>
<td>Decision-Making Competencies for BI (prior DSS 4715)</td>
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<tr>
<td>DSS 620</td>
<td>Concepts and Practice of DSS Modeling (prior DSS 5515)</td>
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<tr>
<td>DSS 630</td>
<td>Database Management Theory and Practice (prior DSS 5525)</td>
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<td>DSS 640</td>
<td>Enterprise Data (prior DSS 5535)</td>
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<td>DSS 650</td>
<td>Applied Business Intelligence (prior DSS 5545)</td>
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<tr>
<td>DSS 660</td>
<td>Advanced Business Intelligence (prior 5555)</td>
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<tr>
<td>DSS 670</td>
<td>Critical Performance Management (prior 5565)</td>
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<tr>
<td>DSS 690</td>
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<tr>
<td>DSS 710</td>
<td>Management Issues in Business Intelligence (prior DSS 5585)</td>
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Other Program Options

The Erivan K. Haub School of Business offers a Certificate Program in Business Intelligence. This program is available on-campus only and offers 12 graduate credits in such courses as: Foundations for Business Intelligence, Developing Decision Making Competencies, Six Sigma, or Contemporary Information Technology. Interested applicants and students should contact the Director of the MSBI Program for more details.

Inquiries

Patricia Rafferty, Director
324 Mandeville Hall
Saint Joseph's University
5600 City Avenue
Philadelphia, PA 19131-1395
Phone: (610) 660-1318
Fax: (610) 660-1229
E-mail: patricia.rafferty@sju.edu

Websites:
For on-campus Programs: http://www.sju.edu/hsb/bi
For online Program: www.sju.edu-online.com

Business Intelligence Core Course Descriptions

DSS 600 Foundations for Business Intelligence (3 credits)

This course is intended to provide an integrative foundation in the field of business intelligence at the operational, tactical, and strategic levels. Topics such as value chain, customer service management, business process analysis and design, transaction processing systems, management information systems, and executive information systems will be covered, along with other topics relevant to the field of business intelligence.

DSS 610 Developing Decision-Making Competencies for BI (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.

Prerequisite or co-requisite: DSS 600.

DSS 620 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.

Prerequisite or co-requisite: DSS 610. DSS 620.

DSS 630 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.

Prerequisite or co-requisite: DSS 610. DSS 620.

DSS 640 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.

Prerequisite or co-requisite: DSS 630, DSS 620, DSS 610, DSS 600.
DSS 650 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.
Prerequisite or co-requisite: DSS 640, DSS 650, DSS 620, DSS 610, DSS 660.

DSS 660 Advanced Business Intelligence (3 credits)
This course 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.
Prerequisite or co-requisite: DSS 640, DSS 650, DSS 620, DSS 610, DSS 660.

DSS 670 Critical Performance Management (3 credits)
This course integrates the concepts of decision support, database management, critical performance measurement, and key performance indicators through the practical application development of performance dashboards. When completed, students will be able to design department level, user-oriented applications that capture data from transaction processing systems and present that data for business users in decision-compelling format.
Prerequisite or co-requisite: DSS 660, DSS 650, DSS 640, DSS 630, DSS 620, DSS 610, DSS 680.

DSS 680 Advanced Business Intelligence II (3 credits)
This course extends the data mining process to the predictive modeling, model assessment, scoring, and implementation stages. In this course, professional data mining software and small and large data sets will be used to effectively analyze and communicate statistical patterns in underlying business data for strategic management decision making.
Prerequisite or co-requisite: DSS 660, DSS 650, DSS 640, DSS 630, DSS 620, DSS 610, DSS 680.

DSS 690 Management Issues in Business Intelligence (3 credits)
A critical success factor in Business Intelligence is the ability to communicate one's analyses and recommendations to decision-makers. Students are directed to prepare a thesis document that serves as a model for doing this effectively. Issues examined include writing an effective thesis statement, making logical arguments, the constraints imposed by media richness, and the limitations of transferring explicit knowledge. *Prerequisites or co-requisites required for core courses are met through the scheduled MSBI course sequence.

Master of Science in Financial Services Program
Morris Danielson, Ph.D. Chair, Finance
David Benglian, Program Director
Rebecca Patterson, Administrative Assistant

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 Operations 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 Operations 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 resume
- official scores on Graduate Management Admission Test (GMAT) scores or Graduate Record Examinations (GRE); Scores on the GMAT or GRE 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 or GRE. 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/GRE 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 made by writing directly to TOEFL, Box 8513, Princeton, N.J. U.S.A., 08541-8513. 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 78, or 213 on computerized test on the TOEFL is required to take any course in the Program. An IELTS score of 6.5 is also acceptable. 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 30 cumulative GPA (excluding all prerequisite courses), no more than two grades below a C, and no F grades
St. 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.”

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 Program 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 may be admitted to 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 DSS 500 (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 601 Personal Financial Planning, FIN 604 Personal Insurance Planning, FIN 602 Portfolio Management, ACC 601 Tax Planning for Management Decision-Making, FIN 605 Pensions and Benefits Administration, and FIN 606 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 601 is first in the sequence, and the last two in the sequence are FIN 605 and FIN 606, in that order. The information contained in the first four courses is essential to the completion of the retirement and estate courses both easier and more meaningful. Dr. Christopher Coyne is Program Manager of the CFP® certification.

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.

Advanced Program Requirements:
Core Requirements: 9 credits
FIN 550 Shareholder Value Management
FIN 600 Financial Institutions and Capital Markets
FIN 602 Portfolio Management
FIN 609 International Finance
FIN 610 Security Analysis of Investments
FIN 611 Mergers and Acquisitions
FIN 612 Derivative Markets

Related Elective Courses: 6 credits (or any other course subject to approval)
ACC 601 Tax Planning for Management Decision-Making
FIN 604 Personal Financial Planning
FIN 605 Pensions and Benefits Administration
FIN 606 Estate Planning
FIN 608 Advanced Financial Management
FIN 770 Topics in Finance
MGT 552 Stakeholder Theory and Social Responsibility
MGT 650 Business Law for Managers
MKT 550 Creating and Measuring Customer Value

INQUIRIES
David Benglian, Director, MSFS Program
338 Mandeville Hall
Saint Joseph’s University
5600 City Avenue
Philadelphia, PA 19131-1395
Phone: (610) 660-1626
Fax: (610) 660-1395
E-mail: msfs@sju.edu
Internet: http://www.sju.edu/hsb/fsp

FUNDAMENTATION REQUIREMENTS
ACC 500 Accounting Concepts (3 credits)

This course is designed to introduce students to the language of business. Participants will learn the conceptual foundation of financial accounting and reporting of business activities. The focus is on measuring, recording, summarizing, reporting, and interpreting financial transactions for U.S. companies. Topics include the basic financial reporting model: cash- and accrual-basis measurement of profitability; and financing, investing, and operating activities of enterprises. This course emphasizes the importance of accounting for decision making and provides insight as to why ethics are important for business and accounting.

DSS 500 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.

DSS 505 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.

FIN 500 Managerial Economics (3 credits)
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.

FIN 503 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: FIN 500, DSS 500

FIN 505 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: ACC 500, FIN 505, DSS 505. ACC 550 and DSS 560 are highly recommended for traditional MBA students.

FIN 600 Financial Institutions and Capital Markets (3 credits)
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: FIN 500.

FIN 602 Portfolio Management (3 credits)
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: FIN 550.

FIN 601 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: FIN 550.

FIN 605 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.

FIN 606 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 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.
Prerequisite: FIN 550.

FIN 608 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: FIN 550.

FIN 609 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: FIN 550.

FIN 610 Security Analysis of Investments (3 credits)
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: FIN 550.

FIN 611 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 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: FIN 550.

FIN 612 Derivative Markets (3 credits)
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.
Prerequisite: FIN 550.

RELATED ELECTIVE COURSES

ACC 602 Financial Statement Analysis (3 credits)
This course provides a study of how to analyze a business enterprise through financial statements and related data. Topics covered include cash flow analysis, return on invested capital, profitability assessments, forecasting, credit review, and equity analysis and valuation.
Prerequisite: ACC 550

DSS 560 Decision-Making Competencies for MBA and Financial Services (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: DSS 500, DSS 505

FIN 604 Personal Insurance Planning (3 credits)
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.
Prerequisite: FIN 550.

Fin 607 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 550.

FIN 613 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: FIN 550.

FIN 770 Topics in Finance (3 credits)
The topics course covers subjects of current interest in the field of finance. Specific topics will be announced in the course schedule.
Prerequisite: FIN 550.

MGT 552 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.
Prerequisite: Completion or waiver of MGT 500.

MGT 650 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.
Prerequisite: Completion or waiver of MGT 500.

MKT 550 Creating and Measuring Customer Value (3 credits)
The basis of all business activity is the customer. A successful business requires an understanding of customers, customer satisfaction, and the value that customers place on various aspects of the firm’s offer. It also requires an understanding of the value of different customers to the firm. This course explores the many aspects of customer value as well as marketing’s role in creating, communicating and delivering value. Finally, the course will present the tools of value analysis and how they can help an organization meet its objectives.
Prerequisite: MKT 501 or equivalent.

Master of Science in Human Resources Management Program
Claire Simmers, Ph.D., Chair, Management
Patricia Rafferty, Program Director
Rebecca Patterson, Administrative Assistant

Program Objective
The Master of Science in Human Resource Management Program (MSHRM) 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 areas 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’s core courses combine 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.

### 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. Three years professional work experience is preferred; however, 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 42 credits (6 of which can be waived), distributed as follows:

- **Foundation courses**: 9 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 business 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 797 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 (9 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 500</td>
<td>Accounting Concepts (prior MBA 3165)</td>
</tr>
<tr>
<td>MGT 500</td>
<td>Managing Work Organizations (can be waived) (prior MBA 3515)</td>
</tr>
<tr>
<td>MKT 501</td>
<td>Marketing Concepts (can be waived) (prior MBA 3815)</td>
</tr>
</tbody>
</table>

#### Core Courses (24 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 552</td>
<td>Stakeholder Theory and Social Responsibility* (prior MBA 4515)</td>
</tr>
<tr>
<td>MGT 560</td>
<td>Introduction to Strategic Human Resource Management (prior MBA 5015)</td>
</tr>
<tr>
<td>MGT 561</td>
<td>Human Resource Research/Survey Methods* (prior MGT 5375)</td>
</tr>
<tr>
<td>MGT 562</td>
<td>Employment and Labor Law* (prior MGT 5215)</td>
</tr>
<tr>
<td>MGT 563</td>
<td>Human Resource Information Systems* (prior MGT 5225)</td>
</tr>
<tr>
<td>MGT 564</td>
<td>Finance and Accounting for Managers* (prior MGT 5345)</td>
</tr>
<tr>
<td>MGT 565</td>
<td>Leading Change in Organizations* (prior MGT 5205)</td>
</tr>
<tr>
<td>MGT 797</td>
<td>Strategic Human Resource Management: Design and Implementation* (prior MGT 6205)</td>
</tr>
</tbody>
</table>

#### Elective Courses (9 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 605</td>
<td>Pension and Benefits Administration* (prior FIN 5245)</td>
</tr>
<tr>
<td>MGT 551</td>
<td>Empowering Human Potential at Work* (prior MBA 4355)</td>
</tr>
<tr>
<td>MGT 550</td>
<td>Business Law for Management * (prior MGT 5085)</td>
</tr>
<tr>
<td>MGT 551</td>
<td>Career Management in Organizations* (prior MGT 5255)</td>
</tr>
<tr>
<td>MGT 553</td>
<td>Leadership in the Modern Organization (prior MGT 5265)</td>
</tr>
<tr>
<td>MGT 554</td>
<td>Managing Teams* (prior MGT 5305)</td>
</tr>
<tr>
<td>MGT 555</td>
<td>Managing Workforce Diversity* (prior MGT 5335)</td>
</tr>
<tr>
<td>MGT 560</td>
<td>Consulting for Management* (prior MGT 5275)</td>
</tr>
<tr>
<td>MGT 561</td>
<td>International Management* (prior MGT 5075)</td>
</tr>
<tr>
<td>MGT 562</td>
<td>Compensation Administration* (prior MGT 5235)</td>
</tr>
<tr>
<td>MGT 563</td>
<td>Organizational Staffing* (prior MGT 5305)</td>
</tr>
<tr>
<td>MGT 770</td>
<td>Management Study Tour* (prior MGT 5085)</td>
</tr>
<tr>
<td>MGT 771</td>
<td>Topics in Human Resources* (prior MGT 5325)</td>
</tr>
<tr>
<td>MGT 772</td>
<td>Topics in Management* (prior MGT 5085)</td>
</tr>
<tr>
<td>MGT 793</td>
<td>Research in Management (prior MGT 5085)</td>
</tr>
<tr>
<td>MGT 794</td>
<td>Research in Human Resources* (new course)</td>
</tr>
</tbody>
</table>

*Prerequisite or co-requisite required.

** Students select three courses from this list as their electives. Foundation courses may not be used as electives.

### 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 MKT 501 (Marketing Concepts) and/or MGT 500 (Managing Work Organizations) by passing a challenge examination. Challenge examinations must be taken within six months after a student begins classes. A challenge examination may be taken only once for each course. A fee is required for each challenge exam taken and arrangements for challenge exams should be made at
the Graduate Business office. Waivers are not granted for ACC 500 (Accounting Concepts). Foundation courses may not be used as electives.

**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:

<table>
<thead>
<tr>
<th>Semester 1 (Fall)</th>
<th>Semester 2 (Spring)</th>
<th>Semester 3 (Summer Sessions I and II)</th>
<th>Semester 4 (Fall)</th>
<th>Semester 5 (Spring)</th>
<th>Semester 6 (one course each in Summer Sessions I and II)</th>
<th>Semester 7 (Fall)</th>
<th>Semester 8 (Spring)</th>
<th>Semester 9 (Summer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 5xx/Bxx</td>
<td>Management Elective* (1) or Foundation Requirement</td>
<td>MGT 563</td>
<td>Human Resource Information Systems*</td>
<td>MGT 5xx</td>
<td>Management Elective* (2)</td>
<td>MGT 5xx/Bxx</td>
<td>Elective (1)*</td>
<td>MGT 5xx/Bxx</td>
</tr>
<tr>
<td>MGT 5xx</td>
<td>Stakeholder Theory and Social Responsibility*</td>
<td>MGT 564</td>
<td>Finance and Accounting for Managers*</td>
<td>MGT 565</td>
<td>Leading Change in Organizations*</td>
<td>MGT 5xx/Bxx</td>
<td>Elective (1)*</td>
<td>MGT 797</td>
</tr>
</tbody>
</table>

*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. Students who must complete all three foundation courses must do so in the spring and summer semesters prior to the start of the core course sequence in the fall. Otherwise, these students begin with foundation coursework in the fall and begin the core coursework following fall.

**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 Analogic Test (MAT), GMAT, or GRE (there are opportunities to waive these tests. Information about waivers for these exams may be obtained from the director of the MSHRM Program);
- two (2) letters of recommendation from former professors, employers, or both;
- a written statement or essay of academic or career goals; and
- a current 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, N.J. 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 210 on computerized test on the TOEFL is required to take any course in the program. An IELTS score of 6.5 is also acceptable. Qualified students who complete Level I2 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. Instead of the TOEFL, applicants may provide official IELTS scores.

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 and courses align with the coursework in the MSHRM Program. 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 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 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 core 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 Requirements Courses
Core Courses
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.

Inquiries
Patricia Rafferty, Director
324 Mandeville Hall
Saint Joseph's University
5600 City Avenue
Philadelphia, PA 19131-1395

Phone: (610) 660-1318
Fax: (610) 660-1229
E-mail: patricia.rafferty@sju.edu
web site: http://www.sju.edu/hsb/hr

Master of Science in Human Resources Management Courses

ACC 500 Accounting Concepts (3 credits)
This course is designed to introduce students to the language of business. Participants will learn the conceptual foundation of financial accounting and reporting of business activities. The focus is on measuring, recording, summarizing, reporting, and interpreting financial transactions for U.S. companies. Topics include the basic financial reporting model: cash- and accrual-basis measurement of profitability; and financing, investing, and operating activities of enterprises. This course emphasizes the importance of accounting for decision making and provides insight as to why ethics are important for business and accounting.

MKT 501 Marketing Concepts (3 credits)
This course offers a thorough review of basic marketing theory and practice. Topics include the various roles of marketing within our economic society and in organizations, the marketing process, the marketing environment, the process of developing marketing strategies and programs, new product development, marketing research, the concept of customer value, the critical process of targeting, segmentation, and positioning, and the marketing mix variables. There is an option to take a challenge exam to waive this course. Please contact the Graduate Business Office for details.

MGT 500 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 organization 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. There is an option to take a challenge exam to waive this course. Please contact the Graduate Business Office for details.

MGT 552 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. Same 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 these dilemmas. Prerequisite: Completion or waiver of MGT 500.

MGT 560 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.
Co-requisite: ACC 500; Prerequisite: Completion or waiver of MGT 500.

MGT 561 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 560.

MGT 562 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 552.

MGT 563 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 580.

MGT 564 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: ACC 500, completion or waiver of MGT 580. Open only to MSHRM students.

MGT 565 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.

Prerequisite: MGT 551 or MGT 560.

MGT 797 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: ACC 500, MGT 500, MGT 501, MGT 552, MGT 560, MGT 561, MGT 562, MGT 563, MGT 564, and MGT 565. Open only to MSHRM students.

ELECTIVE COURSES

FIN 605 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: Completion or waiver of MGT 560.

MGT 551 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.

Prerequisite: Completion or waiver of MGT 560.

MGT 650 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.

Prerequisite: Completion or waiver of MGT 560.

MGT 651 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.

Prerequisite: Completion or waiver of MGT 560.

MGT 652 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.

Prerequisite: Completion or waiver of MGT 560.

MGT 653 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.

Prerequisite: Completion or waiver of MGT 560.

MGT 654 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.

Prerequisite: Completion or waiver of MGT 560.

MGT 655 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.

**Prerequisite:** Completion or waiver of MGT 500.

**MGT 551 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.

**Prerequisite:** Completion or waiver of MGT 500.

**MGT 560 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 non-profit 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 551 or MGT 560.

**MGT 561 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:** MGT 552.

**MGT 562 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 560.

**MGT 563 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 560.

**MGT 570 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:** MGT 551 or MGT 560.

**MGT 571 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 551 or MGT 560.

**MGT 572 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.

**Prerequisite:** MGT 551 or MGT 560.

**Master of Science in International Marketing Program**

**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 or GRE scores. Scares on the GMAT or GRE must have been taken within seven 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 résumé

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 Operations 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

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**MGT 770 Management Study Tour (3 credits)**

**MGT 793 Research in Management (3 credits)**

**MGT 794 Research in Management (3 credits)**
official. All credentials submitted to the Graduate Operations Office became 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.

- Principles of Marketing or Marketing Concepts (MKT 201 or MKT 501)
- Concepts of Financial Accounting or Accounting Concepts (ACC 101 or ACC 500)
- Introduction to Finance or Financial Management (FIN 200 or FIN 503)

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. Students have six years to complete the program. 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.

FALL COURSES

- MKT 611 Global Marketing Concepts
- MKT 612 Global Cultures and Consumers
- MKT 613 International Channel Management

SPRING COURSES

- MKT 614 International Marketing Research
- MKT 615 Emerging Markets

MKT 616 Global Marketing Communications
MKT 617 Quantitative Methods for International Marketing Management
MKT 618 International Product Development & Brand Management
MKT 795 Seminar in International Marketing
MKT 770 International Marketing Study Tour

MASTER OF SCIENCE IN INTERNATIONAL MARKETING COURSES

MKT 611 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; 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 201 or MKT 501.

MKT 612 Global Cultures and Consumers 3 credits
This course examines the basic concepts and principles in consumer behavior with the goal of understanding how these ideas can be used in marketing decision making. It approaches these phenomena within a global framework that emphasizes the importance of the cultural dynamics that influence the meaning of consumption and of consumer behavior around the world. This course examines the basic concepts and principles in consumer behavior with the goal of understanding how these ideas can be used in marketing decision making. It approaches these phenomena within a global framework that emphasizes the importance of the cultural dynamics that influence the meaning of consumption and of consumer behavior around the world.
Prerequisite: MKT 201 or MKT 501.

MKT 613 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 201 or MKT 501.

MKT 614 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 201 or MKT 501.

MKT 615 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 201 or MKT 501.

**MKT 616 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 201 or MKT 501.

**MKT 617 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 201 or MKT 501; ACC 101 or ACC 500; and FIN 200 or FIN 503 and admission to the M. S. in International Marketing Program or permission of the instructor.

**MKT 618 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 201 or MKT 501.

**MKT 795 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 201 or MKT 501 and admission to the M. S. in International Marketing Program or permission of the instructor.

**MKT 770 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, ambience, and excitement of the world’s great countries and cities.

Prerequisite: MKT 201 or MKT 501 and admission to the MS in International Marketing Program or permission of instructor.

**MKT 771 Research in International Marketing (3 credits)**

By permission of Chair.
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 Pharmaceutical & Healthcare Marketing M.B.A. for Executives**, offering the degree of Master of Business Administration in Pharmaceutical & Healthcare 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 Pharmaceutical & Healthcare Marketing M.B.A. for Executives are held off campus at ACE Conference Center, Lafayette Hill, PA. The On-Line Pharmaceutical & Healthcare Marketing M.B.A. for Executives takes place over a 22-month period. The three/four 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 Pharmaceutical & Healthcare Marketing M.B.A. for Executives. The Executive M.B.A. Programs have a broader focus on the general business area.

**Executive M.B.A. Program**

Stephen Porth, Associate Dean, Academic Affairs and Executive Director Graduate Business Programs

John Lord, Ph.D., Academic Coordinator

Terese Waldron, Director

Eileen Fabry, Market Development Manager/Program Administrator

Christine Anderson, Senior Manager, Executive Relations & Industry Outreach

Judy Oulouhojian, 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 orientation. The One-Year Executive MBA Program begins in late April/May with a two-day orientation. 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 Executive MBA Program enables professionals with at least five years of work experience to obtain a Master’s Degree in Business Administration in a model that minimized disruption of career and personal pursuits. The Executive MBA Program within The Haub School of Business is unique in its understanding of the forces that drive modern business. The program has an innovative curriculum, which balances the practical analysis of business issues with the benefits of formal education.

The intensive 20-Month Program spans 48 credits and five semesters, and the intensive One-Year Program spans 30 credits and three semesters. This distinctive format provides a convenient alternative to traditional mid-week classes.

**SCHEDULE OF COURSES**

**20-Month Program Begins**

<table>
<thead>
<tr>
<th>Semester 1 (Fall)</th>
<th>Total: 9 credits</th>
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<tbody>
<tr>
<td>ACC 500</td>
<td>Accounting Information Management I</td>
</tr>
<tr>
<td>MGT 510</td>
<td>Empowering Work Organizations</td>
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<tr>
<td>MGT 511</td>
<td>Legal Environment</td>
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<tr>
<td>FIN 501</td>
<td>Economics (Micro and Macro)</td>
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<tr>
<td>DSS 585</td>
<td>Business Intelligence Tools and Concepts</td>
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<table>
<thead>
<tr>
<th>Semester 2 (Spring)</th>
<th>Total: 9 credits</th>
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</thead>
<tbody>
<tr>
<td>DSS 581</td>
<td>Business Statistics</td>
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<tr>
<td>MKT 521</td>
<td>Marketing Concepts</td>
</tr>
<tr>
<td>ACC 550</td>
<td>Accounting Information Management II</td>
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- Minimum five years professional experience
- Completed Online application form - www.sju.edu/emba
- 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 or GRE
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**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.

**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 the Saint Joseph’s University 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.

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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 Mead 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 2010-2011 tuition for the 20-Month Executive MBA Program is $51,625* for the full 20-month program. The 2010-2011 tuition for the One-Year Executive MBA Program is $53,070* 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 as soon as possible following 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. Based on a $51,625 tuition, the plan is available on the following basis:

- A $500 non-refundable deposit must be paid to the university as soon as possible following the candidate’s acceptance. This deposit is credited to the total tuition cost, leaving a balance of $51,125.
- The deferred payment plan is structured as follows:
  - The $51,125 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 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.

**DEFERRED PAYMENT PLAN FOR ONE-YEAR 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. Based on a $53,070 tuition, the plan is available on the following basis:

- A $400 non-refundable deposit must be paid to the university as soon as possible following the candidate’s acceptance. This deposit is credited to the total tuition cost, leaving a balance of $52,670.
- The deferred payment plan is structured as follows:
  - The $52,670 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.

**INQUIRIES**

Ms. Christine Anderson
Senior Manager, Executive Relations & Industry Outreach
Executive M.B.A. Program
392 Mandeville Hall
(610) 660-3157
(800) S.J.U.EMBA/(800) 758-3622
Email: emba@sju.edu
www.sju.edu/emba

**EXECUTIVE M.B.A. COURSES**

**ACC 500 Accounting Information Management (1 credits)**

This course is designed to provide an overview of how financial information is accumulated, analyzed, interpreted, summarized, and communicated. Emphasis is placed upon understanding 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.

**DSS 581 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.

**MGT 570 Empowering Work Organizations (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.

**MGT 511 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.

**MKT 521 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.

**ACC 602 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.

**MGT 573 Leadership and Executive Development II (1 credit)**
This course finishes the process started in MGT 572. Students will assess their leadership development progress between courses, learn and apply new material about leadership, and further refine their practice of leadership.

**ACC 550 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.

**FIN 504 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.

**FIN 501 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.

**MGT 512 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.

**BUS 571 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**
Analyses 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.

**BUS 572 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.

**FIN 506 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.

**MKT 531 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 guerrilla, 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.

**BUS 570 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.

**DSS 582 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.

**FIN 550 Shareholder Value Management (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.

DSS 583 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 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.

MGT 575 Teams II (1 credit)
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.

DSS 584 Business Intelligence I credit
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.

MGT 572 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.

FIN 614 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.

MGT 798 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.

MGT 799 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.”

DSS 585 Business Intelligence (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.

MGT 570 Ethics I (2 credits)
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.

MGT 571 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.

MGT 574 Teams I (1 credit)
This seminar focuses on research-based and evidence-based practices of effective leadership. Through readings, discussion, and personal practice, students will learn about the use of power and influence in organizations, and how to communicate and manage conflict constructively in diverse settings. Students will also learn about evidence-based practices regarding perception, attribution, and motivation.

Executive Master’s in Food Marketing Program
Stephen Porth, Associate Dean, Academic Affairs and Executive Director Graduate Business Programs
John Stanton, Ph.D., Chair, Food Marketing
Christine A. Hartmann, Director
Amanda Basile, Market Development Manager
Kathleen Kennedy, Administrative Assistant

The Executive Master’s in Food Marketing Program is rooted in a nearly 50-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.B.A. or M.S. degree on their schedules 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. Executive students can matriculate at their own pace, as in 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 27 courses and earning 41 credits, excluding 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 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 course work 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 generally 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, GMAT or GRE
- business writing samples

Foreign applicants
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. An IELTS score of 6.5 is also acceptable. Qualified students who complete Level II 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.

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.

Tuition rates are 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 2010-2011:

- Tuition per two-day course (1.5) credits: $1,704
- Tuition per three-day course (2.0) credits: $2,272
- Application fee: no charge
- Transcript fee (per copy): $5

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. The Admissions Committee is composed of representatives of faculty members from each of the departments contributing to the program.

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 27 courses and a minimum GPA of 3.0. Courses are distributed as follows:

Foundation Courses
(4 required unless a waiver is given based upon undergraduate or graduate academic transcripts)
Executive Programs

ACC 520  Accounting Foundation
FIN 502  Economics Foundation
FIN 505  Finance Foundation
FMK 500  Foundations of Marketing

Upper Level Courses

Core Courses (all 13 are required)

ACC 580  Managerial Accounting I
ACC 581  †Managerial Accounting II
dSS 571  †Sales Forecasting
dSS 572  Business Statistics
dSS 573  Contemporary Information Technologies
FIN 552  Managerial Finance I
FIN 553  †Managerial Finance II
FMK 727  Legal Issues in Food Marketing
FMK 741  International Food Business
MGT 591  Business Ethics
MGT 592  Empowering Individual Potential for the Practicing Executive
MGT 593  Empowering Groups & Teams for the Practicing Executive
MGT 690  †Leadership & Development

Specialization Courses (13 Required)

Strategy & Policy (4 courses required)

FMK 710  Problem Solving for Food Marketing Managers
FMK 711  Food Marketing Management
FMK 712  How to Prepare and Use the Annual Marketing Plan
FMK 713  Food Marketing Strategy: A Warfare Approach
FMK 714  Strategy and Tactics of Food Pricing
FMK 715  Competitive Analysis
FMK 716  Turning Customer Service into Customer Delight
FMK 717  Ethnic Marketing
FMK 718  Creating and Measuring Customer Value
FMK 719  Private Label Sales and Marketing Strategies
FMK 720  Market Segmentation and Targeted Marketing
FMK 783  Future Issues
FMK 784  Food Industry Summit

Marketing Research (2 courses required)

FMK 721  Qualitative Research Techniques in Food Marketing Research
FMK 722  Quantitative Research Techniques in Food Marketing Research
FMK 723  Food Advertising Research
FMK 724  Marketing Intelligence and Secondary Sources
FMK 725  Understanding the Food Customer & Consumer
FMK 726  New Product Planning

Advertising/Promotion (2 courses required)

FMK 731  How to Create Effective Food Advertising
FMK 732  Making Consumer Promotions More Effective
FMK 733  Making Trade Promotions More Effective

International Marketing (1 course required)

FMK 742  International Marketing: Emerging Markets
FMK 743  International Marketing: Developed Markets

Food Retailing and Supply Chain (1 course required)

FMK 771  †Supply Chain Management
FMK 752  Category Management/Retail Partnerships
FMK 753  Trends in Food Retailing
FMK 754  Food Retailing Tour

Marketing Technology (1 course required)

FMK 761  Food Technology and Packaging
FMK 762  Nutrition: Issues for Food Marketers
FMK 763  Food Marketing and Retail Technology

Foodservice (2 courses required)

FMK 771  The Food Service Industry
FMK 772  Foodservice Manufacturing and Distribution
FMK 773  On-Site and Commercial Foodservice

Capstone Course

(required, 2.0 credits; prerequisite: successful completion of 21 courses beyond Foundation Courses)

FMK 795  †Capstone

Independent Study in Food Marketing

FMK 781  Independent Study in Food Marketing
FMK 782  Independent Study in Food Marketing

†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 5 electives, and a minimum GPA of 3.0. Courses are distributed as follows:

Marketing Strategy and Policy (4 courses required)

FMK 710  Problem Solving for Food Marketing Managers
FMK 711  Food Marketing Management
FMK 712  How to Prepare and Use the Annual Marketing Plan
FMK 713  Food Marketing Strategy: A Warfare Approach
FMK 714  Strategy and Tactics of Food Pricing
FMK 715  Competitive Analysis
FMK 716  Turning Customer Service into Customer Delight
FMK 717  Ethnic Marketing
FMK 718  Creating and Measuring Customer Value
FMK 719  Private Label Sales and Marketing Strategies
FMK 720  Market Segmentation and Targeted Marketing

Marketing Research (2 courses required)

FMK 721  Qualitative Research Techniques in Food Marketing Research
FMK 722  Quantitative Research Techniques in Food Marketing Research
FMK 723  Food Advertising Research
FMK 724  Marketing Intelligence and Secondary Sources
FMK 725  Understanding the Food Customer & Consumer
FMK 726  New Product Planning

International Marketing (1 course required)

FMK 742  International Marketing: Emerging Markets
FMK 743  International Marketing: Developed Markets

Food Retailing and Supply Chain (1 course required)

FMK 771  †Supply Chain Management
FMK 752  Category Management/Retail Partnerships
FMK 753  Trends in Food Retailing
FMK 754  Food Retailing Tour

Marketing Technology (1 course required)

FMK 761  Food Technology and Packaging
FMK 762  Nutrition: Issues for Food Marketers
FMK 763  Food Marketing and Retail Technology

Foodservice (2 courses required)

FMK 771  The Food Service Industry
FMK 772  Foodservice Manufacturing and Distribution
FMK 773  On-Site and Commercial Foodservice

Capstone Course

(required, 2.0 credits; prerequisite: successful completion of 21 courses beyond Foundation Courses)

FMK 795  †Capstone

Independent Study in Food Marketing

FMK 781  Independent Study in Food Marketing
FMK 782  Independent Study in Food Marketing

†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 5 electives, and a minimum GPA of 3.0. Courses are distributed as follows:

Marketing Strategy and Policy (4 courses required)

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FMK 711  Food Marketing Management
FMK 712  How to Prepare and Use the Annual Marketing Plan
FMK 713  Food Marketing Strategy: A Warfare Approach
FMK 714  Strategy and Tactics of Food Pricing
FMK 715  Competitive Analysis
FMK 716  Turning Customer Service into Customer Delight
FMK 717  Ethnic Marketing
FMK 718  Creating and Measuring Customer Value
FMK 719  Private Label Sales and Marketing Strategies
FMK 720  Market Segmentation and Targeted Marketing

Marketing Research (2 courses required)

FMK 721  Qualitative Research Techniques in Food Marketing Research
FMK 722  Quantitative Research Techniques in Food Marketing Research
FMK 723  Food Advertising Research
FMK 724  Marketing Intelligence and Secondary Sources
FMK 725  Understanding the Food Customer & Consumer
FMK 726  New Product Planning

International Marketing (1 course required)

FMK 742  International Marketing: Emerging Markets
FMK 743  International Marketing: Developed Markets

Food Retailing and Supply Chain (1 course required)

FMK 771  †Supply Chain Management
FMK 752  Category Management/Retail Partnerships
FMK 753  Trends in Food Retailing
FMK 754  Food Retailing Tour

Marketing Technology (1 course required)

FMK 761  Food Technology and Packaging
FMK 762  Nutrition: Issues for Food Marketers
FMK 763  Food Marketing and Retail Technology

Foodservice (2 courses required)

FMK 771  The Food Service Industry
FMK 772  Foodservice Manufacturing and Distribution
FMK 773  On-Site and Commercial Foodservice

Capstone Course

(required, 2.0 credits; prerequisite: successful completion of 21 courses beyond Foundation Courses)

FMK 795  †Capstone

Independent Study in Food Marketing

FMK 781  Independent Study in Food Marketing
FMK 782  Independent Study in Food Marketing

†Prerequisite required.
Advertising/Promotion (2 courses required)
- FMK 731 How to Create Effective Food Advertising
- FMK 732 Making Consumer Promotions More Effective
- FMK 733 Making Trade Promotions More Effective

International Marketing (2 courses required)
- FMK 741 International Food Business
- FMK 742 International Marketing: Emerging Markets
- FMK 743 International Marketing: Developed Markets

Food Retailing and Supply Chain (1 course required)
- FMK 751 Supply Chain Management
- FMK 752 Category Management/Retail Partnerships
- FMK 753 Trends in Food Retailing
- FMK 754 Food Retailing Tour
- DSS 571 †Sales Forecasting

Marketing Technology (2 courses required)
- FMK 761 Food Technology and Packaging
- FMK 762 Nutrition: Issues for Food Marketers
- FMK 763 Food Marketing and Retail Technology
- DSS 573 Contemporary Information Technologies

Foodservice (1 course required)
- FMK 771 The Foodservice Industry
- FMK 772 Foodservice Manufacturing and Distribution
- FMK 773 On-site and Commercial Foodservice

Management (1 course required)
- MGT 592 Empowering Individual Potential for the Practicing Executive
- MGT 593 Empowering Groups & Teams for the Practicing Executive
- MGT 690 †Leadership and Development

Finance/Accounting (2 courses required)
- ACC 580 Managerial Accounting I
- ACC 581 †Managerial Accounting II
- FIN 552 Managerial Finance I
- FIN 553 †Managerial Finance II
- DSS 572 Business Statistics

Ethics (1 course required)
- MGT 591 Business Ethics

Capstone (required; 2.0 credits; prerequisite: successful completion of 20 courses)
- FMK 795 †Capstone

Other Courses
- FMK 727 Legal Issues in Food Marketing
- FMK 781 Independent Study in Food Marketing
- FMK 781 Independent Study in Food Marketing
- FMK 783 Future Issues
- FMK 784 Food Industry Summit

†Prerequisite required.

FOUNDATION COURSES (FOR M.B.A. IN FOOD MARKETING)

ACC 520 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.

FIN 502 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.

FIN 505 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 concludes with an examination of the cash budgeting process and concludes with the development of the time value of money concepts.

FMK 500 Foundations of Marketing
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)

ACC 580 Managerial Accounting I
The objectives of this course are: introduce the student 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.

ACC 581 †Managerial Accounting II
This course builds upon ACC 580 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 ACC 580.

DSS 571 †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: DSS 572.

DSS 572 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 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 computer-generated results using Excel.
DS2 573 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.

FIN 552 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).

FIN 553 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 decision making framework. The last section of the module focuses on the concepts of firm valuation and the effects of leverage on the organization.

FMK 710 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 managers 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.

FMK 711 Food Marketing Management
The purpose of this course is to develop advanced decision making skills in the area of marketing management for the food and consumer packaged goods industry. Course materials will focus on the key concepts and techniques that are useful in appraising and prioritizing marketing activities, conducting market analyses and solving marketing problems within the broader context of firm management. Application of skills will be demonstrated through extensive case study projects and classroom discussions.

FMK 712 How to Prepare and Use the Annual Marketing Plan
This course will stress the advantages of systematic planning and take the student through all the steps in a traditional planning process. The role of environmental and competitive analysis will be presented along with specific steps to conduct it. Strategy and tactics will be presented and their role in the plan emphasized. Specific plan formats and forms for the planning process will be provided.

FMK 713 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.

FMK 714 Strategy and Tactics of Food Pricing
This course is designed to help food executives understand, design, and implement effective pricing programs. It will introduce concepts and tools useful in structuring and solving food product and service pricing problems. This will include exposure to pricing optimization solutions and data driven forecasting techniques across regular and promotional prices.

FMK 715 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 will be presented in terms of its application for strategic advantage.

FMK 716 Turning Customer Service into Customer Delight
Customer service is the key differentiating factor in food marketing programs. Customer service may be 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 care 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 success from food and allied industries. More 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.

FMK 717 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.

FMK 718 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.

FMK 719 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.

FMK 720 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 will include: how to design marketing research studies from start to finish, to segment markets and position products, and which data services will be 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 will be topics that will prove quite useful to the marketing manager. Strategies for market niche entry that integrates all the elements of the marketing mix, including price, product, promotion and distribution will be discussed.

FMK 721 Qualitative Research Techniques in Food Marketing Research
Qualitative research is a powerful tool which plays a part in conducting food marketing research into customer value analysis, branding and naming, new product launch, customer satisfaction and market segmentation, among other food marketing areas. Its techniques include all types of focus groups, in depth one-on-one interviews, intercept studies and observational research. Because of its importance
in determining buyer attitudes and beliefs it has grown as an important tool of understanding markets and customers. This course will examine these facets of qualitative research using cases and class exercises to help students develop a working understanding of these tools.

FMK 722 Quantitative Research in Food Marketing
This course is meant to be an introduction to quantitative data analysis, concentrating on the key issues facing those new to research, such as how to decide which statistical procedure is suitable, and how to interpret the subsequent results. The course will start with simple frequencies and move on through hypothesis testing, regression analysis, factor analysis etc. This will be presented in a user friendly manner and will provide the student with techniques they can use immediately.

FMK 723 Food Advertising Research
This course will focus on the role that advertising testing plays in the creation and evaluation of broadcast and print advertising. Specific techniques will be 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.

FMK 724 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.

FMK 725 Understanding the Food Customer and Consumer
Understanding the food customer and consumer is the core of 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.

FMK 726 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.

FMK 727 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.

FMK 731 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.

FMK 732 Making Consumer Promotions More Effective
This course is designed to help sales, marketing, and merchandising executives understand, design, and implement effective and efficient consumer promotion programs. The role of consumer promotions within the context of Marketing Strategy will be examined as well as advantages and limitations of the most widely used Consumer Promotion techniques. (Coupons, Experiential (Event Marketing)/Rebates, Contests, Sweepstakes, Sampling etc) Creative strategies to maximize impact and program development/evaluation will also be discussed.

FMK 733 Making Trade Promotions More Effective
Trade Promotion has grown into the biggest, most complex and controversial dilemma facing the food industry today. This course is designed to help sales, marketing, and merchandising executives understand, design, and implement effective and efficient trade promotion programs. The role of trade promotions within the context of Marketing Strategy will be examined as well as advantages and limitations of the most widely used Trade Promotion techniques. (Off Invoice, Bill backs, Scan backs, Scan Based Trading, Advertising allowances, Demonstrations etc) Creative strategies to maximize impact and program development/evaluation will also be discussed.

FMK 741 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.

FMK 742 International Marketing: Emerging Markets
This course explores the expanding market opportunities in the BRIC (Brazil, Russia, India and China), for food products and retailing formats. The course focuses on how business models differ between emerging countries and between developing countries. The dynamic market of the BRIC countries will be examined for the potential to introduce products and foodstuffs and for partnering and branding opportunities.

FMK 743 International Marketing: Developed Markets
While the growth markets are the emerging markets the bulk of food trade is still in the developed markets of the world such as the EU, Canada, and Japan. The potential success of the Doha trade talks and the removal of tariffs and taxes has had an effect not just on an 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.

FMK 751 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.

FMK 752 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.

FMK 753 Trends in Food Retailing
The food retail industry is changing on a regular basis. In some cases new retail food choices will arise such as Target P-Fresh and in other cases hybrids appear in the
market such as Fresh and Easy, and Marketside stores. This course will examine all the new formats and how they will affect distribution and consumer behavior.

**FMK 754 Food Retailing Tour**
A tour of successful retailers in conjunction with traditional instruction 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 the 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.

**FMK 761 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.

**FMK 762 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.

**FMK 763 Food Marketing and Retail Technology**
This course will examine all the newest technology used in the distribution and merchandising in the food industry. The role of RFID, electronic shelf tags, audio GPS for warehouse management and more will be discussed. The change the technology will have on both the food industry and the consumer will be discussed.

**FMK 771 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 factors and processes that shape strategy and tactics for foodservice marketing.

**FMK 772 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 and their own private label brands and how that effects 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.

**FMK 773 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.

**FMK 781 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. The subject area that will be counted for by this course will be determined when the projects is designed. (Chair approval required.)

**FMK 782 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. The subject area that will be counted for by this course will be determined when the projects is designed. (Chair approval required.)

**FMK 783 Future Issues**
This course is designed to address areas that will be very contemporary and may have just appeared on the food horizon or issues that warrant a special examination but not need a regular course. These maybe open to the public for either all or part of the course. The area that it would cover will determine which course section it will apply to.

**FMK 784 Food Industry Summit**
This seminar is based on the annual Department of Food Marketing Food Industry Summit. The First day event Students will attend the one day event and then continue the discussion of the topic during the second day of the course. The actual topics for the course are determined when the Department selects the topic for the FS. These will be contemporary and important issues to the industry.

**MGT 591 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.

**MGT 592 Empowering Individual Potential for the Practicing Executive**
This course focuses on an organization’s most salient resource—the power of its human capital. It investigates the foundation of, and strategies for, empowering organizational members to manage organizational transformation processes from an executive perspective. Empowering individual human potential requires an understanding of how to manage one’s self and other individuals effectively, creatively, and ethically in work organizations. This course investigates executive strategies for enhancing individual performance through learning about motivation, perception, personality and other dimensions of human behavior. No prerequisites.

**MGT 593 Empowering Groups and Teams for the Practicing Executive**
This course focuses on an organization’s most salient resource—the power of its human capital. It investigates the foundation of, and strategies for, empowering organizational members to manage organizational transformation processes from an executive perspective. Empowering groups requires an understanding of how to manage collectivities of individuals in a variety of work organization settings. This course investigates strategies for enhancing group performance and facilitating interpersonal processes that lead to effective, creative, and ethical executive action. No prerequisites.

**MGT 690 Leadership and 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, (4) understand approaches for developing and empowering employees, and (5) inspire organizational change.

Prerequisite: Either MGT 592 or MGT 593. Recommended: Both MGT 592 and MGT 593.

FME 795 † Capstone for Master of Science in Food Marketing
Prerequisite: successful completion of 20 courses

FME 795 † 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.

†Prerequisite required

Inquiries

Executive Master’s in Food Marketing Program
387 Mandeville Hall
Saint Joseph’s University
5600 City Avenue
Philadelphia, PA 19131-1395
http://foodmarketing.sju.edu/executive

Christine A. Hartmann, Director
(GID) 660-1659
chartman@sju.edu

Amanda Basile, Market Development Manager
(GID) 660-3156
abasile@sju.edu

Kathleen Kennedy, Administrative Assistant
(GID) 660-3162
k kennedy@sju.edu

Executive Online Pharmaceutical & Healthcare Marketing MBA for Executives

Stephen Porth, Associate Dean, Academic Affairs and Executive Director Graduate Business Programs

George Stillup, Ph.D., Chair, Pharmaceutical & Healthcare Marketing
Terese W. Waldron, Director
Market Development Manager/Program Administrator - TBA

Christine Anderson, Senior Manager, Executive Relations & Industry Outreach
Kathy Maloney, Administrative Assistant

Mission Statement

The mission of Saint Joseph’s Executive Online Pharmaceutical & Healthcare Marketing MBA for Executives is to provide industry programs for all segments of the pharmaceutical, biotech, medical devices, diagnostics, allied partners and healthcare industries, delivering these programs to the life-long student in a flexible and convenient format via three/four residencies, 18 online courses, and web-based technologies.

Objectives

The objectives of the Online Pharmaceutical & Healthcare Marketing MBA for Executives are:

• 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 On-line Pharmaceutical & Healthcare Marketing MBA for Executives 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 GRE scores. In lieu of GMAT or GRE, 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. 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. An IELTS score of 6.5 is also acceptable. Qualified students who complete Level I 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 undergraduate work. Additional information on WES transcript evaluation can be obtained by visiting them at www.wes.org.

Tuition and Fees: Online Pharmaceutical & Healthcare Marketing MBA for Executives

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 is $73,080.

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
- George Sillup, Ph.D., Associate Professor and Chair of Pharmaceutical & Healthcare Marketing
- Thani Jambulingam, Ph.D., Associate Professor of Pharmaceutical & Healthcare Marketing
- Joseph Larkin, Ph.D., Associate Professor of Accounting
- Ira Yermish, Ph.D., Associate Professor of Decision and System Sciences
- Carolyn Choh, M.B.A, Visiting Professor of Pharmaceutical & Healthcare Marketing
- Vipul K. Gupta, Ph.D., Associate Professor of Decision and System Sciences
- Morris Danielson, Ph.D., Associate Professor of Finance
- Bill Trombetta, Ph.D., Professor of Pharmaceutical Healthcare Marketing
- George Sillup, Ph.D., Associate Professor and Chair of Pharmaceutical & Healthcare Marketing
- Terese Waldron, M.S., Chair of the Admissions Committee

**Curriculum**

The Pharmaceutical & Healthcare Marketing MBA for Executives 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:

- **MGT 582** Business Ethics
- **ACC 511** Accounting Foundation
- **MPE 530** Marketing Foundation
- **MGT 520** Empowering Individuals and Groups for the Practicing Executive
- **FIN 501** Economics Foundation
- **MPE 610** Drug/Device Regulations
- **FIN 504** Finance Foundation (It is strongly recommended to take FIN 501 first)
- **MGT 581** Leadership & Development (pre-requisite MGT 520)
- **DSS 592** Business Statistics
- **DSS 593** Sales Forecasting (pre-requisite DSS 592)
- **DSS 591** Contemporary Information Technology
- **ACC 561** Managerial Accounting (pre-requisite ACC 511)
- **FIN 551** Managerial Finance (pre-requisite FIN 501, FIN 504)
- **MPE 630** Marketing Research (pre-requisite DSS 592)
- **MPE 650** Competitive Analysis
- **MPE 710** Product Management
- **MPE 620** Supply Chain Management
- **MPE 700** Strategies for Managed Care (pre-requisite MPE 620)
- **MPE 640** Pharmacoeconomics
- **MPE 660** Sales Management (pre-requisite MGT 520)
- **MPE 670** Pricing
- **MPE 720** Global Corporate Strategy
- **MPE 780** Future Issues
- **MPE 795** Capstone: Must have completed 36 credits including all quantitative and foundation classes, as well as MPE 650 and MPE 710

**Executive Online Pharmaceutical Marketing MBA Course Descriptions**

### MGT 582 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.

### ACC 511 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 530 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.

### MGT 520 Empowering Individuals and Groups for the Practicing Executive

This course focuses on an organization’s most salient resource the power of its human capital. It investigates the foundation of, and strategies for, empowering organizational members to manage organizational transformation processes from an executive perspective. Empowering individuals and groups requires an understanding of how to manage oneself and collectives effectively, creatively, and ethically in work organizations. This course investigates executive strategies for enhancing individual and collective performance through learning about motivation, perception, individual differences, organizational culture, teams, and change management.

### FIN 501 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 610 Drug/Device 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.

### FIN 504 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.

### DSS 592 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
DSS 593 Sales Forecasting
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 include: 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.

DSS 591 Contemporary Information Technology
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.

ACC 551 Managerial Accounting
This course provides an overview of managerial accounting and its uses in the pharmaceutical industry. Topics covered include cost concepts and terminology, systems design (including job-order costing), just-in-time and activity-based costing. Other topics include cost behavior, cost-volume-profit relationships, and profit planning.

FIN 551 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 640 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 630 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 650 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 710 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.

MGT 581 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 660 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 620 Supply Chain Management
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 700 Strategies for 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 670 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 anticipate and respond to 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 720 Global Corporate Strategy
This course focuses on the management of multinational corporations (MNCs) with particular emphasis on Pharmaceutical and/or medical device companies operating across different nations. The international environment implies greater opportunities as MNCs have access to a wider variety of markets and resources but this environment also implies greater organizational and managerial challenges. The aim of this course is to investigate whether these challenges are worth it and how they can contribute to a company’s “double” bottom line.
MPE 780 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 785 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 reframe leading products, introduce line extensions, and enter new market segments.

Inquiries
Ms. Christine Anderson
Senior Manager, Executive Relations & Industry Outreach
Executive On-line Pharmaceutical & Healthcare Marketing MBA for Executives
392 Mandeville Hall
(610) 660-3157
(800) SJU-EMBA
Email: chris.anderson@sju.edu
www.sju.edu/epharma

Online Pharmaceutical & Healthcare Marketing Post MBA Certificate for Executives
Stephen Parth, Associate Dean, Academic Affairs and Executive Director Graduate Business Programs
George Sillup, Ph.D., Chair, Pharmaceutical & Healthcare Marketing
Teresa W. Waldron, Director
Market Development Manager/Program Administrator- MBA
Christine Anderson, Senior Manager, Executive Relations & Industry Outreach
Kathy Maloney, Administrative Assistant

Mission Statement
The mission of Saint Joseph’s Executive Pharmaceutical & Healthcare Marketing Post MBA Certificate Program is to provide industry programs for all segments of the pharmaceutical, biotech, medical devices, diagnostics, allied partners and healthcare 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 Pharmaceutical & Healthcare Marketing Post MBA Certificate Program are:

- to provide managers and executives employed in the pharmaceutical, biotech, medical devices, diagnostics, allied partners and healthcare industries with advanced education and developmental experiences.
- 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 & Healthcare Marketing Post MBA/Masters for Executives 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. An IELTS score of 6.5 is also acceptable. Qualified students who complete Level I 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: Pharmaceutical & Healthcare Marketing Post MBA/Masters Program for Executives
All students enrolled in the Pharmaceutical & Healthcare Marketing Post MBA/Masters 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 Executive On-line Post-MBA Certificate Program:

Tuition:

- Total tuition fees for the Online MBA/Masters Certificate Program: $18,270.00
- Monthly Online Post MBA/Masters certificate courses (2 credits each): $3,045.00

*All Fees are Subject to change

Academic Dismissal
Students enrolled in the Pharmaceutical & Healthcare Marketing Post MBA/Masters Certificate 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:

- Teresa Waldron, M.S., Chair of the Admissions Committee
- George Sillup, Ph.D., Associate Professor and Chair of Pharmaceutical & Healthcare Marketing
- Thani Jambulingam, Ph.D., Associate Professor and Chair of Pharmaceutical & Healthcare Marketing
- Joseph Larkin, Ph.D., Associate Professor of Accounting
- Ira Yermish, Ph.D., Assistant Professor of Decision and System Sciences
- Ginette McManus, Ph.D., Associate Professor of Finance
- Vipul K. Gupta, Ph.D., Associate Professor of Decision and System Sciences
- Carolyn Chah, M.B.A., Visiting Professor of Pharmaceutical & Healthcare Marketing
- Ronald K. Klimberg, Ph.D., Professor of Decision and System Sciences
Bill Trombetta, Ph.D., Professor of Pharmaceutical & Healthcare Marketing
Ronald Dufresne, Ph.D., Assistant Professor of Management
Morris Danielson, Ph.D., Associate Professor of Finance

Curriculum
The Post MBA/Masters requires the completion of 6 courses from the following list. No prerequisites are required for Post MBA/Masters students.

Courses Offered

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MPE 610</td>
<td>Drug/Device Regulations</td>
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<tr>
<td>MPE 660</td>
<td>Sales Management</td>
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<tr>
<td>DSS 593</td>
<td>Sales Forecasting</td>
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<tr>
<td>MPE 630</td>
<td>Marketing Research</td>
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<tr>
<td>MPE 650</td>
<td>Competitive Analysis</td>
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<td>MPE 620</td>
<td>Supply Chain Management</td>
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<tr>
<td>MPE 700</td>
<td>Strategies for Managed Care</td>
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<td>MPE 720</td>
<td>Global Corporate Strategy</td>
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<tr>
<td>MPE 670</td>
<td>Pricing</td>
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<tr>
<td>MGT 582</td>
<td>Business Ethics, in Residency</td>
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<tr>
<td>MPE 640</td>
<td>Pharmacoconomics</td>
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<tr>
<td>MPE 711</td>
<td>Pharmaceutical Strategy</td>
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<tr>
<td>MPE 710</td>
<td>Product Management</td>
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<tr>
<td>MPE 625</td>
<td>Creating Effective R &amp; D</td>
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<td>MPE 781</td>
<td>Health Policy</td>
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<tr>
<td>MPE 780</td>
<td>Future Issues</td>
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<tr>
<td>MPE 777</td>
<td>Capstone, in Residency</td>
</tr>
<tr>
<td>MPE 795</td>
<td>Independent Study</td>
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</tbody>
</table>

*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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Email: chris.anderson@sju.edu
www.sju.edu/epharma

Pharmaceutical & Healthcare Marketing Post MBA/Masters Program for Executives Course Descriptions

MPE 610 Drug/Device 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.

DSS 593 Sales Forecasting
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.

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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 anticipate and respond to 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?

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MPE 795 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.

Pharmaceutical & Healthcare Marketing M.B.A for Executives
Stephan Porth, Associate Dean, Academic Affairs and Executive Director Graduate Business Programs
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Kathleen Kiarich, Market Development Manager/Program Administrator
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- to provide modular format for the delivery of business concepts and skills specific to this industry

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Students are admitted through a rolling admission process. Students applying for admission to the Pharmaceutical & Healthcare Marketing M.B.A. for Executives Program must have a baccalaureate degree from an accredited college or university. Admissions criteria:

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- 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 résumé
- a letter of recommendation
- either GMAT or GRE scores. In lieu of of GMAT or GRE, 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, N.J. 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. An IELTS score of 6.5 is also acceptable. 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: Pharmaceutical & Healthcare Marketing MBA for Executives
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 $2,540.

Matriculated Students
Students who have met all admission requirements are classified as matriculated students.

Academic Dismissal
Students enrolled in the Pharmaceutical & Healthcare Marketing MBA for Executives 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 Pharmaceutical & Healthcare Marketing MBA for Executives 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 & Healthcare Marketing MBA for Executives

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
- George Sillup, Ph.D., Associate Professor Chair of Pharmaceutical & Healthcare Marketing
- Thani Jambulingam, Ph.D., Associate Professor of Pharmaceutical & Healthcare Marketing
- Joseph Larkin, Ph.D., Associate Professor of Accounting
- Ira Yermish, Ph.D., Associate Professor of Decision and System Sciences
- Vipul K. Gupta, Ph.D., Associate Professor of Decision and System Sciences
- Ginette McManus, Ph.D., Associate Professor of Finance
- Carolyn Choh, MBA, Visiting Professor Pharmaceutical & Healthcare Marketing
- Ronald K. Klimberg, Ph.D., Professor of Decision and System Sciences
Bill Trombetta, Ph.D., Professor of Pharmaceutical & Healthcare Marketing  
Ron Dufrene, Ph.D., Associate 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 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). Each course is completed in a Friday/Saturday classroom session, along with a pre- and post-assignment. The capstone course, MPE 795 is a three-day course offered on a Thursday, Friday and Saturday. Visit the web site at www.aceconferencecenter.com for more information about the ACE Conference Center.

**Pharmaceutical & Healthcare Marketing MBA Curriculum**

The Pharmaceutical & Healthcare Marketing MBA for Executives 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.

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>MGT 520</td>
<td>Empowering Individuals and Groups for the Practicing Executive</td>
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<tr>
<td>ACC 510</td>
<td>Accounting Foundation ^</td>
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<tr>
<td>FIN 501</td>
<td>Economics Foundation</td>
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<tr>
<td>FIN 504</td>
<td>Finance Foundation (It is strongly recommended to take FIN 501 first)</td>
</tr>
<tr>
<td>MPE 530</td>
<td>Marketing Foundation</td>
</tr>
<tr>
<td>FIN 551</td>
<td>Managerial Finance Prerequisite FIN 501, 504</td>
</tr>
<tr>
<td>ACC 560</td>
<td>Managerial Accounting Prerequisite ACC 510</td>
</tr>
<tr>
<td>MGT 581</td>
<td>Leadership and Development Prerequisite MGT 520</td>
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<tr>
<td>DSS 591</td>
<td>Contemporary Information Technology</td>
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<td>MGT 582</td>
<td>Business Ethics</td>
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<td>MPE 710</td>
<td>Product Management</td>
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<td>MPE 670</td>
<td>Pricing</td>
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<td>MPE 620</td>
<td>Supply Chain Management</td>
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<tr>
<td>MPE 640</td>
<td>Pharmaceutical Economics</td>
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<tr>
<td>MPE 700</td>
<td>Strategies for Managed Care Prerequisite MPE 620</td>
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<tr>
<td>MPE 610</td>
<td>Drug/Device Regulations</td>
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<td>MPE 680</td>
<td>Sales Management Prerequisite MGT 520</td>
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<td>MPE 650</td>
<td>Competitive Analysis</td>
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<td>DSS 592</td>
<td>Business Statistics</td>
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<td>MPE 630</td>
<td>Marketing Research Prerequisite DSS 592</td>
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<tr>
<td>DSS 583</td>
<td>Sales Forecasting Prerequisite DSS 592</td>
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<tr>
<td>MPE 720</td>
<td>Global Corporate Strategy</td>
</tr>
<tr>
<td>MPE 795</td>
<td>Capstone. Must have completed 36 credits including all quantitative and foundation classes, as well as MPE 650 and MPE 710</td>
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**Choose One (1) Elective**

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<tr>
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<td>Pharmaceutical Strategy</td>
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<td>MPE 625</td>
<td>Creating Effective R &amp; D</td>
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<td>MPE 780</td>
<td>Future Issues</td>
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<tr>
<td>MPE 781</td>
<td>Health Policy</td>
</tr>
<tr>
<td>MPE 770</td>
<td>Independent Study</td>
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**Inquiries**

Ms. Christine Anderson

Senior Manager, Executive Relations & Industry Outreach
Pharmaceutical & Healthcare Marketing MBA for Executives
332 Mandeville Hall
Saint Joseph's University
5600 City Avenue
Philadelphia, PA 19131
(610) 660-3167
(800) SJU-EMBA
Email: chris.anderson@sju.edu
www.sju.edu/epharma

**Pharmaceutical & Healthcare Marketing MBA for Executives Course Descriptions**

(24 Classes required for a total of 48 Credits)

**Foundation Courses (5 Required)**

**MGT 520 Empowering Individuals and Groups for the Practicing Executive**

This course focuses on an organization’s most salient resource, the power of its human capital. It investigates the foundation of, and strategies for, empowering organizational members to manage organizational transformation processes from an executive perspective. Empowering individuals and groups requires an understanding of how to manage oneself and collectives effectively, creatively, and ethically in work organizations. This course investigates executive strategies for enhancing individual and collective performance through learning about motivation, perception, individual differences, organizational culture, teams, and change management. *No prerequisites*

**ACC 510 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 ACC 510 be taken prior to FIN 504*

**FIN 501 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.

**FIN 504 Finance Foundation**

The first course MPE 600 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 ACC 510 be taken prior to FIN 504.*

**Prerequisite – FIN 501**

**MPE 530 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)*

**FIN 551 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: FIN 501, FIN 504**

**ACC 560 Managerial Accounting**
This course provides an overview of managerial accounting and its uses in the pharmaceutical industry. Topics covered include cost concepts and terminology, systems design (including job-order costing), just-in-time and activity-based costing. Other topics include cost behavior, cost-volume-profit relationships, and profit planning.

**Prerequisite: ACC 510.**

**MGT 581 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: MGT 520.**

**DSS 591 Contemporary Information Technology**
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.

**MGT 582 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 710 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 670 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 anticipate and respond to 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 620 Supply Chain Management**
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.

**Prerequisite: MPE 670.**

**MPE 640 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.

**Prerequisite: MPE 620.**

**MPE 660 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: MGT 520.**

**MPE 650 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.

**DSS 592 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 630 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 those involved in marketing research information for decision making.
Prerequisite DSS 592

DSS 593 Sales Forecasting
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 placed on the interpretation and implementation of results.
Prerequisite DSS 592

MPE 720 Global Corporate Strategy
This course focuses on the management of multinational corporations (MNCs) with particular emphasis on pharmaceutical and/or medical device companies operating across different nations. The international environment implies greater opportunities as MNCs have access to a wider variety of markets and resources but this environment also implies greater organizational and managerial challenges. The aim of this course is to investigate whether these challenges are worth it and how they can contribute to a company’s “double” bottom line.

MPE 795 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 711 Pharmaceutical Strategy
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 825 Creating Effective R&D
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 780 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 781 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 processes 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 770 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.

Pharmaceutical & Healthcare Marketing Post MBA/Masters Certificate for Executives
Stephen Porth, Associate Dean, Academic Affairs and Executive Director Graduate Business Programs
George Sillups, Ph.D., Chair, Pharmaceutical & Healthcare Marketing
Teresa W. Waldron, Director
Kathleen Klärich, Market Development Manager/Program Administrator
Christine Anderson, Senior Manager, Executive Relations & Industry Outreach
Kathleen Maloney, Administrative Assistant

Mission Statement
The mission of Saint Joseph’s Pharmaceutical & Healthcare Marketing Post MBA/Masters Certificate for Executives is to provide industry programs for all segments of the pharmaceutical, biotech, medical devices, diagnostics, allied partners and healthcare 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 Pharmaceutical & Healthcare Marketing Post MBA/Masters Certificate for Executives are:

- to provide managers and executives employed in the pharmaceutical, biotech, medical devices, diagnostics, allied partners and healthcare industries with advanced education and developmental experiences.
- 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 & Healthcare Marketing Post MBA/Masters Certificate for Executives must have an MBA/Masters degree from an accredited college or university. Admissions criteria:

- a completed application form
- official MBA/Masters Degree 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 or biotechnology 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. An IELTS score of 6.5 is also acceptable. Qualified students who complete Level II 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: Pharmaceutical Healthcare Marketing Post MBA/Masters Certificate for Executives
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. The following fees are in effect for the current academic year:

Tuition per 2 credit course $2,540

Academic Dismissal
Students enrolled in the Pharmaceutical & Healthcare Marketing for Executives 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 Pharmaceutical & Healthcare Marketing MBA for Executives 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.

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). Each course is completed in a Friday/Saturday classroom session, along with a pre- and post-assignment. Capstone (MPE 777) is a three-day course offered on a Thursday, Friday and Saturday. Visit www.aceconferencecenter.com for more information.

Post MBA/Masters Certificate Curriculum
The Pharmaceutical & Healthcare Marketing Post MBA/Masters Certificate for Executives 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/Masters students.

Courses Offered
- MGT 582 Business Ethics
- MPE 711 Pharmaceutical Strategy
- MPE 710 Product Management
- MPE 625 Creating Effective R & D
- MPE 670 Pricing
- MPE 620 Supply Chain Management
- MPE 640 Pharmacoeconomics
- MPE 700 Strategies for Managed Care
- MPE 610 Drug/Device Regulations
- MPE 660 Sales Management
- MPE 650 Competitive Analysis
- MPE 780 Future Issues
- MPE 630 Marketing Research
- DSS 593 Sales Forecasting
- MPE 781 Health Policy
- MPE 720 Global Corporate Strategy
- MPE 795 Capstone
- MPE 770 Independent Study

Inquiries
Pharmaceutical & Healthcare Marketing MBA for Executives
Ms. Christine Anderson
392 Mandeville Hall
Saint Joseph’s University
5600 City Avenue
Philadelphia, PA 19131-1395
(610) 660-3567
Email: Christine.anderson@sju.edu
Visit www.sju.edu/epharma and apply online.

Course Descriptions (6 Classes Required for a Total of 12 Credits)

MGT 582 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 711 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 710 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 625 Creating Effective R&D

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 670 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 anticipate and respond to 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 segment? How do you strive to price strategically consistent with the other elements of the marketing mix?

MPE 620 Supply Chain Management

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 640 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 700 Strategies for 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 810 Drug/Device 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 660 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 650 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 780 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 630 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.

DSS 593 Sales Forecasting

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 781 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 720 Global Corporate Strategy

This course focuses on the management of multinational corporations (MNCs) with particular emphasis on Pharmaceutical and/or medical device companies operating across different nations. The international environment implies greater opportunities as MNCs have access to a wider variety of markets and resources but this environment also implies greater organizational and managerial challenges. The aim
of this course is to investigate whether these challenges are worth it and how they can contribute to a company’s “double” bottom line.

MPE 795 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 770 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.
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Dagmar Wienroeder-Skinner (1992) M.A., Rutgers University; M.Phil., 1987, Rutgers University; Ph.D., 1991, Rutgers University Associate Professor of Foreign Languages and Literatures


Michael Alleruzzo, (2010) B.S., 200 West Virginia University; M.S. Management, 2000, Cornell University, Visiting Instructor of Management

Phyllis Anastasio (1993) B.A., 1981, Millersville State University; M.S., 1987, Villanova University; Ph.D., 1992, University of Delaware Associate Professor of Psychology

Matthew J. Anderson (2006) B.A., 2000, Susquehanna University; M.A., 2002, Kent State University; Ph.D., 2004, Kent State University Assistant Professor of Psychology

Paul J. Angiolillo (2000) B.S., 1978, Saint Joseph’s University; M.S., 1983, University of Pennsylvania; Ph.D., 1996, University of Pennsylvania Associate Professor of Physics, Chair, Department of Physics


Paul F. Aspin (1987) B.A., 1974, University of Notre Dame; M.A., 1976, Yale Divinity School; M.A., 1984, Vanderbilt University; Ph.D., 1990, Vanderbilt University Associate Professor of Theology, Associate Dean, College of Arts and Sciences

F. Betul Atalay (2004) B.S., 1996, Bilkent University; M.S., 1998, University of Maryland, College Park; Ph.D., 2004, University of Maryland, College Park Associate Professor of Computer Science

Marybeth Ayella (1986) B.A., 1973, Boston College; M.A., 1978, Boston College; Ph.D., 1985, University of California, Berkeley Assistant Professor of Sociology, Director, Sociology Internship Program

Lisa A Baglione (1992) Sc.B., 1984, Brown University; M.A., 1988, Cornell University; Ph.D., 1992, Cornell University Professor of Political Science, Chair, Department of Political Science

Divya Balasubramaniam (2010) B.C., 2002, Stella Maris College, Chennai, India; M.S., 2004, Madras School of Economics, Anna University, Chennai, India Instructor, Department of Economics

Edward R. Balotsky (2002) B.S., 1977, Philadelphia College of Textiles and Science; M.B.A., 1979, Temple University; Ph.D., 1999 Temple University Assistant Professor of Management

John G. Berberian (1973) B.S., 1963, University of Massachusetts; Ph.D., 1968, Brown University Professor of Chemistry


Tanya Berezovsky (2007) M.S., Lviv State University, Ukraine; Ph.D., 2005, Simon Fraser University; Canada Assistant Professor of Mathematics

Raquel Kennedy Bergen (1984) B.S., 1989, Saint Joseph’s University; M.A., 1991, University of Pennsylvania; Ph.D., 1994, University of Pennsylvania Professor of Sociology, Chair, Department of Sociology

Frank M. Bernt (1989) B.A., 1976, Mt. Angel Seminary College; M.A., 1979, Boston College; Ph.D., 1986, Temple University Professor of Health Services


Cynthia O. Biggs (2010) B.A., 1975, Temple University; M.B.A., 2001, West Chester University; Ed.D., 2008, Saint Joseph’s University Visiting Assistant Professor of Teacher Education

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James W. Boettcher (2003) B.A., 1992, University of Tulsa; Ph.D., 2002, Boston College Associate Professor of Philosophy


Jeanne F. Brady (1999) B.S., 1980, Boston University; M.Ed., 1985, Miami University (Ohio); Ph.D., 1992, Miami University (Ohio) Professor of Education, Associate Dean College of Arts and Sciences

John M. Braverman, S.J. (2010) B.A., 1989, Princeton; Ph.D., 1995, University of California at Davis; M.A. Health Care Ethics, Loyola University; 2009 M.Div. Jesuit School of Theology, Berkeley Assistant Professor of Biology


Keith Brown (2009) B. A., 1999, College of New Jersey; M.A., 2002, University of Massachusetts, Amherst; Ph.D., 2009, University of Pennsylvania Assistant Professor of Sociology

Thomas L. Buckley (2001) B.A., 1978, Clark University; M.A., 1984, University of Maryland; Ph.D., 1990, University of Pennsylvania Assistant Professor of Foreign Languages and Literatures


Jande Burkhalter (2009) B.S., 2001, Florida A&M University; M.B.A., 2001, Florida A&M University; Ph.D., 2009, Georgia State University Assistant Professor of Marketing
Kristin L. Burr (2000) B.A., 1992, College of William and Mary; M.A., 1994, University of North Carolina, Chapel Hill; Ph.D., 2000, Washington University Associate Professor of Foreign Languages and Literatures

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David W. Carpenter (1986) B.A., 1976, University of Oklahoma; M.A., 1977, University of Chicago; Ph.D., 1987, University of Chicago Associate Professor of the History of Religions; Director, Asian Studies


Jose F. Cerda (2007) B.S., 1994, University of Puerto Rico at Mayaguez; M.S., 1997, University of Puerto Rico at Mayaguez; Ph.D., 2001, Michigan State University Assistant Professor of Chemistry


Hwan Chung (2008) B.B.A., 1997, Yonsei University, Seoul, South Korea; M.S., 2001, Rutgers University; Ph.D., 2008, Syracuse University Assistant Professor of Food Marketing, Leave of Absence, Academic year 2010-2011


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Claire M. Conway (2010) B.A. 1979, Temple University; M.Ed., 1982 Temple University; Ph.D., 1994, Temple University Visiting Assistant Professor in Educational Leadership


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Marisa Farrugia, S.J.  (2010) B.S., Malta State University; S.Th.D., Theology 1996, Gregorian University, Rome. Visiting Associate Professor of Theology


Paola Giuli (1998) B.A., 1983, Università La Sapienza; M.A., 1985, American University; M.A., 1987, Rutgers University; Ph.D., 1994, Rutgers University Associate Professor of Foreign Languages and Literatures


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Heather Hennes (2005) M.A., 2001, Florida State University (Tallahassee); Ph.D., 2001, Florida State University (Tallahassee) Assistant Professor of Foreign Languages and Literatures

Thomas Heron (2010) B.S., 1975, Saint Joseph’s University; M.B.A., 1987, LaSalle University, Visiting Instructor of Health Services
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Jonathan P. E. Hodgson (1985) B.A., 1983, Trinity College, Cambridge University; M.A., 1987, Trinity College, Cambridge University; Ph.D., 1997, Trinity College, Cambridge University Professor of Computer Science; Chair, Department of Computer Science

Eric Hoffman (2001) B.S., 1973, Massachusetts Institute of Technology; Ph.D., 1978, University of Pennsylvania; J.D., 1984, University of Pennsylvania Visiting Assistant Professor in Philosophy

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Neal Hooper (2009) M.A., 1932, University of British Columbia; Ph.D., 1997, University of Massachusetts Assistant Professor of Food Marketing (McNutt Chair)

Jane Hooper (2010) B.A., 2003, Grinnell College; M.A., 2008, Emory University; Ph.D., 2010, Emory University Visiting Assistant Professor; David H. Burton Post-doctoral Fellow

Raymond A. Horn (2004) B.S., 1969, Millersville State College; M.S., 1994, West Chester University; Ph.D., 1998, Pennsylvania State University Associate Professor of Education; Director, Interdisciplinary Doctor of Education Programs for Educational Leaders; Chair, Department of Educational Leadership

Jeffrey Hyson (2000) B.A., 1989, Yale University; M.A., 1995, Cornell University; Ph.D., 1999, Cornell University Assistant Professor of History; Director, American Studies

Gerard M. Jacobitz (2005) B.A., 1979, University of Notre Dame; B.M., 1980, University of Notre Dame; M.Div., 1985, Jesuit School of Theology at Berkeley; M.A., 1994, University of Notre Dame; Ph.D., 1998, University of Notre Dame Assistant Professor of Theology

Elizabeth A. Jaeger (2000) B.A., 1984, Earlham College; Ph.D., 1992, Temple University Associate Professor of Psychology

Thani Jambulingam (1993) B.Pharm., 1986, University of Madras; M.Pharm., 1988, University of Belga: M.S., 1982, University of Wisconsin; Ph.D., 2001, University of Wisconsin Associate Professor of Pharmaceutical Marketing


P. Daniel Jubinski (2007) A.B., 1992, Colgate University; M.B.A., 1996, University of Virginia; Ph.D., 2001, University of Virginia Assistant Professor of Finance

Thomas M. Keefe (1965) B.A., 1958, St. Mary’s University of Minnesota; M.A., 1957, Denver University; Ph.D., 1966, Loyola University, Chicago Associate Professor of History


James Kelley (2009) B.S., 1997, University of Dayton; M.B.A., 2003, Wagner College; M.S., 2007, University of Western Australia; Ph.D., 2009, University of Western Australia Assistant Professor of Marketing


Christina King Smith (1996) B.S., 1982, Bucknell University; M.S., 1985, University of Delaware; Ph.D., 1992, University of Maryland, Baltimore Professor of Biology


Ronald K. Klimberg (1997) B.S., 1974, University of Maryland; M.S., 1978, George Washington University; Ph.D., 1997, Johns Hopkins University Professor of Decision & System Sciences

Paul Klingsberg (1961) B.A., 1967, University of Rochester; Ph.D., 1977, University of Pennsylvania Professor of Mathematics

Aimée Knight (2009) B.A., 1996, Michigan State University; M.A., 2001, Universiteit Jagielló’nski; Ph.D., 2009, Michigan State University Assistant Professor of English


Suzan L. Köknar-Tezel (2001) B.S., 1985, Saint Joseph’s University; M.S., 1993, Saint Joseph’s University Visiting Instructor of Computer Science

Ailing Kong (2000) B.A., 1978, Beijing Foreign Language Institute, China; M.A., 1990, University of London; Ph.D., 2000, Michigan State University Associate Professor of Education; Director, ESL Program

Shawn Madison Krahmer (1995) B.S., 1981, University of Illinois; M.Div., 1984, Garrett-Evangelical Theological Seminary; A.M., 1987, University of Chicago; Ph.D., 1995, University of Chicago Associate Professor of Theology; Chair, Department of Theology

Douglas A. Kurtz (2001) B.A., 1974, Lehigh University; B.S., 1974, Lehigh University; M.S., 1978, Cornell University; Ph.D., 1980, Cornell University Associate Professor of Physics


Chris A. Lawson (2009) B.S., 2000, Northeastern University; Ph.D., 2007, University of Wisconsin, Madison Assistant Professor of Psychology

Athlair Lazar (2002) B.S., 1981 Emerson College; MAT, 1985, Simmons College; Ph.D., 1993, University of Pennsylvania Professor of Education; Chair, Department of Teacher Education


Julia Y. Lee (2006) B.S., 1994, West Chester University; Ph.D., 2002, University of Pennsylvania Assistant Professor of Biology

Donald S. Leitner (1985) B.A., 1976, State University of New York, Stony Brook; M.A., 1978, Bryn Mawr College; Ph.D., 1981, Bryn Mawr College Professor of Psychology; Chair, Department of Psychology

Edwin Li (2010) B.S., 1994, Rutgers University; M.S., 1997, University of Rhode Island; Ph.D., 2001, University of Rhode Island Assistant Professor of Biology

Susan P. Liebell (2003) B.A., 1986, Queens College of CUNY; M.A., 1989, University of Chicago; Ph.D., 2001, University of Chicago Assistant Professor of Political Science

Benjamin Liebman (2003) B.A., 1994, Oberlin College; M.S., 2000, University of Oregon; Ph.D., 2003, University of Oregon Associate Professor of Economics, Director, International Relations, Sabbatical Leave, Fall 2010

Frank E. Lilley, Lt, USAF (2009) B.A., 2004, Mississippi State University; M.A., 2005, University of Limerick, Ireland Assistant Professor of Aerospace Studies

Jing Lin (2007) B.A., 1992, Nanjing University; M.A., M.S., 1999, Kent State University; Ph.D., 2007, University of Tennessee Assistant Professor of Accounting


Elizabeth A. Linehan, R.S.M. (1975) A.B., 1964, Mount St. Agnes College; M.A., 1970, Fordham University; Ph.D., 1976, Fordham University Associate Professor of Philosophy

Amy F. Lipton (2006) B.S., 1988, University of Pennsylvania; Ph.D. 2006, Lehigh University Assistant Professor of Finance


John B. Lord (1975) B.S., 1971, Saint Joseph's University; M.B.A., 1975, Drexel University; Ph.D., 1985, Temple University Professor of Marketing, Chair, Department of Marketing


Rashmi Malhotra (1999) B.S., 1987, University of Delhi, India; M.S., 1990, University of Delhi, India; Ph.D., 1995, University of Alabama Associate Professor of Decision & System Sciences


Maria S. Marsillo (1995) B.A., 1985, College of New Rochelle; M.A., University of Pennsylvania, 1989; Ph.D., 1992, University of Pennsylvania Associate Professor of Foreign Languages and Literatures, Director, Classics Program; Director, Honors Program


Michael P. McCann (1992) B.S., 1987, Saint Joseph's University; Ph.D., 1992, Stanford University Professor of Biology, Associate Dean, College of Arts and Sciences

Vincent A. McCarthy (1989) A.B., 1968, Fordham University; M.A., 1971, Stanford University; Ph.D., 1974, Stanford University Professor of Philosophy

William J. McDevitt (1990) B.A., 1972, University of Notre Dame; J.D., 1975, Villanova University Associate Professor of Management

Julie M. McDonal (1991) B.A., 1980, Cae College; M.A., 1985, University of Notre Dame; Ph.D., 1987, University of Notre Dame Assistant Professor of Philosophy, Chair, Department of Philosophy


Thomas E. McDuffie, Jr. (1972) A.B., 1965, Mereimack College; M.S., 1969, Temple University; Ed.D., 1973, Temple University Professor of Education

Kathleen McElroy (2008) B.S., 2003, Seton Hall University; M.S., 2005, Michigan State University Physics Laboratory Coordinator


Tiomathy P. McMahon (2010) B.S., 1997, University of Nebraska; M.A., 2005, Seton Hall University; Ph.D., 2009, Gonzaga University; Visiting Instructor of Food Marketing

Ginette M. McManus (1990) B.A., 1977, University of Quebec at Tres-Rivieres; M.B.A., 1981, Laval University; Ph.D., 1987, Laval University Associate Professor of Finance

Dennis E. McNally, S.J. (1975) A.B., 1968, Fordham University; M.A., 1971, New York University; M.Div., 1974, Weston Jesuit School of Theology; Ph.D., 1982, New York University Professor of Fine Arts, Associate Director, University Gallery


Vincent P. McNally, Jr. (1976) B.A., 1971, Saint Joseph's University; M.A., 1972, Villanova University; Ph.D., 1979, Temple University Associate Professor of Political Science


Martin S. Melache (1987) B.S., 1981, Walsh College; M.A., 1983, Central Michigan University; D.B.A,1988, University of Kentucky Associate Professor of Food Marketing


Jason H. Mezey (2003) B.S., 1993, Swarthmore College; M.A., 1994, Ohio State University; Ph.D., 2001, University of Iowa Associate Professor of English


Randall M. Miller (1972) A.B., 1967, Hope College; M.A., 1968, Ohio State University; Ph.D., 1971, Ohio State University Professor of History, William Dirk Warren Sesquicentennial Chair
Steve Miller (2009) BBA, 1994, University of Wisconsin; Ph.D., 2009, University of Georgia Assistant Professor of Finance


Virginia M. Miori (2006) B.A., 1983, Hiram College; M.S., 1986, Case Western Reserve University; M.S., 1992 University of Pennsylvania; Ph.D., 2006, Drexel University Assistant Professor of Decision & System Sciences

Todd C. Moody (1983) B.A., 1977, Rhode Island College; Ph.D., 1983, Temple University Professor of Philosophy


William Murphy (2009) B.S., 1987, LaSalle University; M.S., 1989, Temple University; Ed.D., 2007, Saint Joseph’s University Visiting Assistant Professor of Special Education

Catherine S. Murray (1965) A.B., 1960, Barnard College; M.A., 1962, University of Pennsylvania; Ph.D., 1973, University of Pennsylvania Associate Professor of Psychology, Director, Gender Studies

Roger K. Murray (1997) A.B., 1964, Cornell University; Ph.D., 1968, Michigan State University Professor of Chemistry


John J. Neiwhouse (1969) B.A., 1965, Temple University; M.Ed., 1970, Temple University; Ed.D., 1976, Temple University; M.S., 1997, University of Pennsylvania Assistant Professor of Health Administration, Chair, Department of Health Services

Konstantinos P. Nikoloutsos (2010) B.A., 1994, University of Thessaloniki; M.S., 1995, University of Edinburgh; Ph.D., 2004, University of Birmingham Assistant Professor of Foreign Languages & Literatures


Peter Norberg (1997) B.A., 1990, Boston College; M.A., 1994, Rice University; Ph.D., 1998, Rice University Associate Professor of English

Patrick F. O’Brien (2000) B.S., 1982, Loyola College; M.S., Widener University Lecturer in Management, Associate Dean, Haub School of Business

Katie Ox (2009) B.A., 1993, The College of New Jersey; M.A., 2002, Claremont Graduate University; Ph.D., 2006, Claremont Graduate University Visiting Assistant Professor of Theology

Robert H. Palestini (1990) B.S., 1963, Saint Joseph’s University; M.A. 1967, Saint Joseph’s University; Ed.D., 1980, Temple University Associate Professor of Education

Cristian R. Pardo (2006) B.A., 1996, University of Chile; M.A., 1999, University of Chile; M.A., 2002, University of Maryland; Ph.D., 2005, University of Maryland Assistant Professor of Economics

Jo A. Parker (1992) B.A., 1981, University of California, Irvine; M.A., 1984, University of California, Irvine; Ph.D., 1989, University of California, Irvine Professor of English, Chair, Department of English

Paul Patterson (2008) B.S., 1996, Pillsbury College; M.A., 1999, Butler University; M.A., 2003, University of Notre Dame; Ph.D., 2007, University of Notre Dame Assistant Professor of English


Andrew Payne (2002) B.A., 1992, University of Chicago; M.A., 1998, University of Notre Dame; Ph.D., 1998, University of Notre Dame Assistant Professor of Philosophy, Director, Ancient Studies

Diane M. Phillips (1987) B.S., 1988, Pennsylvania State University; M.S., 1991, Texas A & M University; Ph.D., 1999, Pennsylvania State University Associate Professor of Marketing

Catalina Aranga Pinedo (2010) B.S., 1992, Universidad de las Andes (Bogota, Columbia); M.S., 1994, Universidade de las Andes (Bogota, Columbia); Ph.D., 2001, University of Massachusetts at Amherst Assistant Professor of Biology

Stephen J. Porth (1984) B.S., 1980, Saint Joseph’s University; M.B.A., 1982, Drexel University; Ph.D., 1988, Temple University Professor of Management, Associate Dean, Haub School of Business

Jason Powell (2007) B.A., 1997, Trinity University; M.St., 1999, Oxford University; D.Phil., 2003, Oxford University Assistant Professor of English

Kerst Tarien Powell (2010) B.A., 1994, University of Tallinn; M.A., 1998, University of Tartu; M.St., 1999, Oxford University; Ph.D., 2002, Oxford University Visiting Assistant Professor of English

Joseph M. Ragin (1977) B.A., 1969, Saint Joseph’s University; M.A., 1972, Villanova University; M.B.A.1975, University of Pennsylvania; CPA, 1979, Pennsylvania Professor of Accounting, Chair, Department of Accounting


Usha Rao (1999) B.S., 1990, St. Xavier’s College; M.S., University of Rochester; 1994, Ph.D., 1997, University of Rochester Associate Professor of Chemistry

Agnes M. Rash (1968) A.B., 1963, Holy Family College; M.S., 1966, University of Notre Dame; Ph.D., 1974, University of Pennsylvania Professor of Mathematics

Nicholas S. Rashford, S.J. (1985) B.S., 1988, St. Louis University; M.A, 1972, St. Louis University; S.M., 1973, Massachusetts Institute of Technology; Sc.D., 1976, Johns Hopkins University University Professor

Denise Marie Ratterman (1994) B.S., 1983, Case Western Reserve University Reserve; M.S., 1986, University of Wisconsin-Madison; Ph.D., 1988, University of Wisconsin-Madison Biology Core Lab Coordinator

Renee Reasons (2010) B.S., 1998, Saint Joseph’s University; M.S., 2000, Saint Joseph’s University; Ed.D., 2005, Saint Joseph’s University, Visiting Assistant Professor of Special Education

Esther Reccio (1998) B.A., 1998, St. Joseph’s University; M.A., 2000, St. Joseph’s University Visiting Assistant Professor of Foreign Languages and Literatures

Rommel G. Regis (2007) B.S., 1993, Ateneo De Manila University, Philippines; M.S., 1998, University of Florida; Ph.D., 2004 Cornell University Assistant Professor of Mathematics
Mark F. Reynolds (2002) B.S., 1983, Grinnell College; Ph.D., 1998, University of Wisconsin-Madison; Associate Professor of Chemistry, Chair, Department of Chemistry

Nicholas John Robak (1972) A.B., 1965, University of Pennsylvania; M.A., 1969, University of Pennsylvania; M.A., 1971, University of Pennsylvania; Ph.D., 1972, University of Pennsylvania; Professor of Decision & System Sciences

Regina Robson (2006) B.A., 1976 Villanova University; J.D., 1976 Villanova University; School of Law Assistant Professor of Management

Encarnacion Rodriguez (2000) B.S.Psy., 1982, University of Divido, Spain; Ph.D., 1999, University of Pennsylvania; Associate Professor of Education

M. Michelle Rowe (1992) B.A., 1988, Glassboro State College; M.Ed., 1991, Temple University; Ph.D., 1994, Temple University; Professor of Health Services

Eileen F. Sabbatino (2002) B.S., 1972, State University of New York; M.Ed., 1991, University of New Mexico; Ed.D, 2001, Wilmington College; Assistant Professor of Education


Patrick Saporito (2003) B.A., 1989, Rutgers University; M.B.A., 1993, Rutgers University; Ph.D., 2001, Rutgers University; Assistant Professor of Management

Philip Schatz (1999) B.S., 1987, Pennsylvania State University; M.S., 1989, Drexel University; Ph.D., 1995, Drexel University; Professor of Psychology

Carolin D. Schellhorn (2000) B.A., 1981, Rice University; M.B.A., 1983, University of Texas, Austin; Ph.D., 1991, University of Texas; Assistant Professor of Finance

Becki S. Scalo (2009) B.A., 2001, Arizona State University; M.A., 2004, University of California, Irvine; Ph.D., 2009, University of California, Irvine; Assistant Professor of Political Science

Robert M. Shannon (1985) B.A., 1972, La Salle University; M.A., 1975, Bryn Mawr College; Ph.D., 1984, Bryn Mawr College; Associate Professor of Foreign Languages and Literatures

Rajnesh Sharma (2005) B.E., 1994, M.M.M. Engineering College; M.B.A., 1997, University of Alaska, Fairbanks; Ph.D., 2005, City University of New York; Assistant Professor of Finance

Feng Shen (2008) B.S., 1995, Shanghai International Studies University; M.S., 2002, Cornell University; Ph.D, 2008, University of Florida; Assistant Professor of Marketing

Elaine M. Shenk (2007) B.A., 1994, Eastern Mennonite University; M.A., 2000, University of New Mexico; Ph.D, 2007, University of Iowa; Assistant Professor of Foreign Languages and Literatures


Josephine H. Shih (2005) B.A., 1997, University of Pennsylvania; Ph.D., 2003, University of California, Los Angeles; Assistant Professor of Psychology

Katherine A. Sibley (1991) B.A., 1987, University of California, Santa Barbara; M.A., 1988, University of California, Santa Barbara; Ph.D., 1991, University of California; Santa Barbara; Professor of History, Leave of Absence, Fall 2010

George P. Sil Ig (1997) B.A., 1973, Wilkes University; M.S., 1979, Drexel University; Ph.D., 1999, The Fielding Institute; Associate Professor of Pharmaceutical Marketing, Chair, Department of Pharmaceutical Marketing

Claire A. Simmers (1996) B.A., 1972, University of Maryland; M.B.A., 1990, West Chester University; Ph.D., 1996, Drexel University; Professor of Management, Chair, Department of Management

Alexander J. Skolnick (2007) B.S., 1986, University of Michigan at Ann Arbor; M.A., 1990, Hunter College; Ph.D., 1998, University of Georgia; Assistant Professor of Psychology

Brent A. Smith (2005) B.A., 1996, Xavier University; B.S., 1996, Xavier University; M.B.A., 1997, Tulane University; Ph.D., 2004, Drexel University; Assistant Professor of Marketing

Jury Smith () M.F.A., 2004, Temple University; Visiting Assistant Professor of Fine Arts

Philip T. Smith (1978) B.A., 1964, University of Texas at El Paso; M.A., 1969, Indiana University; M.Phil., 1975, Columbia University; Ph.D., 1976, Columbia University; Professor of History

Samuel Bruce Smith (1995) B.S., 1988, Bucknell University; Ph.D., 1993, University of Minnesota; Professor of Mathematics

Jean M. Smolen (1998) B.S., 1990, Chatham College; Ph.D., 1996, Johns Hopkins University; Associate Professor of Chemistry

Karen M. Snetselaar (1993) B.L.S., 1985, Iowa State University; M.S., 1989, Iowa State University; Ph.D., 1993, University of Georgia; Professor of Biology, Chair, Department of Biology

Michael R. Solomon (2007) B.A., 1977, Brandeis University; M.S., 1979, The University of North Carolina at Chapel Hill; Ph.D., 1981, The University of North Carolina at Chapel Hill; Professor of Marketing

David R. Sorensen (1985) B.A., 1978, University of Toronto; M.Phil., 1980, London University; D.Phil., 1983, Oxford University; Professor of English; Associate Director, Honors Program

Suzanne Sorkin (2005) B.M., 1990, New York University; M.A., 1994, University of Chicago; Ph.D., 1998, University of Chicago; Assistant Professor of Performing Arts


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

Paul St. Amour (1998) B.A., 1988, Boston College; M.A., 1988, Boston College; Ph.D., 1998, Fordham University; Associate Professor of Philosophy


John L. Stanton (1985) B.S., 1968, State University of New York, Syracuse; Ph.D., 1973, Syracuse University; Professor of Food Marketing

David S. Steingard (1999) B.S., 1986, University of Illinois; M.A., 1988, University of Illinois; Ph.D., 1997, Case Western Reserve University; Associate Professor of Management

Eileen L. Sullivan (2010) B.S., 1992 Rowan University; B.S. Pharmacy, 1995, Temple University; D. Pharm, 2001, Shenandoah University; Visiting Assistant Professor of Health Services

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
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

Robert Templeton (2005) B.A., 1967, Loyola College (Baltimore); M.A., 1976, Villanova University; Ph.D., 1989, University of Pennsylvania; Visiting Assistant Professor of Teacher Education


Elaine Audrey Terry (1997) B.A., 1983, Spelman College; M.S., 1988, Atlanta University; Ph.D., 1997, Howard University; Assistant Professor of Mathematics

Robert V. Teti (2000) B.S., 1967, Saint Joseph's University; M.B.A., 1972, Drexel University; M.S., 1983, Villanova University; CPA, Pennsylvania; Lecturer in Accounting

Ahmet Tezel (1986) B.A., 1964, Academy of Commerce, Istanbul, Turkey; M.B.A., 1968, University of California, Berkeley; Ph.D., 1973, University of California, Berkeley; Associate Professor of Finance

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; Ph.D., 1977, University of Kentucky; Professor of Biology


Brice R. Wachterhauser (1982) B.A., 1975, University of New Hampshire; M.A., 1977, Northwestern University; Ph.D., 1981, Northwestern University; Professor of Philosophy, Provost

Lisa Walters (2008) B.A., 1999, University of California (Santa Cruz); M.Sc., 1999, University of Edinburgh; Ph.D., 2005, University of Edinburgh; Visiting Assistant Professor of English


Richard A. Warren (1995) A.B., 1983, Harvard University; M.A., 1986, University of Chicago; Ph.D., 1994, University of Chicago; Associate Professor of History, Director, Latin American Studies

James J. Watrous (1972) B.S., 1964, University of Dayton; M.S., 1969, University of Dayton; Ph.D., 1972, Georgetown University; Professor of Biology

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

Dennis W. Weeks (1977) A.B., 1971, Saint Joseph's University; M.F.A., 1975, School of the Art Institute of Chicago; Associate Professor of Fine Arts; Associate Director, University Gallery


Patricia A. Weigand (2009) B.S., 1980, College of New Rochelle; M.S., 1984, Hunter College; Visiting Instructor of Sociology


David B. White (1986) B.S., 1963, 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

Ferdinand Wirth (2003) B.A., 1976, University of Maryland; M.S., 1989, University of Delaware; Ph.D., 1998, Louisiana State University; Associate Professor of Food Marketing

Natalie Wood (2004) B.S., 1996, Edith Cowan University; M.S., 1999, Edith Cowan University; Ph.D., 2002, Auburn University; Assistant Professor of Marketing

Usmane Isra Yazioglu (2008) M.A., 2003, Hartford Seminary; Ph.D., 2007, University of Virginia; Assistant Professor of the History of Religions

Ira Yermish (1984) B.S., 1968, Case Western Reserve University; M.S., 1969, Stanford University; Ph.D., 1975, University of Pennsylvania; Associate 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

Juan Julie Yu (2010) B.A., 2002, Hunan Normal University; M.A., 2010, West Virginia University; Visiting Instructor in Foreign Languages & Literature

E. Peter Zurbach (1974) B.S., 1970, Saint Joseph's University; M.S., 1972, Saint Joseph's University; Ph.D., 1982, Villanova University; Associate Professor of Chemistry
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