



2014-2015

Academic Catalog

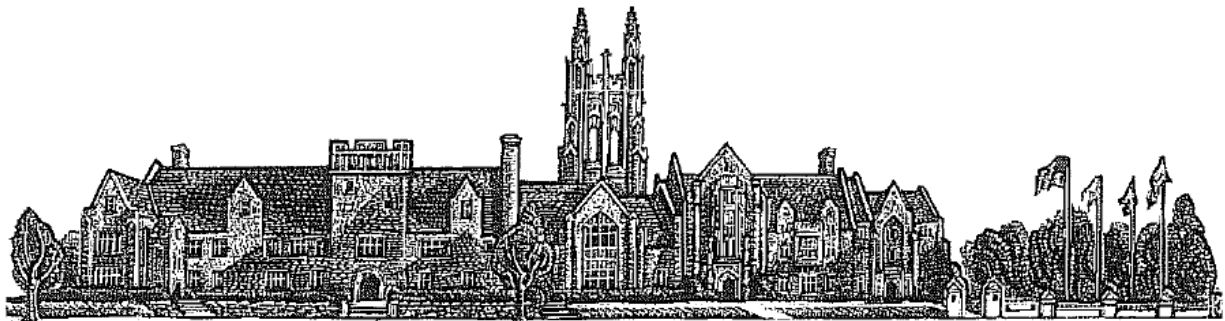


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General Information

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 ever since by the Jesuits as a Catholic educational institution in the Ignatian tradition.

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

The provisions of this catalog describe programs and policies of the College of Arts and Sciences, the Erivan K. Haub School of Business and Professional and Liberal Studies and the Haub Degree Completion Program 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 one hundred and fourteen acre campus combines accessibility to the city with the proximity to the Main Line. In this urban-suburban environment, students share in the educational, cultural, and entertainment resources of a great metropolitan area. Students, faculty and staff alike enjoy 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, theatre, world class dining and major league baseball, football, basketball, and hockey. The city itself is at once a museum of American history and culture and a laboratory for contemporary economics, sociology, politics and religion.

History

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

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

to ninety-seven students. In the following year (1852), when the college received its charter of incorporation from the Commonwealth of Pennsylvania, the enrollment grew to 126 students.

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

With the purchase in 1866 of a city block between Seventeenth and Eighteenth Streets fronting on Stiles Street as a new site for the college, its future began to look brighter. Rev. Burchard Villiger, S.J., one of the original members of the college faculty, became its president in 1866. It was during his tenure that new college buildings, made possible largely through a generous bequest from the estate of Francis Anthony Drexel, were constructed on the Stiles Street location.

A sporadic but continuing growth, both in student enrollment and academic excellence, is recorded for the new life of Saint Joseph's College from September 2, 1889, when the college moved from Willing's Alley to Stiles street, until 1927, when a still larger campus was judged necessary.

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

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

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

In the fall of 1970, the undergraduate day college opened its doors to women, bringing to an end its tradition as an all-male institution. Saint Joseph's was recognized as a university by the Secretary of Education of the Commonwealth of Pennsylvania on July 24, 1978. The corporate charter was formally changed to reflect university status on December 27, 1978. Shortly thereafter the University added a College of Business and Administration to complement the College of Arts and Sciences, and it also expanded graduate programs. At the same time, Saint Joseph's built a new Student/Sports Recreation Complex. The need for a larger library prompted the expansion of the University's Drexel Library into a Library/Learning Resources Center. The campus was enlarged to 49 acres with the purchase of Saint Mary's and Bronstein halls.

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

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

In the summer of 2005, the University agreed to purchase the Merion campus of neighboring Episcopal Academy. The acquisition added 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 this section of the university is known as the Maguire Campus. Maguire's gift was later matched by a donation of the same amount by Brian Duperreault '69; the two donations are the largest alumni gifts in Saint Joseph's history.

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

Mission Statement

As Philadelphia's Jesuit Catholic University, Saint Joseph's University provides a rigorous, student-centered education rooted in the liberal arts. We prepare students for personal excellence, professional success, and engaged citizenship. Striving to be an inclusive and diverse community that educates and cares for the whole person, we encourage and model lifelong commitment to thinking critically, making ethical decisions, pursuing social justice, and finding God in all things.

Colleges and Schools

The University is organized 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 Program of Professional and Liberal Studies, which offers more flexibly structured programs in the Arts and Sciences leading to bachelor degrees and shorter programs leading to associate degrees or certificates, as well as other opportunities for personal or career development.

The Haub Degree Completion Program, which offers more flexibly structured programs in the Erivan K. Haub School of Business leading to a bachelor degree and other 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, 267-284-5000. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. The Haub School of Business and its Accounting program are accredited by the AACSB—The Association to Advance Collegiate Schools of Business. The Chemistry Department is on the approved list of the American Chemical Society. The Teacher Education program was granted *Program Approved Status* by the Pennsylvania Department of Education and is recognized by the New Jersey Department of Education for issuance of certificates.

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

Services for Students with Disabilities

Bellarmino Hall G10 (610) 660-1774 TTY (610) 660-1620
(www.sju.edu/ssd)

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

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) 660-3336.

Notification with Regard to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998, and the Campus Sex Crimes Prevention Act.

As provided by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998, Saint Joseph's University through its Department of Public Safety, annually provides notice and makes available copies of the Annual Security Report, to the campus community, prospective students, employees and the public. Each Security Report includes statistics for the past three years

Undergraduate Level Grades

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

A	(4.0)	Excellent performance in all or most aspects of the course
A-	(3.7)	Excellent performance in many aspects of the course
B+	(3.3)	Very good performance in all or most aspects of the course
B	(3.0)	Good performance in all or most aspects of the course
B-	(2.7)	Good performance in many aspects of the course
C+	(2.3)	Acceptable performance; more than adequate performance in in some aspects of the course
C	(2.0)	Acceptable performance in all or most aspects of the course
C-	(1.7)	While acceptable overall, course performance is inadequate in one or more areas
D+	(1.3)	While acceptable, course performance is inadequate in several areas
D	(1.0)	Meets minimal performance standards required for passing
Passing		

concerning crimes and incidents (whether they occurred on campus, in off-campus building and property owned or controlled by the University, or on public property adjacent to campus) reported to campus security authorities. Each Security Report also provides campus policies and practices concerning security – how to report sexual assaults and other crimes, crime prevention efforts, policies/laws governing alcohol and drugs, victims' assistance programs, student discipline, university resources, and other matters. The Security Report, which also includes information about the Department of Public Safety and Security, is publicly available electronically or by hard copy in the following ways:

electronically:
<http://www.sju.edu/resources/security/pdf/Clery%202008.pdf>
or by telephone request to the Department at 610-660-1111 or stopping by the Department's Office on campus.

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:

<http://www.pameganslaw.state.pa.us/>

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.

F	(0.0)	Failure; overall performance has not meet the basic standards of the course
FA	Failure, Absence	Failure; due to excessive absence
P	Pass	No grade points. Credit. The grade P carries credit but is not included in the calculation of the grade point average.
NP	No Penalty	No grade points. No credit. The non-passing grade NP carries no credit and does not affect the calculation of the grade point average.
NA	Never Attended	Equivalent of F ; given by the instructor when the student never attended or did not attend after the add/drop period. This grade may be changed by an administrative withdrawal only within one calendar year from when it is issued.
VF	Unofficial Withdrawal	Equivalent of F ; given by the instructor when the student stopped attending after the add/drop period. This grade may be changed by an administrative withdrawal only within one calendar year from when it is issued.
NG	No Grade	A grade that is only used by the University Registrar to indicate that no grade has been submitted by the instructor. Just as with an I or incomplete grade, this grade will automatically turn to an F grade, if it is not resolved within four weeks from of the last day of the final examination period for the semester in question.
IP	In Progress	A temporary grade assigned to all students of a given course that extends meeting requirements beyond the grading period for a traditional semester. Other grades on the scale will be assigned by the appropriate faculty member at the conclusion of the given course or within 180 days from the initial issuance of the IP grade. At that point, the University Registrar is instructed to change all outstanding IP grades to F . Extensions may only be granted by the Dean of the college through which the course is offered.
WA	Administrativ e Withdrawal	equivalent to W ; given by the Dean of the college to which the student belongs in consultation with the University Registrar or with the Vice-President/Associate Provost of Student Life in selected involuntary cases, or both, following consideration of exceptional situations where a standard withdrawal from all courses is or was not possible. Students who must withdraw from the university after the end of the last day to withdraw should consult with their academic advisors for appropriate procedures, justification, and documentation to request an administrative withdrawal. Further, Administrative withdrawals are approved only in circumstances with sufficient documentation of impacted academic performance because of medical illness, death or critical illness of an immediate family member, or military service, or when it is deemed that the University can no longer provide education services to a given student (involuntary withdrawal). Administrative withdrawal petitions based upon extraordinary circumstances are only considered for all courses in a semester (not selected courses) and are only considered for courses in the calendar year immediately preceding the date of the petition. Petitions for withdrawal from a second successive semester based on the same circumstances will not be approved.
I	Incomplete	A temporary grade which may be assigned when a student has permission of the instructor to complete requirements within a short time after the end of the course. (This grade is not used when a student's work is qualitatively deficient.) The I grade must normally be resolved within four weeks of the last day of the final examination period for the semester in question. I grades may not appear on a final record. At the end of the stated period unresolved incomplete grades become Failures. Extensions may be granted only by the Dean of the appropriate college.
X		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:

A	(4.0)	distinguished; exceptional performance in all aspects of the course
A-	(3.7)	exceptional performance, but somewhat less than that rated as A
B+	(3.3)	very good; meritorious work; exceptional performance in several aspects of the course; notably above average expected of students
B	(3.0)	good; sound performance in all aspects of a course; completely fulfilling and satisfying the requirements of the course
C	(2.0)	passing; marginal work, acceptable, sound performance in some aspects of the course, but below the level of expected competence in other areas

F	(0.0)	failure; not evidencing significant grasp of subject matter or techniques; failure remains on record even if course is repeated and the original grade still affects the cumulative average
F	Failure	No grade points. No credit. Failure remains on record and as part of GPA even if course is repeated.
FA	Failure, Absence	Failure, absence; equivalent of F ; given by the instructor when the student completed the course, but did not comply with the instructor's stated attendance policy. This grade cannot be changed by an administrative withdrawal.
P	Pass	No grade points. Credit. The grade P carries credit but is not included in the calculation of the grade point average.
NP	No Penalty	No grade points. No credit. The non-passing grade NP carries no credit and does not affect the calculation of the grade point average.
NA	Never Attended	Equivalent of F ; given by the instructor when the student never attended or did not attend after the add/drop period. This grade may be changed by an administrative withdrawal only within one calendar year from when it is issued.
VF	Unofficial Withdrawal	Equivalent of F ; given by the instructor when the student stopped attending after the add/drop period. This grade may be changed by an administrative withdrawal only within one calendar year from when it is issued.
NG	No Grade	A grade that is only used by the University Registrar to indicate that no grade has been submitted by the instructor. Just as with an I or incomplete grade, this grade will automatically turn to an F grade, if it is not resolved within four weeks from of the last day of the final examination period for the semester in question.
IP	In Progress	A temporary grade assigned to all students of a given course that extends meeting requirements beyond the grading period for a traditional semester. Other grades on the scale will be assigned by the appropriate faculty member at the conclusion of the given course or within 180 days from the initial issuance of the IP grade. At that point, the University Registrar is instructed to change all outstanding IP grades to F . Extensions may only be granted by the Dean of the college through which the course is offered.
WA	Administrative Withdrawal	equivalent to W ; given by the Dean of the college to which the student belongs in consultation with the University Registrar or with the Vice-President/Associate Provost of Student Life in selected involuntary cases, or both, following consideration of exceptional situations where a standard withdrawal from all courses is or was not possible. Students who must withdraw from the university after the end of the last day to withdraw should consult with their academic advisors for appropriate procedures, justification, and documentation to request an administrative withdrawal. Further, Administrative withdrawals are approved only in circumstances with sufficient documentation of impacted academic performance because of medical illness, death or critical illness of an immediate family member, or military service, or when it is deemed that the University can no longer provide education services to a given student (involuntary withdrawal). Administrative withdrawal petitions based upon extraordinary circumstances are only considered for all courses in a semester (not selected courses) and are only considered for courses in the calendar year immediately preceding the date of the petition. Petitions for withdrawal from a second successive semester based on the same circumstances will not be approved.
I	Incomplete	A temporary grade which may be assigned when a student has permission of the instructor to complete requirements within a short time after the end of the course. (This grade is not used when a student's work is qualitatively deficient.) The I grade must normally be resolved within four weeks of the last day of the final examination period for the semester in question. I grades may not appear on a final record. At the end of the stated period unresolved incomplete grades become Failures. Extensions may be granted only by the Dean of the appropriate college.
X		audit; see <i>Audit Students</i>

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 requirement (GER)/program (GEP), 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 106) 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	Art
ASC	Actuarial Science (Mathematics)
ASL	American Sign Language (Modern and Classical Languages)
BIO	Biology
BUS	Business (Management/Marketing)
CHM	Chemistry
CHN	Chinese (Modern and Classical Languages)
CLA	Classics (Modern and Classical Languages)
COM	Communications
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 (Modern and Classical Languages)
FBE	Family Business Entrepreneurship
FIN	Finance
FMK	Food Marketing
FPL	Financial Planning (Finance)
FRE	French (Modern and Classical Languages)
GEN	Gender Studies
GRA	Nurse Anesthesia (Graduate Health Services)
GRG	Graduate Gerontology
GRK	Greek (Modern and Classical Languages)
GRM	German (Modern and Classical Languages)
HAD	Health Administration (Health Services)
HCE	Health Care Ethics
HED	Health Education (Health Services)
HIS	History
HON	Honors Program
HSV	Health Services
IBU	International Business
IHS	Interdisciplinary Health Services (Health Services)
INT	Interdisciplinary Courses
IRT	International Relations
IST	Italian Studies (Modern and Classical Languages)
ITA	Italian (Modern and Classical Languages)
ITS	Instructional Technology (Teacher Education)
JPN	Japanese (Modern and Classical Languages)
LAT	Latin (Modern and Classical Languages)
LAW	Legal Studies
LEO	Leadership, Ethics & Organizational Sustainability
LIN	Linguistics (Modern and Classical Languages)
LRN	Learning Institute
LTT	Literature in Translation (Modern and Classical Languages)
MAT	Mathematics
MCC	Modern and Classical Cultures (Modern and Classical Languages)
MED	Mathematics Education (Mathematics)
MGT	Management
MHC	Managing Human Capital
MKT	Marketing
MPE	Pharmaceutical Marketing (Executive Program)

MTF	Music, Theatre, & Film
ODL	Organization Development & Leadership
PHL	Philosophy
PHY	Physics
PMK	Pharmaceutical Marketing
POL	Political Science
PSE	Public Safety & Environmental Protection
PSY	Psychology
PUR	Purchasing/Acquisitions (Economics)
PWS	Professional Writing and Speaking
REL	Religious Studies (Theology & Religious Studies)
RMI	Risk Management & Insurance (Finance)
RUS	Russian (Modern and Classical Languages)
SNL	Sign Language (Modern and Classical Languages)
SOC	Sociology
SPA	Spanish (Modern and Classical Languages)
SPE	Special Education
THE	Theology (Theology & Religious Studies)

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:

Course Type	Course No.
Freshmen Seminar (New GEP)	150 (satisfies GEP FYS requirement; special topics will be presented in most academic departments offering this course)
Cooperative Education	488, 489 & 490
Internship	490, 491
Special Topics	170, 270, 370 or 470 (can be repeated for credit, topic will vary when offered)
Independent Research	493, 494
Lab Courses	Add an "L" to the end of the number of the course to which the lab corresponds wherever possible (e.g. CHM 101 & 101L)
Capstone (only as	495

required by some)

Transfer Courses without SJU equivalent	196 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)
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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.

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:

1. 500s: Lower-level graduate courses.
2. 600s & 700s: Upper-level graduate courses.
3. 800s: Courses open only to doctoral students.

Curriculum at the graduate level is typically divided along the lines of foundation, core, 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:

Course Type	Course No.
Foundation	500 to 549
Core	550 to 599
Major/Specialization	600 to 785
Special Topics	770
Internship	791 & 792
Thesis/Research	793 & 794

Capstone Lab Courses 795 Add an "L" to the end of the number of the course to which the lab corresponds wherever possible (e.g. BIO 500L)

Transfer Courses without SJU equivalent 796 to 799 (graduate programs have transfer credit limitations; numbers are not used for regular SJU offerings)

"HY" starts with "SL" as above

Service Learning

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

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 master's 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

Section Type	Naming Convention	Example
Undergrad Day Program	starts with "D"	"D01" , "D02" , etc.
Prof. & Liberal Studies	starts with "P"	"P01" , "P02" , etc.
Graduate/Doctoral Programs	starts with "G"	"G01" , "G02" , etc.
Off-Campus Sections	starts with "X"	"XUR" - Ursinus "XEN" - Einstein "XSD" - Southeast Delco N. B - Additional site abbreviations will be made by Registrar personnel as the schedule develops -- the codes will be on our website
Independent Study Sections	starts with "IS"	"IS1" , "IS2" , etc.
Honors	starts with "HN"	"HN1" , "HN2" , etc.
On-Line	starts with "OL"	as above
Hybrid	starts with	as above

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Undergraduate Programs

College of Arts and Sciences

Erivan K. Haub School of Business

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 three undergraduate degrees; the Bachelor of Arts, the Bachelor of Science and the Bachelor of Science in Business Administration. The degree awarded is determined by the student's major field. The ordinary Degree requirements for the 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 Program and the approved requirements for the major field.

From the several hundred courses offered, 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 the web. Quarterly grades, for freshmen are distributed through academic advisors; upperclassmen will be able to access their Quarterly grades through the web. Quarterly grades 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 any reason.

Course Expectation Form (Syllabus)

In the first class meeting of a course, the teacher should distribute a written course expectation form explaining the nature of the course; the course goals, including those pertaining to assessment; the source materials, the sequence of topics or themes, assignments; the frequency and nature of tests (or of alternate modes of evaluation); attendance policy; the university policy on academic honesty; the policy for accommodations for students with disabilities; and other policies of the discipline, unit or institution pertinent to the class.

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. Students normally log onto The Nest to perform all registration transactions, provided they have received the proper PIN 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 dropping 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 meet with her/his academic advisor 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 Associate 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. <http://www.sju.edu/int/resources/srfs/about.html> provides a website for students to locate forms and information on course withdrawals.

Audit

Audited courses appear on the students' grade reports and on the official record with the grade **X**. Students must petition the appropriate Dean to be permitted to take a class on an audit basis. The appropriate Dean may allow a student to change from credit to audit status no later than the withdrawal deadline for the semester, 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. In these cases, the final grade will have no effect on the student's grade point average (GPA). However, credits earned will be awarded if a passing grade is attained. 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 Hawk Central (BL 121) by the conclusion of the add/drop period for that term. Once accepted by Hawk Central personnel, the student accepts responsibility for the course meeting the stated eligibility requirements. Further upon submission of the request, the Pass/No Penalty option cannot be reversed. Questions regarding this option may be directed to Hawk Central@sju.edu.

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 two or four-year colleges and institutions 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. Students on leave of absence from the university may not receive credit for courses taken elsewhere during the leave of absence. Students will not receive credit for courses taken at for-profit institutions.

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 must take a minimum of 20 courses 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 receive 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 Student Financial Services 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 Student Financial Services 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:

Class Standing	Credit Hours Earned
freshman	fewer than 24
sophomore	24 to 53
junior	54 to 83

senior 84 or more

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 Hawkcentral@sju.edu.

Sixth Course

Although the usual load is five courses, students with superior records (normally 3.3 GPA) 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.

Professional and Liberal Studies Courses

Day students wishing to register for Professional and Liberal Studies (PLS) courses must obtain permission from the chair of the department in which the 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 can 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; someday 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. 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 and intersession terms 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 other institutions. Students normally seek permission to register for summer courses at other institutions 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 are not eligible for program acceleration.

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 Professional and Liberal Studies of Saint Joseph's must fulfill the General Education Program and department requirements, either by transfer credit or by courses completed in the day colleges (see *Admissions*).

Residence Requirement

The ordinary residence requirement for a degree at Saint Joseph's University is twenty courses. Except where an approved degree program or an approved plan of acceleration provides otherwise, the last ten courses must be completed at St. Joseph's.

Summer Courses

Degree credit is granted for courses taken in summer sessions through the Professional and Liberal Studies and the Haub Degree Completion Program only when the student has secured in advance written permission from her/his academic advisor. Summer school courses that are a part of the 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 an approved institution.

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 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 Dr. Celina Gray, Director of the CAS Advising Support Center, at cgray@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 is located on the ground floor of Bellarmine Hall. Weekday walk in hours are 3:00-4:30. To set up an appointment please e-mail success@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.

Semesters completed	Minimum GPA
1st semester freshman	1.5
2nd semester freshman	1.6
1st semester sophomore	1.7
2nd semester sophomore	1.8
1st semester junior	1.9
2nd semester junior and beyond	2.0

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 spring semester. Normally, probation decisions by the Board are not subject to appeal.

Academic Probation

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

Ordinarily, the period of probation will extend one semester, during which time the student must show sufficient improvement to raise his/her GPA above the minimum level.

In extraordinary cases, one additional semester of probation may be allowed by the Board on Student Academic Review if the improvement during the first probationary semester indicates that the student will probably reach the necessary level by the end of the second probationary semester. A student may be permitted as many as three semesters of probations, provided that no more than two are consecutive.

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

Academic Dismissal and Suspension

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

Honors at Graduation

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

summa cum laude	3.85
magna cum laude	3.70
cum laude	3.50

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

Dean's List

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

Phi Beta Kappa Society

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

Student members are elected in the second semester of the junior or senior year primarily on the basis of broad cultural

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

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

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

Students who complete their college studies at the end of the summer session or at the end of December, shall be considered for membership during the following spring. Election to membership in Phi Beta Kappa is wholly within the discretion of the local chapter, subject only to the limitations imposed by the Constitution and By-Laws of the Chapter. No right to election shall adhere to any student solely by reason of fulfillment of the minimum grade point average for election to "membership in course," and no reason need be given for non-election.

Beta Gamma Sigma

In the spring of 1907, a group of commerce students at the University of Wisconsin received permission from the faculty to organize a commerce honor society, which they called Beta Gamma Sigma. The purpose of the Society was to encourage and reward scholarship and accomplishment in the field of business studies among commerce students at the University. At about the same time, students at the University of Illinois and the University of California felt the need for such an organization on their campuses and respectively organized Delta Kappa Chi (1910) and The Economics Club (1906). In 1913, having become aware of their coexistence and common purpose, representatives of the three societies met at Madison, Wisconsin, to

consummate a merger which made Beta Gamma Sigma into a national organization.

Action was initiated in 1919 to establish Beta Gamma Sigma as the only scholastic honor society recognized by the American Assembly of Collegiate Schools of Business (AACSB). This organization, which was renamed AACSB International - The Association to Advance Collegiate Schools of Business, includes in its membership collegiate schools of business that meet high standards of eligibility required of accredited member institutions with respect to curricula, teaching staff, teaching loads, library and laboratory facilities. Beta Gamma Sigma amended its constitution in 1921 to restrict the installation of new chapters to collegiate schools of business which are accredited members of AACSB International.

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

Honor Societies

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

Independent Study/Directed Readings, Research/Tutorials

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

Second Major

Qualified students may request permission to pursue a second major for sound academic reason. Such a request requires the approval of the chair of the secondary major department and of the Dean of that college. 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 pre-professional qualification. Specific course requirements for certification or pre-professional 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. 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. The Minor form can be accessed at <http://www.sju.edu/int/resources/hawkcentral>.

Advisory Options

Advisory Options constitute a list of suggested courses which provide an integrated focus, concentrating electives, GEP 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 can be accessed at <http://www.sju.edu/int/resources/hawkcentral>.

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 can be accessed at <http://www.sju.edu/int/resources/hawkcentral>.

Transcripts

Students may obtain transcripts of their grades 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. A fee is charged for transcripts. To order an official copy of your transcript: https://www.studentclearinghouse.org/secure_area/Transcript/to_bridge.asp

Commencement and Diplomas

Students who will complete requirements for a degree in a given semester must apply 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. Diplomas will be mailed to the student's home address approximately six weeks following the graduation dates above. The form is located under student records and payments: <http://www.sju.edu/int/resources/hawkcentral>.

Curricula

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.

The *General Education* component enables students to examine the principal issues and achievements of the major fields of human learning, provides an opportunity to master skills required for more advanced study, and gives them freedom to pursue further studies in areas in which they find an interest, to experiment with previously unexplored areas,

or to enter a chosen field of study. The goals of the GEP are for graduating students to be able to:

- Demonstrate foundational knowledge of Western civilization and its dynamic interactions with other cultures
- Think critically, conduct inquiry, analyze problems qualitatively or quantitatively and formulate creative responses
- Communicate effectively
- Reflect critically on their own beliefs and values as well as those of others and discuss respectfully religious, social, and cultural difference
- Demonstrate an understanding of the relationship of faith and reason from different theoretical perspectives
- Understand and employ a theoretically informed ethical perspective, which provides the foundation for a transforming commitment to social justice, animated by belief in the dignity and freedom of the human person
- Analyze individual, institutional, and societal behavior
- Understand and employ important concepts and methods in mathematics
- Understand the scientific worldview and apply methods of scientific inquiry
- Appreciate beauty and creativity in their various forms

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 the GEP curricula.

General Education Program (GEP)

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 one certified course in each of the following overlay areas: 1) Diversity, Globalization or Non-western Area Studies, 2) Ethics Intensive, and 3) Writing Intensive. Overlay requirements are part of the forty-course requirement.

GEP Signature Courses

The Jesuit Tradition Common Core

PHL 154	Moral 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, provided that the course is not at

the same time being used to satisfy a GEP Variable or Integrative Learning requirement. Faith and Reason 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 (This course must be taken in the first year, either fall or spring semester).

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 refutation 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 or field excursions.

The first year seminar is specially designed for and open only to freshmen, thus all freshmen should take a first year seminar during one of their first or second semesters at SJU. However students who fail to successfully complete a First Year Seminar during one of their first two semesters at SJU will be required to take an additional Philosophy or Theology/Religious Studies course as a replacement for the FYS. This replacement course cannot count for any other major or GEP requirement.

Note: For non-transfer students, these six signature courses must be completed at SJU. Transfer students may use transfer credits to meet Signature Core requirements if course equivalency is approved by the CAS Dean's Office. Transfer students are exempt from the First-Year Seminar requirement.

Variable Courses

Please note students may earn AP credit and/or use transfer credits to meet these requirements. Students must take approved courses in the following areas:

- One Art, Music/Theatre/Film, 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 (1-2 courses at the appropriate level, depending on language placement)
- One Social/Behavioral Science Course
- One Philosophical Anthropology Course (Pre-requisite PHL 154)
- One Religious Difference Course
- Writing Requirement (ENG 101 or AP credit)

Integrative Learning

This component includes three courses determined by a student's primary major department or program. These courses must be College of Arts and Sciences courses outside of the major department. The Integrative Learning component aims to foster integration of the major with general education. The Integrative Learning component requirement is in addition to GEP Signature and Variable requirements.

Electives

Except for students majoring in Education, all students will have no fewer than six free elective courses.

GEP Overlay Courses

Students take one Ethics-Intensive course, one Writing-Intensive course, and one course from any of the following three areas of Diversity, Globalization or Non-Western Studies. Courses may be certified in multiple overlay areas.

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 interact 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 interdependency 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 course do have a geographical component because they concentrate on the language, culture, history, society, economics and politics of one or more region 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.

The Diversity, Globalization, or Non-Western Studies overlay requirement may be satisfied by any approved course outside of the Signature Common Core and Faith and Reason. If so certified, any GEP Variable course, any Integrative Learning course, any First Year Seminar, any Concentration or Major course, or any Free Elective can satisfy this requirement, with the following exception: A course taken for Religious Difference GEP Variable credit may not at the same time count for Diversity, Globalization, or Non-Western Studies overlay credit.

One Ethics Intensive Course

Ethics-intensive courses evaluate 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, vocation, 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. This requirement can be satisfied by any approved course outside of the Signature Core. If so certified, any GEP Variable course, any Integrative Learning course, any Concentration or Major course, or any Free Elective can satisfy this requirement. (pre-requisite PHL 154)

One Writing Intensive Course

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 approved course outside of the Signature Common Core and First Year Seminar. If so certified, any GEP Variable course, any Integrative Learning course, any Faith and Reason course, any Concentration or Major course, or any Free Elective can satisfy this requirement. (pre-requisite: ENG 101)

Special Programs

Center for International Programs

The Center for International Programs (CIP) is strongly committed to internationalization and globalization – on the Saint Joseph's University campus and elsewhere. The office provides information and services to incoming international students and students who wish to study abroad on a short-term or long-term academic program. The CIP also assists with the implementation of new international education initiatives and the support of the University's International Travel Policy.

The CIP is located at 183 Bala Place (across from Lannon Hall) and the office hours are Monday through Friday, 9am to 5pm. Please visit the website for more information: <http://internationalprograms.sju.edu/>.

International Student Services

The CIP is responsible for meeting the needs of international students from the time they apply until they graduate. CIP serves as the primary advising office for non-academic issues for international students. Areas of assistance for international students include:

- Initial issuance of the I-20 form to apply for a student (F-1) visa
- Issuing the DS-2019 form to apply for an exchange visitor (J-1) visa
- Organizing orientation for international students and other cross-cultural activities
- Signing immigration documents for travel in and out of the United States
- Assisting with change of status applications to F-1 status
- Processing practical training, curricular practical training, and other work permission requests
- Helping with social security and driver's license applications
- Assisting international students in acclimating to SJU and Philadelphia

SJU Faculty-Led Study Tours

Each year, in conjunction with SJU faculty, the Center for International Programs offers a series of campus-based classes that have a travel component as one of their requirements. While class takes place on campus during the fall or spring semester, the actual travel portion occurs during the January intercession, spring break, or in the summer months. Each year, course offerings and destinations vary. (Recent study tour destinations included: France & Switzerland, Chile & Brazil, Spain & Italy, Nicaragua, Ireland, Jamaica & Dominican Republic, Cuba, India, and others.) Students earn three credits for participating in these courses. Please note that the running of these programs is contingent on meeting sufficient enrollment requirements. Additional information about SJU study tours can be found on the CIP website: <http://internationalprograms.sju.edu/>.

SJU Summer Study Abroad

A SJU Summer Program is a month-long academic course offered by SJU faculty during the summer. The course is held in one of four locations: China, Greece, Rome or Chile (description of each to follow). Academic learning takes place on-site, with required pre-departure meetings and assignments to help prepare students for the immersion experience. Summer Programs are designed to give students a longer immersion experience to other countries and cultures than Study Tours. Any student who is not on academic or disciplinary probation may apply for a SJU summer study abroad program, provided that s/he has received academic advisor approval and has met course pre-requisites. There is no GPA requirement. CIP recommends that students meet with their academic advisor to make sure that they have met pre-requisites (if applicable) and to talk about GEP or academic program requirements. Please note that the running of these programs is contingent on meeting sufficient enrollment requirements. For application

information, please visit the CIP website: <http://internationalprograms.sju.edu/>.

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

SJU Summer Program in Rome: The SJU Summer Program in Rome program takes place in the heart of Rome with several cultural visits planned in addition to two weekend excursions that typically include Florence/Pompeii and Sorrento/Capri. Students may enroll in one or two of the courses offered and there may be up to four courses offered each summer in a variety of disciplines. In the past, courses have included Italian, Classics, Psychology, Business, and Economics. Students, faculty, and coordinators reside at fully furnished apartments through The American University of Rome (AUR) and classroom space is provided on campus along with access to the AUR computer lab and library. *(Summer only, four weeks, typically in the month of July.)*

SJU Summer Program in China: The SJU Summer Program in China begins with visits to historic sites in Beijing and continues on to Nanjing where students have class and enjoy additional local excursions. Weekend trips typically include Shanghai or Suzhou. The program has, in previous years, continued onto Guilin and Yangshuo before returning to Beijing and the flight home. Students may enroll in one or two classes. Previous courses have included History, Business, Theology, and Decision Sciences. All participants stay in hotels throughout their travels. *(Summer only, four weeks, typically in the month of June.)*

Saint Joseph's University Summer Program in Chile: The SJU Summer Program in Chile takes place in beautiful Santiago and at the Universidad Alberto Hurtado where students take one or two classes as taught by their SJU professor (s). The group stays in nearby fully furnished apartments in a quiet residential neighborhood. In addition to class-related visits, the group typically enjoys visits to cultural sites such as Barrio Bellavista, Isla Negra (Pablo Neruda's house), an excursion to Valparaiso, and more. *(Summer only, four weeks, late May to late June.)*

Non-SJU Summer or Winter Study Abroad

Saint Joseph's University students who wish to earn academic credit through participation in an external (i.e., not facilitated by SJU) winter (J-term) study abroad program must apply through the CIP's online application system by the appropriate deadlines (March 15th for summer study abroad and October 15th for winter study abroad). As part of the application process, students will be required to obtain course approvals and seek the support of their Academic Associate Dean. Before beginning an application, however, we strongly advise students to carefully research program

options. Students can browse through the brochures available in the CIP office, meet with the Study Abroad Advisor, or they can research programs independently. It's important to also note the following policies related to non-SJU winter study abroad:

- Students of all levels (freshmen through seniors) are eligible to apply for approval to participate on a non-SJU winter program.
- Students must have a minimum cumulative GPA of 2.5 in order to be eligible for this type of study abroad. However, students may find that many programs have a higher GPA requirement that they will also need to meet.
- The student is responsible for submitting appropriate application materials and payments directly to the program that he/she decides to apply into, and SJU financial aid will not transfer.
- Credits earned through the non-SJU summer/winter abroad program will be considered transfer credits and the grades earned will not be posted on the SJU transcript.
- Credit will only be granted if the student has earned a grade of C or above.

Semester or Year Abroad

Saint Joseph's University has carefully selected 33 semester abroad program options in countries all around the world, including some programs with a Jesuit connection, programs with an experiential learning component such as an internship or service-learning, and options where SJU students can take classes alongside local students. Students should review all program options on the CIP website and schedule an advising meeting with a CIP staff member before beginning an application. Students are also encouraged to consider a full year of study abroad.

Petitioning for a Non-approved Program: Saint Joseph's University students who wish to attend a university or study abroad program that is not currently affiliated with or approved by SJU and therefore not recognized for academic credit must petition the Center for International Programs through the on-line application system. Please note that this is only an option for students who have specific academic needs that cannot be met on any of the current Saint Joseph's approved programs; petitions for programs that are largely duplicate to, or are in enrollment competition with, existing Saint Joseph's programs, reciprocal university exchanges, or recognized affiliated programs in the same city or country are not normally approved.

As part of the application process, students will be asked to request a recommendation from their Academic Advisor. Therefore, before preparing a petition, the student should consult with their Advisor to discuss their specific interest in study abroad and how the experience will fit into their academic program. This is also a good time to discuss possible course selection and planning. It is also suggested that the student discuss a "backup plan" with their Academic Advisor (and the Study Abroad Advisor) in the event the petition is not approved.

A committee reviews completed petitions and makes a recommendation to the CIP to either approve or reject the

petition on a *first come, first serve* basis. Petitions are judged on the merit of the student's academic objectives in relation to specific study abroad opportunities for which they are seeking approval, and petition students are expected to have superior grades and sound academic preparation.

If the student's petition is approved, Saint Joseph's University will administer their study abroad program in the same way as an approved program.

Eligibility: SJU students are eligible to for semester abroad during the second semester of their sophomore year, all or part of their junior year or their senior year (with permission of the Associate Dean). Students must be in good academic and disciplinary standing with Saint Joseph's University at the time of application and maintain that good standing throughout the process. There is a minimum cumulative GPA of 2.5., though many of our affiliated programs have a higher GPA requirement, some up to a 3.0.

Although CIP can advise students on making an appropriate program selection and assist them through the application process, our approval does not guarantee admission into a particular study abroad program or foreign institution. Students are responsible for understanding and meeting the regulations, requirements and deadlines specific to the program of their choice.

Applying: Students must apply through the on-line application system and receive approval from the Center for International Programs (CIP) in order to study abroad. Application deadlines are typically March 1st for the fall semester and October 1st for the spring semester; however, the CIP may adjust these deadlines (in advance and with notice) if necessary. In the event of a larger than anticipated applicant pool, the Center for International Programs may not be able to approve all study abroad applications. Complete applications from eligible students will be approved on a *first come, first serve* basis. For this reason, early applications are strongly advised. Students who apply by the deadline but are not approved due to space will be placed on a waitlist. In the case of withdraws, priority will then be given to Saint Joseph's University students, students with no prior study abroad experience and students with exceptional, academic circumstances that may prevent them from studying abroad in a future semester. Some examples include (but are not limited to) class standing and major.

All other students not approved for the semester of their choice will be given priority for the following semester. Deferred applications will be approved pending an academic and disciplinary check during the following semester.

Senior Approval: Students who wish to study abroad during the fall or spring semester of their senior year must discuss their plans with their Academic Advisor, notify the Registrar's office, and obtain the approval of the Associate Dean for their College.

Length of Stay: Students can apply for an academic semester (fall or spring) or a full year abroad. Only in special

circumstances (and with prior approval from the CIP, the Vice President/Associate Provost and the student's Academic Associate Dean) will a student be permitted to spend a third semester abroad. Students interested in studying abroad for more than one year should make an appointment with the Study Abroad Advisor prior to any planning and before beginning an application.

Fees and Financial Aid: Saint Joseph's University students who wish to study abroad for a semester and receive credit toward their Saint Joseph's degree will remain registered at SJU and pay SJU full-time, day tuition plus a \$100 Continuing Registration Fee. Students will also be asked to submit a \$300 confirmation deposit, which will be credited towards the student's total SJU tuition/Continuing Registration Fee expenses. Saint Joseph's University will then pay the overseas program for the tuition portion of the program. Students will be responsible for all non-tuition fees associated with the program they will be attending. Please visit the Center for International Programs website to review estimated costs for each of our approved, semester abroad programs.

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

Family Tuition Benefits, FACHEX and Tuition Exchange: Students who are receiving SJU family tuition benefits will be able to use these tuition scholarships toward their study abroad experiences. Family Tuition Benefit is available only for courses taken as part of a bachelors or master's degree program. Travel and expenses (other than tuition) for overseas programs, study abroad or other credit work at locations away from the main campus are not covered by the Family Tuition Benefits program.

Students who are the children of employees at other colleges/universities who are receiving scholarships through FACHEX and the Tuition Exchange Program may use these awards toward any approved study abroad program through Saint Joseph's University. For more information about FACHEX and the Tuition Exchange Program, please contact the Financial Assistance Office at 610-660-1555.

Credit Toward Graduation: Credit will be given towards graduation for all appropriate courses taken on SJU programs or approved programs abroad. Students must, however, get all courses approved following the instructions provided by the CIP. All courses (including credit-bearing internships) must be taken on A-F basis; pass/fail is not an

option. Grades are reported on the Saint Joseph's University transcript and count toward the student's overall GPA. Before study abroad course credits and grades are posted to a student's transcript, they must complete a brief exit interview with a CIP staff member so that the CIP can collect information about the student's experience and their program. The CIP will contact each student to schedule this meeting once we have received the student's transcript. An exit interview cannot be scheduled unless the CIP is in possession of an official study abroad transcript.

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

University Refund Policy: Students who choose to withdraw from the study abroad program must immediately notify the Center for International Programs through the on-line application portal. Only that portion of the student's tuition and fees, which have not been committed on their behalf to the University and/or any third party at the time of cancellation, will be refunded to the student. If the student withdraws from the program *before* paying tuition and fees, the University will bill the student for commitments made on their behalf to the University and/or any third party. The student will be financially responsible for any such costs incurred, per the terms of the Semester Abroad Academic and Disciplinary Waiver in the on-line application.

Fellowships

The Fellowships Office offers guidance and advice to fellowship and scholarship applicants already enrolled in the College of Arts and Sciences, the Erivan K. Haub School of Business, Professional and Liberal Studies and the Haub Degree Completion Program. In the majority of cases, these fellowships and scholarships are given by off-campus granting institutions or foundations, such as the Fulbright Program, the Barry M. Goldwater Excellence in Education Foundation, the Harry S. Truman Scholarship Foundation, or the Rhodes Scholarship Fund. The Fellowships Office works closely with fellowship/scholarship applicants in every step of the application process, from discerning which fellowships/scholarships best suit their needs to discussing and implementing the steps that need to be taken along the way. For more information, contact Brent A. Smith, Director of Fellowship, Office of Research Services 274 Mandeville Hall bsmith@sju.edu.

Health Professions

Admission to Schools of the Health Professions

Students preparing to enter a doctoral level program in the health professions such as medicine or dentistry typically major in one of the natural sciences. It is also possible to major in humanities and social science areas and still fulfill the minimum requirements for all health professional schools, however students need to show proficiency in the

natural sciences to be a strong candidate for admission. The minimum course requirements for most medical, dental, optometry, veterinary, and podiatry schools include one year each of biology, general chemistry, organic chemistry, and general physics, all with labs. Additionally, a semester of coursework in biochemistry, statistics, and calculus is strongly recommended or required by most health professional programs. Although schools establish these minimum science requirements for admission, it is strongly recommended that students take additional advanced level science courses to enhance their background and to show that they can manage advanced science work. Courses that explore the sociological, psychological, philosophical, and ethical aspects of healthcare delivery—the human dimension—are also strongly encouraged.

The twelve-member Health Professions Advisory Committee reviews the credentials of students applying to health professional schools and provides the composite letter of evaluation from the University.

Saint Joseph's also offers linkage programs with Thomas Jefferson University for various allied health programs including Nursing, Physical Therapy, Occupational Therapy, Bioscience Technologies, and Radiologic Sciences. Each of these programs have specific admissions criteria so interested students should contact the Health Professions Advisor for more details. The Health Professions Advisor counsels students on course selection, preparation for the MCAT and other standardized admission exams, and procedures to follow when applying to health professional schools. For more information, contact Mrs. Connie O'Hara, 329 Science Center, (610) 660-1043, ohara@sju.edu.

Service - Learning Program

Integral to the mission of Saint Joseph's University, Service-Learning challenges students to combine traditional academic coursework with community service experiences. The student engaged in Service-Learning works in two classrooms, one here at the University and the other in the inner-city of Philadelphia. Classroom lectures, texts, assignments and critical reflection on social justice issues are enhanced by the service commitment of three hours per week with community partner schools and agencies that relate to course material.

Service-Learning courses are offered in both the College of Arts and Sciences and the Haub School of Business. A unique Freshman Service-Learning Program engages first year students through a two course sequence embedded in General Education courses for an entire academic year. Upperclass students can enroll in semester-long course offerings in their major, minor or general education requirements. A team of staff and student leaders assist the faculty in the recruitment, placement and orientation of students enrolled in Service-Learning courses. Contact the Faith-Justice Institute to find out which classes are being offered each semester. To learn more about the Service Learning Program, please visit www.sju.edu/servicelearning.

The Washington Center Internship Program

Through The Washington Center for Internships and Academic Programs (TWC), Saint Joseph's University offers a unique experiential learning program for students interested in semester-long and summer internships in Washington D.C. TWC is a nonprofit, nonpartisan educational organization that provides integrated academic and work experience aimed at preparing students for careers in private, public, and related professions.

As participants in the program, students spend a semester or a summer in our nation's capital where they gain valuable career experience working as an intern, taking a class specific to their major and professional field of interest, and engaging in a Leadership and Service Forum, all while retaining full-time SJU status. The program is open to all majors and disciplines, runs year-round, provides guaranteed housing in a state-of-the-art facility, and includes training in leadership and professional skill-building.

TWC offers a variety of internships through hundreds of private, public, and non-profit organizations, and students are able to choose from seven different professional tracks that cater to their interest and career aspirations:

- Advocacy, Service & Arts
- Business & Global Trade
- International Affairs
- Law & Criminal Justice
- Media & Communications
- Politics & Public Policy
- Science, Technology & Society

Recent SJU student internship placements include: The State Department, TeachAmerica, Pan American Health Organization Foundation, Center for Security Policy, Department of the Interior, Federal Trade Commission, Peace Corp, Metropolitan Police Department, Amnesty International, and many private law firms, think tanks, lobbying firms, and congressional offices.

To learn more about The Washington Center Internship Program at SJU, contact Dr. Becki Scola, the campus liaison/coordinator, at bscola@sju.edu, or visit <http://www.sju.edu/centers/washington-center>.

College of Arts and Sciences

Arts and Sciences Programs

Dean: *Amanda Thomas, Ph.D.*

Associate Dean, Education: *John Vacca, Ph.D.*

Interim Associate Dean, Humanities Division: *Shawn M. Kraemer, Ph.D.*

Associate Dean, Natural Sciences, Mathematics & Computer Science Division: *Michael P. McCann, Ph.D.*

Associate Dean, Social Sciences Division: *Nancy Ruth Fox, 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.

CAS Advising Support Center

Director: *Celina Gray, Ph.D.*

Assistant Director: *Quanda Garrison*

The CASASC provides additional advising resources and support to students in CAS.

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

Ancient Studies (Modern and Classical Languages), Art, Art Education, Asian Studies, Communication Studies, Economics, English, European Studies (Modern and Classical Languages), French (Modern and Classical Languages), German (Modern and Classical Languages), History, International Relations (Political Science), Italian (Modern and Classical Languages), Italian Studies (Modern and Classical Languages), Linguistics (Modern and Classical Languages), Music, Philosophy, Political Science, Religious Studies (Theology and Religious Studies), Spanish (Modern and Classical Languages), Theatre and Film, and Theology (Theology and Religious Studies).

Bachelor of Science

Actuarial Science (Mathematics), Biology, Autism Behavioral Studies (Health Services), Chemical Biology, Chemistry, Criminal Justice (Sociology), Computer Science, Elementary Education, Special Education, Environmental Science (Biology), Information Technology (Computer Science), Interdisciplinary Health Services (Health Services), Mathematics, Physics, Psychology, and Sociology. Secondary majors (requiring a primary major or double major) include Secondary Education (7-12) and Special Education.

Interdisciplinary Programs

Students may obtain a minor or certificate in the following interdisciplinary programs: Actuarial Science, Aerospace

Studies, Africana Studies, American Studies, Ancient Studies, Animal Studies, Asian Studies, Autism Behavioral Studies, Behavioral Neuroscience Studies, Classics, Criminal Justice, Environmental Science, Environmental and Sustainability Studies, European Studies, Gender Studies, Interdisciplinary Health Care Ethics, International Relations, Latin American Studies, Medieval, Renaissance and Reformation Studies, and Music Industry.

Five Year Combined Bachelors/Masters Programs

The following programs offer the option of a five year combined bachelors/masters degree: B.S./M.S. in Biology; 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: *Lurie*

Committee on Actuarial Science: *Bobo, DeLiberato, Klimberg, Liebman, Regis, Schellhorn*

Program Overview

The Actuarial Science major seeks to build upon the Jesuit tradition of excellence, as embodied in the GEP, 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, analytical skills developed in mathematics and economics courses found in the College of Arts and Sciences must be combined with a strong business background utilizing Finance and Decision & System Sciences courses in the Haub School of Business. The Actuarial Science major is, of necessity, an inter-college and interdisciplinary program. The actuarial profession stresses the 'love of learning' component not only in word, but also in deed. Actuaries continue to learn throughout their careers and take great pride in passing the strenuous exams their profession requires for certification. The combination of liberal arts Jesuit values with analytical problem solving skills will uniquely position our graduates to assume leadership roles in the field of Actuarial Science.

In addition to the benefits afforded by the Jesuit liberal arts tradition at Saint Joseph's, the Actuarial Science major has three goals specific to the actuarial profession: First is to maintain a high level of analytical training while providing the business perspectives and love of learning necessary for success in the actuarial profession. Second is to prepare students to take the first two actuarial exams. Third is to

make certain that students' performance in the three Validation by Educational Experience (VEE) courses is sufficient to receive VEE credit upon completion. Actuarial Science majors will thus be ideally poised to enter the actuarial profession.

Goals and Learning Objectives of the Actuarial Science Program

Goal 1: Students will master the quantitative and analytical skills required to obtain an entry level position in the actuarial science profession.

Objective 1.1: Students will be able to apply and use the fundamentals tools of calculus and the principles of mathematical proofs to solve applied and theoretical mathematical problems.

Objective 1.2: Students will be able to demonstrate mastery of the computational skills used in probability theory as well as the use of discrete and continuous probability distributions to model various applications in the natural sciences, engineering, finance, insurance and the social sciences.

Objective 1.3: Students will be able to demonstrate understanding of concepts of financial mathematics and how these concepts are applied in the calculation of present and accumulated values of cash flows.

Goal 2: Students will have the knowledge to qualify for professional credentials awarded by the Society of Actuaries and the Casualty Actuary Society.

Objective 2.1: Students will be able to demonstrate their knowledge of macro and micro economics, corporate finance and statistical modeling and obtain VEE (validation by experience and education) credit from professional actuarial societies.

Objective 2.2: Students will know the content covered in the first two professional actuarial science examinations.

Goal 3: Students will develop strong communication and interpersonal skills.

Objective 3.1: Students will be able to compile oral presentations and written reports that integrate the best practices of technical writing, business and statistical terminology and critical analysis.

Objective 3.2: Students will be able to actively engage in guest lectures, team projects, campus events and career development workshops.

Goal 4: Students will attain a high level of proficiency in research methodology and computer technology.

Objective 4.1: Students will be able to conduct quantitative research, i.e. select appropriate statistical methodology, use computer software, and make inferences and predictions using data from applications in finance, economics and other disciplines.

Objective 4.2: Students will be able to demonstrate proficiency in the use of computer software such as EXCEL, SPSS and databases. Students will also be able to do basic computer programming.

Requirements for the Actuarial Science Major

GEP Signature Courses (See Curricula): six courses

GEP 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)

GEP Overlays (See Curricula): three courses

GEP Integrative Learning Component: three courses

Economics:

ECN 102 Introductory Economics (Macro)

Mathematics:

MAT 162 Calculus II

Natural Science:

one semester of any lab-based major level natural science course (see GEP Variable Courses above)

GEP: 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: *Lurie*

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

- ECN 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 1) 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: *Lim (Chair)*

Assistant Professors: *Vallera*

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 United States Air Force. In the four-year curriculum, a student takes AER 101 and 201 courses during the freshman and sophomore years, attends a four-week

summer training program, and then takes the AER 301 and 401 in the junior and senior years. In the three-year curriculum, a student completes AER 101 and 201 during the sophomore year, attends a four-week summer training program, and then takes the AER 301 and 401 in the junior and senior years. A student is under no contractual obligation to the Air Force until completing the summer training program or accepting an Air Force scholarship. The subject matter of the freshman and sophomore years is developed from a historical perspective and focuses on the scope, structure, and history of military power with the emphasis on the development of air power and its relationship to current events. During the junior and senior years the curriculum concentrates on the concepts and practices of leadership and management, and the role of national security forces in contemporary American society.

In addition to the academic portion of the curricula, each student participates in a two-hour Leadership Laboratory (AER 200) each week. During this period, the day-to-day skills and working environment of the Air Force are discussed and explained. 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 \$250 to \$400, 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	Air Force Leadership Studies
AER 401	National Security Affairs and Preparation for Active Duty
ENG	Composition-oriented course
	Upper Level Non-Native Language course
	Specific English and Non-Native Language courses must receive approval by the Professor of Aerospace Studies to qualify.

Aerospace Studies Courses

AER 101 The Foundation of the United States Air Force (2 credits)

A survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, group leadership problems, and an introduction to communication skills. Leadership Laboratory (AER 200) is mandatory for Air Force ROTC cadets, and it complements this course by providing cadets with followership experiences.

AER 201 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 200) 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 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. Leadership Laboratory (AER 200) is mandatory for Air Force ROTC cadets, and it complements this course by providing advanced leadership experiences, giving students the opportunity to apply leadership and management principles. Prerequisite: Successful completion of Air Force ROTC Field Training

AER 401 National Security Affairs and Preparation for Active Duty (6 credits)

This course examines the national security process, regional studies, advanced leadership ethics, Air Force doctrine. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. Leadership Laboratory (AER 200) is mandatory for Air Force ROTC cadets, and it complements this course by providing advanced leadership experiences, giving students the opportunity to apply the leadership and management principles.

Prerequisite: Successful completion of Air Force ROTC Field Training

Africana Studies

Director: Lockridge

Advisory Board: Burkhalter (MKT), Daniel (FRE), Green (ENG), Smith (MKT), Wills (PHL) Yates (HIS)

The Africana Studies program currently includes courses offered by the departments of Economics, English, French, History, Foreign Languages and Literatures, Music, Theatre and Film, Philosophy, Political Science and Religious Studies. Courses taken to satisfy requirements of this program may also serve to satisfy GEP or major requirements, including Integrative Learning courses where appropriate. Participants choose a minimum of six courses from those listed below (both course numbers and course titles must match the ones listed below) with no more than three from any one department. Substitutions may be approved upon written

application to the director. Students who successfully complete the program requirements earn a Minor in Africana Studies.

ECN 460	African Economies
ENG 150	Protest & Civil Action: The Civil Rights Movement
ENG 150	Black Popular Culture
ENG 205	Contemporary African American Literature
ENG 317	Literature of South Africa
ENG 320	The Harlem Renaissance
ENG 328	African American Literature
ENG 329	Black Women Writers
ENG 429	Reading and Writing Civil Rights Movement
ENG 482	Passing Narratives in Black Literature
ENG 620	Caribbean Literature in English
FRE 461	The Franco-Afro-Caribbean Story
HIS 211	Historical Introduction to Pre-Modern Africa
HIS 343	African Ethnicities
HIS 379	African American History since the Civil War
HIS 384	The Civil Rights Movement in America
HIS 477	Seminar in African History
HIS 484	Directed Readings in African History
LTT 361	French-Caribbean Literature
MTF 294	Non-Western World Cinemas: Sub-Saharan Africa
PHL 150	Race and Racism
PHL 276	Philosophy of Cornel West
PHL 278	Philosophy of Martin Luther King
PHL 302	Philosophy of Race
PHL 304	African Philosophies
POL 337	Contemporary Cuban Politics and Society (Study Tour)
POL 320	POL 320: Civil Rights (Honors)
POL 324	Race and Ethnic Politics in the US
POL 335	South Africa and the Politics of Transition
REL 271	African and Caribbean Religions
REL 327	Religion and Race in Philadelphia
SOC 205	Ethnic and Minority Relations
SOC 210	Sociology of African-American Catholicism
SOC 253	Race and Social Justice
SOC 355	Race, Crime and Criminal Justice
SOC 334	The African-American Experience
SOC 355	Race, Crime and Criminal Justice
SOC 363	Philadelphia: In Black and White

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 380 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 368 American Environmental History
- HIS 387 Popular Culture in the United States
- HIS 2811 Colloquium in American History
- HIS 471 Seminar in American History

English Group:

- ENG 2701 American Colonial and Federal Literature
- ENG 2711 American Romantic and Transcendental Literature
- ENG 2721 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 2821 Southern Literature
- ENG 2831 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
- HON 1273-1283 America: Myths, Images, Realities
- HON 1633 Philadelphia: In Black and White

- PHL 2671 Philosophy of Cornel West
- PHL 2691 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 2231 Practical Politics
- POL 327 Environmental Politics in America
- POL 319 Political Parties, Pressure Groups and Voting Behavior
- POL 318 Philadelphia Politics
- POL 356 U.S. Foreign Policy
- POL 363 The Viet Nam Wars
- THE 2381 American Religious Thought
- THE 353 American Catholicism
- THE 2601 Religious Vision in Film and Fiction

Additional courses in each group, as approved by the director and the Committee on American Studies, may become available each year. Selected Honors courses are also eligible for American Studies credit. Consult the Director regarding such credit.

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

Ancient Studies

Director: *Nikoloutsos*

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

Program Overview

The Ancient Studies Program aims to be a model for visionary, interdisciplinary thinking, offering courses that serve the needs of multiple academic departments as well as the General Education Program. The program graduates majors with a concentration in either Ancient Cultures or Classics. 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, or elementary education.

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.

The 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).

Learning Goals and Objectives for the Ancient Studies Major

In an increasingly interdependent world community, the mission of the Italian program is to help students become articulate, knowledgeable and culturally aware, in accordance with the values and traditions of Saint Joseph's University and the Society of Jesus. We 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 and critical learning
- Emphasizing a learner-centered pedagogy and care for the individual

Major 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 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. It 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 any ancient language may count among the ten courses. Courses at the introductory level (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 their first ancient language.

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

- CLA 320 Golden Age of Rome
 HIS 316 The Grandeur That Was Rome: 709 BCE-476 CE
 HIS 317 The Rise of the West 400-1000

Language

- GRK 101- Beginning Ancient Greek
 102
 GRK 201- Intermediate Ancient Greek
 202
 LAT 101- Beginning Latin
 102
 LAT 201- Intermediate Latin
 202
 LAT 301 Oratory
 LAT 302 Republican Prose
 LAT 303 Historiography
 LAT 304 Drama
 LAT 305 Lyric Poetry
 LAT 306 Roman Elegy
 LAT 401 Silver Age Latin
 LAT 402 Golden Age Latin
 LAT 403 Epic Poetry
 LAT 404 Horace
 LAT 410 Research Materials and Methods
 LAT 411 Advanced Latin Grammar

Literature in Translation

- CLA 201 Classical Mythology
 CLA 202 Classical Epic: Gods and Heroes in Homer and Virgil
 CLA 203 Classical Tragedy
 CLA 204 Ancient Comedy
 CLA 206 Sports in the Ancient World
 CLA 306 Ancient Medicine in Context
 CLA 307 Ancient Greece and Rome in Film
 CLA 320 Golden Age of Rome
 CLA 321 Sexuality and Gender in the Ancient World
 CLA 493- Independent Research in Classics
 494

Philosophy

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

Religion

- REL 211 Hebrew Bible
 REL 212 Israelite Religion
 REL 221 Introduction to the New Testament
 REL 251 Religions of Ancient India
 REL 321 Religion and Law in the Ancient Near East
 REL 322 Myth and History in the Hebrew Bible
 REL 323 The Psalms
 REL 325 Synoptic Gospels
 REL 326 Letters of Paul
 REL 331 Topics in Ancient Judaism
 REL 332 Past and Present in Israel/Palestine: Digging at Tel Dor

REL 335 Christian Origins
 REL 381 Apocalypticism in the Ancient World
 REL 382 Women and Religion in the Ancient World
 REL 383 Ancient Greek Religions

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 Digging at 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 Courses in the GEP (See Curricula)

The non-native language portion of the GEP Variable Course Requirement may be satisfied by testing (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, 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).

Any of the following courses will satisfy the Art/Literature portion of the GEP:

CLA 201 Classical Mythology
 CLA 202 Classical Epic: Gods and Heroes in Homer and Virgil
 CLA 203 Classical Tragedy
 CLA 204 Ancient Comedy
 CLA 206 Sports in the Ancient World
 CLA 301 The Art and Archaeology of Greece
 CLA 302 The Art and Archaeology of Italy
 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 307 Ancient Greece and Rome in Film
 CLA 320 Golden Age of Rome
 CLA 321 Sexuality & Gender in the Ancient World
 CLA 493-494 Independent Research in Classics
 LAT 301 Oratory
 LAT 302 Republican Prose
 LAT 303 Historiography
 LAT 304 Drama
 LAT 305 Lyric Poetry
 LAT 306 Roman Elegy
 LAT 401 Silver Age Latin
 LAT 402 Golden Age Latin

LAT 403 Epic Poetry
 LAT 404 Horace

The following courses may satisfy the Religious Difference GEP category

REL 211 Hebrew Bible
 REL 212 Israelite Religion
 REL 251 Religions of Ancient India
 REL 321 Religion and Law in the Ancient Near East
 REL 322 Myth and History in the Hebrew Bible
 REL 331 Topics in Ancient Judaism
 REL 332 Past and Present in Israel/Palestine: Digging at Tel Dor
 REL 382 Women and Religion in the Ancient World
 REL 383 Ancient Greek Religions

Classics Concentration of the Ancient Studies Major

Program Director: *Marsilio*

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, THE).

Learning Goals and Objectives for the Classics Concentration of the Ancient Studies Major.

Learning Goals and Objectives for the Classics Concentration

After completing the Classics Concentration:

Goal 1: Students will gain proficiency in reading Latin or ancient Greek.

Objective 1.1: Students can demonstrate mastery of Latin or ancient Greek vocabulary, morphology, grammar, and syntax.

Objective 1.2: Students can produce an accurate English translation of a grammatically and syntactically complex Latin or ancient Greek text.

Objective 1.3: Students can apply metrical rules to reading aloud Latin or ancient Greek poetry.

Goal 2: Students will develop philological skills and engage in critical analysis of ancient Greek and/or Latin literature.

Objective 2.1: Students can comment meaningfully on the ideas of a Latin or ancient Greek text.

Objective 2.2: Students can examine an ancient text within its social, historical, economic, political, religious, philosophical, or legal context.

Objective 2.3: Students can identify basic themes, ideologies, and/or stylistic features of major literary genres.

Goal 3: Students will deploy evidence from material culture.

Objective 3.1: Students can incorporate material from classical art and architecture into the interpretation of ancient textual sources.

Objective 3.2: Students can recognize and translate basic ancient Greek and/or Latin terms in epigraphic and numismatic material.

Goal 4: Students will explore the interdisciplinary nature of Classics.

Objective 4.1: Students can make connections between Classics and other academic disciplines devoted (partly or wholly) to the study of the ancient world, such as history, archaeology, philosophy, and theology.

Objective 4.2: Students can demonstrate awareness of the importance of the classical world for more recently developed disciplines, such as psychology, gender studies, and film studies.

Goal 5: Students will investigate the impact of classical antiquity on modern languages and culture.

Objective 5.1: Students can explain the significance of Latin for English and the Romance languages.

Objective 5.2: Students can discuss how classical antiquity has shaped western thought and culture, in particular literature, art, architecture, theater, cinema, law, politics, and social structures.

Goal 6: Students will generate written and/or oral work by using standard research methods.

Objective 6.1: Students can produce cogent, well-organized, and thoroughly researched presentations (written and/or oral) by investigating primary and secondary sources.

Objective 6.2: Students can formulate meaningful and original interpretations about ancient texts and Greco-Roman culture.

Ancient Cultures Concentration of the Ancient Studies Major

Program Director: *Nikoloutsos*

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

After completing the Ancient Cultures Concentration

Goal 1: Students will develop a critical understanding of the literary production of the ancient Mediterranean.

Objective 1.1: Students can analyze primary textual sources (all in translation) in their literary, social, historical, political, economic, philosophical, religious, or legal context.

Objective 1.2: Students can identify gaps or conflicting information in textual sources.

Objective 1.3: Students can specify methods and approaches needed to analyze fragmentary or inconclusive information preserved in ancient texts.

Goal 2: Students will incorporate material evidence into their study of ancient Mediterranean cultures.

Objective 2.1: Students can demonstrate the significance of art and architecture for understanding an ancient society.

Objective 2.2: Students can apply evidence from material culture to illuminate their analysis of textual sources.

Objective 2.3: Students can recognize and describe specific motifs or techniques in ancient art or architecture.

Goal 3: Students will gain a critical awareness of the interconnectedness of ancient Mediterranean cultures.

Objective 3.1: Students can assess differences and commonalities (cultural, historical, artistic, literary, religious, etc.) across geographical and linguistic boundaries.

Objective 3.2: Students can identify and analyze influences of one ancient culture upon another.

Objective 3.3: Students can apply scholarly methods of analysis of one ancient culture to another.

Goal 4: Students will investigate the influence of Mediterranean antiquity upon modern culture.

Objective 4.1: Students can explain how ancient Mediterranean cultures have shaped western culture, in particular spheres such as literature, art, architecture, law, politics, philosophy, and religion.

Objective 4.2: Students can discuss the use and abuse of evidence about ancient Mediterranean cultures in later times.

Goal 5: Students will generate written and/or oral work by deploying standard research tools.

Objective 5.1: Students can formulate meaningful interpretations of the literature and/or material culture of Mediterranean antiquity.

Objective 5.2: Students can assess ways in which perceptions about the ancient Mediterranean world have been shaped by contemporary social and political contexts and concerns.

Objective 5.3: Students can apply broad theoretical frameworks that help to integrate the study of ancient cultures into research in other relevant fields.

Goal 6: Students will achieve intermediate proficiency in one ancient language.

Objective 6.1: Students can demonstrate mastery of basic Greek or Latin vocabulary, morphology, grammar, and syntax.

Objective 6.2: Students can produce an English translation of a Greek or Latin text that illustrates their knowledge of basic vocabulary, grammar, and syntax.

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. Majors in Classics who intend to pursue teacher certification will earn a double major in their primary subject area and in Secondary Education.

Below is the recommended program for students who will be eligible for a PA Level I teaching certificate in Secondary Education.

EDU 150/150F	Schools in Society (GEP Fr Year Seminar)
EDU 157/157F	Adolescent Development
EDU 246/246F	Literacy, Language and Culture
EDU 247/247F	Literacy in the Content Areas
SPE 160/160F	Introduction to Special Education
SPE 203/203F	Teaching Adolescents in an Inclusive Environment
SPE 310/310F	Assessment: Identification & Progress Monitoring (Secondary)

EDU 414/414F Instructional Techniques for Foreign Language

Note: English and foreign language majors are required to take one linguistics course: LIN 101, LIN 317, or EDU 420.

2. Recommended for other Students in the Classics concentration: Any three courses in ART, CSC, HIS, LIN, MAT, PHL, REL/THE, 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.

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-	Intermediate Latin
202	
LAT 301	Oratory
LAT 302	Republican Prose
LAT 303	Historiography
LAT 304	Drama
LAT 305	Lyric Poetry
LAT 306	Roman Elegy
LAT 401	Silver Age Latin
LAT 402	Golden Age Latin
LAT 403	Epic Poetry
LAT 404	Horace
LAT 410	Research Materials and Methods
LAT 411	Advanced Latin Grammar
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-	Beginning Ancient Greek
102	
GRK 201-	Intermediate Ancient Greek
202	

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 203	Classical Tragedy
CLA 204	Ancient Comedy
CLA 206	Sports in the Ancient World
CLA 301	The Art and Archaeology of Greece
CLA 305	Cleopatra Through Ancient and Modern Eyes
CLA 306	Ancient Medicine in Context
CLA 307	Ancient Greece and Rome in Film
CLA 320	Golden Age of Rome
CLA 321	Sexuality & Gender in the Ancient World
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 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 300 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 REL 332: Digging at 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 Caelio*. 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 Caelius within the complex political and social systems of late Republican Rome. Fulfills the Art/Literature requirement of the 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 Civili*. 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 conspiracy 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 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 I*. 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 importance of moral values as a factor in history. Evaluation will be made of Livy's designation as an "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 GEP.

LAT 304 Drama (3 credits)

The class will engage in daily translation, discussion, literary and metrical analysis of Plautus' *Menaechmi*. 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 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 Caelio*, 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 GEP.

LAT 306 Roman Elegy (3 credits)

This course in Roman elegy focuses on the erotic poetry of the neoteric poet Catullus, and the elegies of the Augustan poets Propertius, Tibullus, Sulpicia, and Ovid. The course places emphasis upon both text (grammar, translation, and meter) and context. Fulfills the Art/Literature requirement of the 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 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 principles of Latin poetry. Fulfills the Art/Literature requirement of the 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 pageant 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 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 Lucilius, 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. Fulfills the Art/Literature requirement of the GEP.

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.

LAT 411 Advanced Latin Grammar (3 credits)

This course will provide a detailed review of Latin vocabulary, morphology, grammar, and syntax, analyzed on both theoretical and applied levels. Lexical, grammatical, and syntactic topics related to the Latin language that are usually problematic for advanced level learners of Latin will be discussed and explored. This course is designed to help students deepen and improve their knowledge about and understanding of the complexities of Latin grammar and syntax. This course will benefit majors in Latin who are considering teaching and research careers in Latin and Classical studies. Emphasis will be placed on the role of proficiency in Latin vocabulary, morphology, grammar, and

syntax in language teacher education. Translation and composition in Latin poetry and prose will highlight complex grammatical principles and structures and will sharpen students' awareness of the complexities of Latin language and literature.

Greek Courses

GRK 101-102 Beginning Ancient Greek (8 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, Solon, 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 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, Mycenaean 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 GEP.

CLA 203 Classical Tragedy (3 credits)

This course features reading in English of several original tragedies of Aeschylus, Sophocles, and Euripides. Students

discuss the nature and character of the gods in these plays as well as the interactions and relationships between human and divine characters. The class also evaluates the often expressed idea that the texts of Greek tragedy and comedy reflect an Athenian society in crisis. The class will explore how various forms of upheaval in politics, education, religion, and domestic life are reflected in Athenian drama, and also how the Athenian playwrights may be commenting on these issues. Another significant topic of examination is the tendency of Athenian tragedy to feature characters that rebel against or subvert traditional Athenian gender roles. We discuss in each case what these reversals reveal about the characters and what consequences arise from these reversals. In order to assist students in visualizing the dramas, the instructor will show images from ancient Greek theatres at Athens and Epidauros and scenes from the famous National Theatre of Great Britain production of Aeschylus' *Orestia* (directed by Peter Hall, with actors performing in masks) and the equally famous Kennedy Center production of Euripides' *Medea*. Fulfills the Art/Literature requirement of the GEP.

CLA 204 Ancient Comedy (3 credits)

This course features reading in English of several original comedies of Aristophanes and Plautus. The class explores the "Old Comedy" of Aristophanes with its topical satire and also evaluates the often expressed idea that the texts of Greek tragedy and comedy reflect an Athenian society in crisis. The class will consider how various forms of upheaval in politics, education, religion, and domestic life are reflected in Athenian drama, and also how Aristophanes may be commenting on these issues. We will then study the development of comedy at Rome and its debt to Greek "New Comedy," its staging and performance, and its conventional themes and stock characters. Fulfills the Art/Literature requirement of the GEP.

CLA 206 Sports in the Ancient World (3 credits)

The purpose of the course is to explore the genesis and significance of athletics in ancient Greece and Rome with an emphasis on its socio-historical context. It will also examine how the parameters of participation and competition in ancient sports inform modern day athletic practices. The course will rely on primary literary sources, archaeology, and secondary scholarship in order to reconstruct the customs and beliefs pertaining to ancient athletics. Topics to be discussed during the semester include: the history of the ancient Olympics; other major athletic events organized in Greece (Pythian, Isthmian, and Nemean); the relationship between religion and sports in antiquity; ancient perceptions of gender and sports; pederasty and the context of the gymnasium; women in ancient athletics; Athenian vs. Spartan athletics; professional and amateur athletes; Greek athletics under the Romans; Roman spectacles; athletics and politics in the ancient world; and the role of ancient athletics in the history of the modern Olympic games. Fulfills the Art/Literature requirement of the GEP.

CLA 301 The Art and Archaeology of Greece (3 credits)

This course examines the material culture 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-

1100 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 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 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 1121 Art and Archaeology of Italy. Fulfills the Art/Literature requirement of the GEP.

CLA 304 Etruscan Art & Archaeology (3 credits)

At one time the masters of the Italian archipelago, the Etruscans have suffered at the pens of historians both ancient and modern; in redressing the record, archaeology has opened as many problems as it has solved. The Etruscans' non-Indo-European language, wealth and technology set them apart from their Italic and Greek neighbors; though Romans adopted Etruscan religious doctrine and material culture, they ultimately conquered and eliminated this unique culture. This course examines the ancient written sources and the latest archaeological discoveries, from painted tombs and bronze armor to DNA, to identify the character of Etruscan civilization from 1000 BC to the days of Augustus, as well as its modern heritage. "Hands-on" visits to the world-class Etruscan collection in the University of Pennsylvania Museum will supplement illustrated lectures. Fulfills the Art/Literature requirement of the 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 Ptolemies, Caesar and Marc Antony, the Battle of Actium and its aftermath, the consolidation of power by Octavian/Augustus. We will also analyze the evidence of ancient art and architecture, inscriptions, and archaeological contexts, including the background of Egyptian culture, the

phenomenon of Alexander and the creation of the Hellenistic kingdoms. Fulfills the Art/Literature requirement of the 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 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. Fulfills the Art/Literature requirement of the GEP. Also satisfies GEP Writing Intensive.

CLA 320 The Golden Age of Rome (3 credits)

An interdisciplinary approach to the most interesting and important period of Roman history: the beginning of the Principate under Emperor Augustus. This course will include a thorough study of the history, major literature and art/architecture of the period. Fulfills the Art/Literature requirement of the 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. Fulfills the Art/Literature requirement of the GEP. Also satisfies Gender Studies requirement and GEP Diversity requirement.

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 GEP.

Animal Studies Minor

Director: *Anderson (Psychology)*

Animal Studies Advisory Board: *Becker (Psychology), Fingerut (Biology), Goldthwaite (English), McDonald (Philosophy)*

Program Overview

Animal Studies is an interdisciplinary field that aims not only to investigate animals themselves, but also the relationship between human and non-human animals. Animal Studies brings together scholarship from the social and natural sciences, as well as the humanities. The Animal Studies minor exposes students to courses focusing on human and animal relations and interactions, animal biology/physiology, animal behavior and cognition, and the role played by non-human animals in the larger world around them. The selection of courses is designed to yield a greater knowledge of and appreciation for animals and our relationship with them.

Goals and Objectives of the Animal Studies Minor

1. Students will develop a greater understanding of human-animal interactions and relationships
2. Students will develop a greater understanding of animal biology/physiology, behavior and cognition
3. Students will develop a greater understanding of the role played by non-human animals in the larger world around them
4. Students will be exposed to ethical issues surrounding human-animal relationships

The Minor

All students seeking to minor in Animal Studies will take the following courses:

1. PSY 208 Human-Animal Relations (PSY 100 or PSY 101 is prerequisite)
2. An understanding of how human and non-human animals relate and interact requires understanding form and function of the organisms, so all students seeking to minor in Animal Studies will complete one of the following courses: BIO 260 Anatomy and Physiology (BIO 101 or BIO 165 are prerequisites), or BIO 406 Comparative Anatomy, or BIO 417 Systemic Physiology (These courses all have prerequisites).
3. A background in animal behavior and its underpinnings is helpful when considering the interactions and relationships between human and non-human animals. All students seeking to minor in Animal Studies must take one of the following courses: BIO 401 Animal Behavior, or PSY 201 Biological Bases of Behavior, or PSY 225 Comparative Animal Behavior (These courses all have prerequisites).
4. Students will take three additional elective courses to complete the Animal Studies minor (Note: many of these

have pre-requisites and/or co-requisites); at least one of these courses must be from a department other than Psychology or Biology. Students may choose from among the following, which are included in order to provide additional knowledge of human and non-human animal relations and interactions, animal biology/physiology, animal behavior and cognition, and the role of non-human animals in the larger world around them:

---	---	Independent Study*
---	---	Independent Research*
---	---	Internship*
BIO 261		Anatomy and Physiology II
BIO 407		Developmental Biology
BIO 409		Ecology
BIO 419		Invertebrate Zoology
BIO 423		Evolution
CLA 201		Classical Mythology
ENG 150		Nature in America**
ENG 426		Nature Writing in America
ENG 452		Writing and Reading Animals
ENV 105		The Environment
ENV 106		Exploring the Earth
HIS 386		American Environmental History
PHL 282		People, Animals, and Ethics
PHL 316		Food and Justice
PHL 328		Philosophy and Evolution: Consciousness and the Human-Animal Connection
POL 327		Environmental Politics in America
PSY 201		Biological Bases of Behavior***
PSY 221		Animal Learning and Memory

* With permission of the Animal Studies Director, students can count one semester of an appropriate independent study, research, or internship toward the minor (in category 4).

** This course is a freshman seminar

*** PSY 201 may be used as an elective or to satisfy requirement 3 above, but it may not be used in both categories.

At least half (three) of the courses counting toward the minor must come from outside the student's major department.

Art

Professor: *McNally, S.J. (Chair)*

Associate Professors: *Fenton, Klein, Weeks*

Assistant Professors: *Cope, Hage, Smith*

Gallery Curator: *Jeanne Bracy*

Program Overview

The Art Department fosters an appreciation of the transformative nature of art both personally and culturally, through practice, study, and research in a variety of disciplines. Studio and lecture courses in the visual arts and art history integrate intellectually informed, hands-on

instruction with elements of creative freedom, independent thought, and critical insight.

We encourage individuality and ingenuity in every student and equip students with the knowledge and skills necessary to flourish in the arts beyond the undergraduate experience through strong faculty mentorship in both traditional and contemporary methods, a broad based curriculum, and the rigor of concentration in a specific discipline.

Department Mission:

Through our curriculum and programs in the visual arts -- drawing, painting, traditional photography, digital photography, sculpture, ceramics, mosaics, pottery and art history -- we pursue 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. We offer three different types of courses.

1. creative, hands-on courses such as Introduction to Studio Art, Sculpture, Traditional Photography, Digital Photography, Ceramics, Mosaics, Pottery);
2. history courses such as Impressionism and Post Impressionism, Contemporary Art, The Experience of Architecture, etc.;
3. and two service learning courses. One is the required Art Education in the Schools, for Art Ed majors.

While the learning methods and emphases of these three types of courses differ, they each address our primary objectives.

Art Department Environment:

The Art Department is the home of the University Gallery in Merion Hall, and the Boland Hall Gallery. The University Gallery mounts six professional exhibitions and one student exhibition each year. The Fall student exhibit showcases the work of a recent graduate; the year end exhibit in Merion Hall is the seniors capstone experience, showcasing the work of graduating studio art majors. The Boland Hall Gallery exhibits student works from the different concentrations, curated by the faculty in those disciplines on an ongoing basis. The final exhibit in the Boland Hall Gallery is the junior majors invitational exhibit.

The Art Major

The Art Major is designed to provide a concentration in the visual arts, 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 curating, graphic design and web design, pottery, interior design and architecture. But the major is not directed towards the development of job skills in any one area. 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.

Learning Goals and Objectives

Goal 1: To develop a visual awareness through analysis and creative work.

Students will be able to :

Objective 1.1: Distinguish the components of a work of art, and

Objective 1.2: Discuss the context of a work of art.

Goal 2: To manifest their visual awareness in their own work.

Students will be able to:

Objective 2.1: Produce a body of creative visual works, and/or

Objective 2.2: Write critical analysis of visual works of art.

Summative Assessment:

During their final two semesters our Art majors create a final portfolio of visual artwork or an in-depth work of critical scholarship. This is the culminating expression of their years of pushing their own personal boundaries so that they might know themselves as artists or historians seeking excellence.

Visual arts majors present their portfolio as a public exhibition in the Senior Show at the University Gallery in Merion Hall. They will have had the opportunity to show in a juried Junior Show in the Boland Hall Gallery.

Art History majors deliver their research at a public Senior Art History Thesis Presentation.

For each major there are three faculty mentors and the professor of record, who provide critical perspectives on the progress of their year-long project. The culminating senior project provides an accurate reflection of the degree of success achieved by each major. It provides the basis for the next stage in their creative and scholarly careers.

Requirements for the Art 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

COM 200 Communications Theory and Practice

COM 201 Ethics in Communication

ENG 483 Seminar in Narrative Form

ENG 344 Screenwriting

ENG 241 Creative Writing: Introductory Workshop

ENG 332 Playwriting

ENG 333	Reading, Writing & Adapting for Theatre: Dramaturgy
FRE 462	Contemporary Francophone Cinema
GRM 320	Contemporary German Cinema
HIS 367	Postwar America, 1945 to the Present
HIS 369	American Ideas
HIS 386	American Environmental History
HIS 387	Popular Culture in the United States
ITA 402	L'italiano al cinema II
ITA 430	Images of Rome in Literature and Film
JPN 330	Japanese Film and Culture
LAT 304	Drama
MAT 231	The Mathematics of Music
POL 326	Political Sociology: The Mass Media in American Politics
PSY 220	Sensation and Perception
SPA 449	Spanish Literature and Film
THE 150	Religious Vision in Film and Fiction

Major Concentration: ten courses

Four fundamental courses chosen from

ART 101, 102	Introduction to Art History I and II
ART 104	The Experience of Architecture
ART 121	Introduction to Studio Art
ART 133	Drawing I
ART 135	Painting I
ART 141	3-D Studio Art
ART 144	Ceramics I
ART 172	Traditional Photography I
ART 173	Digital Photography I

Four additional courses within a specialization, three of which must be taken prior to the capstone courses

One might "specialize" in Art History or Studio (ceramics, drawing, painting, photography, sculpture)

Plus our capstone courses:

ART 495	Senior Project I
ART 496	Senior Project II

Art as a Second Major

Students wishing a double major including Art must complete the requirements for the major with the exception of the Senior Project. However, they may take the Senior Project courses with departmental approval.

Art Education Major

The following Education courses are required for students pursuing K-12 Art Education certification:

EDU 150/150F	Schools in Society (GEP Fr Year Seminar)
EDU 151/151F	Development, Cognition and Learning/EDU 153 Field Exp (GEP)
EDU 232/232F	Reading Literature I
EDU 246/246F	Literacy, Language and Culture
EDU 422/422F	Teaching Tech. and History of Art Education
SPE 160/160F	Introduction to Special Education
SPE 200/200F	Teaching in an Inclusive Environment
SPE 379	Family, School & Community in a Diverse Society
EDU 497	Student Teaching 7-12 (equivalent to four courses, 12 credits)

The Art Education major must also take ten courses within the Art Department:

ART 101	History of Art I, or the equivalent*
ART 102	History of Art II, or the equivalent*
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 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" 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).

Art Minor

Students wishing a minor in Art must contact the chair to declare their intention. The minimum requirement for the minor is the completion of six courses in Art (18 credits) and departmental approval. The department offers advising assistance to all declared art minors.

Art History Minor

Students wishing a minor in Art History must contact the chair to declare their intention. The minimum requirement for the minor is the completion of six courses in Art History (18 credits) and departmental approval. The department offers advising assistance to all declared art minors.

Art 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 pre-requisite. *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 Art 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

All Art History courses are open to all majors with no prerequisites. Students need not take 100-level courses before 200-level courses. All courses fulfill the Art/Lit requirement.

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 History of Art Survey I: Cave Paintings to Gothic Art (3 credits) **ART 102 History of Art Survey II: Renaissance to Today (3 credits)**

A survey of the visual arts from Pre-Historic times to the Renaissance (101), and from the Renaissance to the present (102). 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 many 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. Fulfills Art/Lit requirement.

ART 102 History of Art Survey II: Renaissance to Today (3 credits)

A survey of the visual arts from Pre-Historic times to the Renaissance (101), and from the Renaissance to the present (102). 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 many 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. Fulfills Art/Lit requirement

ART 103 Global Perspectives in Art and Architecture (3 credits)

This course moves beyond North America and Europe to offer a global view of the visual arts. From the Great Pyramids and the Taj Mahal to Ukiyo-e woodcuts, Frida Kahlo's paintings, and the myriad works by African artists today, such 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 found in Africa, Asia, and Central and South America. It will take advantage of the many rich collections of art and architecture in the Philadelphia area by visiting these institutions and analyzing works firsthand.
No prerequisites. Fulfills Art/Lit requirement.

Fulfills GEP Diversity, Globalization, or Non-Western Area Studies overlay requirement

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. Fulfills Art/Lit requirement and Writing Intensive overlay

ART 105 Arts of East Asia (3 credits)

This course introduces students to East Asian art and architecture and to East Asian history and culture in general. Lectures and discussions will address major movements in the visual culture of East Asia, including architecture, painting

and sculpture. Readings will cover both art historical works and primary source material in translation. Themes will include religious art, particularly the introduction of Buddhism to East Asia from India, cultural interchange within East Asia, and the collection and display of East Asian art in America. Students will be given the opportunity to see relevant works of art in collections in the Philadelphia region.

No prerequisites. Fulfills Art/Lit requirement.

Fulfills GEP Diversity, Globalization, or Non-Western Area Studies overlay requirement.

ART 106 Art of Colonial Latin America (3 credits)

This course will examine the visual arts of Latin America beginning with the Spanish and Portuguese arrival and colonialization of the New World until the early nineteenth century when Independence was achieved. It will encompass the study of painting, sculpture, decorative arts and architecture from Mesoamerica, Central America, South America and the Caribbean. We will also address issues that are critical to discussions of the arts of Latin America, such as preconceptions about the political and religious roles in art, appropriation and adaptation of western cultures, the incorporation and relationship with European/American art theory and methods, and the reevaluation of Latin American art today. Students will be given the exciting opportunity to examine works of art from St. Joseph's University's important collection of colonial Spanish American art as well as collections at nearby museums.
No prerequisites. Fulfills Art/Lit requirement.

No prerequisites. Fulfills Art/Lit requirement.

ART 107 Women, Gender, and Art (3 credits)

This course offers a survey of art history with an emphasis on gender. It will consider how gender informs the production, reception, and cultural understanding of art and imagery. Students will consider how gender is relevant to the creation and study of arts and culture. We will study artists who have used art to effect social change. Exploring feminist approaches to art historical study, we will analyze perceptions of gender through visual culture and personal experience. We will examine the ways that certain ideals of masculinity and femininity are represented in art and its history to gain insight into gender performance and sexual identity both in past periods and in contemporary society.
No prerequisites. Fulfills Art/Lit requirement.

No prerequisites. Fulfills Art/Lit requirement.

ART 150 First Year Seminar: Blasphemy and Devotion: Religion and Spirituality in the Works of Van Gogh, Warhol, Kahlo, and other Modern and Contemporary Artists (3 credits)

Modern and contemporary artists and architects have engaged the many intersections between art and religions, and unprecedented globalization has helped spur dialogs among a wide range of creeds and has called attention to artists' (sometimes controversial) visual responses to religion worldwide. This course will consider debates raised in recent exhibitions and scholarly texts. Although some emphasis will be placed on the relationship between art and Catholicism, students also will analyze creative responses to many faiths, including other forms of Christianity, Judaism, Hinduism, Buddhism, and Islam. Through close readings of scholarly texts, class discussions, papers, and trips to area cultural and

religious institutions, we will explore the work of artists and architects working in a variety of media internationally. By focusing on a representative selection of works of art and architecture, we will examine such topics as iconography, censorship, blasphemy, visual interpretations of sacred texts, and the sublime. As art history is a fundamentally interdisciplinary field, this course will help prepare students for a wide range of majors, prompting them to adopt an inquisitive, critical, and global approach toward the various topics they encounter during their years at St. Joseph's University and afterwards. With a focus on developing writing, research, and critical skills, this course aims to broaden students' understanding of art – both past and present – the many beliefs and world views that have informed artists' works from the late nineteenth century to today.

No prerequisites.

ART 150 The Art of the Protest

For almost as long as the visual record exists, artists have used their creations to respond to war, conflict, and trauma within their contemporary society. Sumerians, Assyrians, Greeks, and Romans alike recorded their battles and victories and this practice continued through the early Christian era and the Middle Ages. By the time of the Renaissance, art commemorating and commenting on crisis and conflict was common in visual culture. With the advent of the printing press, such representation could be more widely disseminated, and began to function in the modern context of propaganda. This course will explore the evolution of artistic response to societal conflict, with particular attention to artists' responses to war. From the battles of the Crusades, to the current wars in Iraq and Afghanistan, we will look at work spanning over five centuries to explore common themes as well as culturally significant differences in this area of visual representation.

No prerequisites.

ART 180 Mystery: Sacred Time, Sacred Space (3 credits)

This course comes at the experience of prayer as it is invited by architecture. The course deals with religion as a binding force among peoples who have a common encounter with the "totally Other." Religious bodies build temples which commemorate those historic encounters; the buildings universally encourage individual encounters. How do the buildings do this? What are the parameters of religious experience or mystical experience according to the norms of architectural aesthetics? The course includes lecture, images, written reflections, dialogue, and student presentations of their understanding about the encounter with the Other. One final paper caps the experience for the grade. (Faith and Reason course GEP)

ART 202 Early Christian and Medieval Art and Architecture (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. Fulfills Art/Lit requirement.

ART 203 Renaissance Art and Architecture: from Michelangelo and Leonardo to Bosch and Dürer (3 credits)

This course analyzes key works of art and architecture and art historical trends from the period of the 14th to 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. Fulfills Art/Lit requirement.

ART 204 Baroque Art and Architecture: from Bernini and Caravaggio to Rubens and Rembrandt (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. Fulfills Art/Lit requirement.

ART 205 Revolution to Realism: 1770-1870 (3 credits)

From the power of Neoclassicism to the decadence of the fin-de-siècle, painters, sculptors, and architects challenged tradition and transformed art during the dynamic and often turbulent years between 1780 and 1880. The death of the revolutionary hero, the search for spiritual meaning, the "rape" of the countryside by industrialism, the anxious masculinity of romanticism, and the emergence of such conceptions as "Orientalism" and nationalism are some of the themes that will be addressed through the art of this period. Students will study the careers of such artists as Jacques-Louis David, Eugene Delacroix, Jean-Dominique Ingres, Theodore Gericault, John Constable, J.M.W. Turner, and Francesco Goya, and the radical landscape painting of the mid-century that foreshadowed Impressionism. Themes explored include gender and sexuality, patronage, and political censorship, and we will focus the social and political contexts in which works were produced, exhibited, and understood.

No prerequisites. Fulfills Art/Lit requirement.

ART 206 Impressionism and Post-Impressionism: From Monet and Cassatt to Van Gogh and Cézanne(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 Monet, Renoir, Degas, and Cassatt. This course also will 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. Fulfills Art/Lit requirement.

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. Fulfills Art/Lit requirement.

ART 208 Modern Art (3 credits)

This course offers a survey of the history of European and American art and architecture, with a focus on the first half of the 20th century. Students will be introduced to a wide range of artistic practices, styles, and media, including painting, drawing, prints, photography, sculpture, film and architecture. The class will examine major movements within the history of art, including such artists as Pablo Picasso, Marcel Duchamp, Frida Kahlo, and Salvador Dalí. It will take advantage of the many rich collections of art and architecture in the Philadelphia area by visiting these institutions and analyzing works firsthand.

No prerequisites. Fulfills Art/Lit requirement.

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 figuration, 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.

ART 210 Museum Studies (3 credits)

This course will explore the history of museums and debates about the nature of collecting and modes of display. Using historical and theoretical texts as well as select case studies, it will focus on the evolving structure and mission of the museum and its impact on our understanding of art and related fields. In addition to the study of the history of exhibitions and the role of the museum, the course will also investigate the various jobs and responsibilities that people hold within museums. Guest speakers will include members of the curatorial, publications, registration, education, and installation staff at various area museums. We will take advantage of the distinct art institutions in Philadelphia, exploring their exhibitions and permanent collection displays. Although centered on art museums, this course will also consider a broad range of museum practices.

No prerequisites. Fulfills Art/Lit requirement.

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 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. Fulfills Art/Lit requirement.

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. *This course may be taken as an independent study.*

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. *This course may be taken as an independent study.*

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 GEP course if taken in conjunction with an Introductory Studio (studio, drawing, painting, 3D, ceramics, traditional or digital photography).

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 239 Concepts and Art-making (3 credits)

Artists have always made work based on concepts; ideas upon which the image or process is based. For example, the Impressionists in the second half of the 19th century made work based on concepts relevant to the time, choosing to paint common, every day subjects in plein air. Those concepts affected the processes, materials, and subjects of their work. In this course we will explore how contemporary artists develop the concepts underpinning their work as well as develop our own conceptual thought concerning art-making. The focus each week will be on making our own work. In this regard we will be paying particular attention to the ideas that are motivating us to make the image in the first place, clarifying them by considering some of the factors that influence our ideas and consequently refining the process by which we pursue the development and actualization of those ideas. We will augment our own ideas by researching the concepts of a number of contemporary artists.

There will be no restrictions concerning the materials or medium, except those restrictions that we choose to place on ourselves as a result of the deepening understanding of our concepts and processes. The process of developing your own ideas in art is invaluable if you want to make art in the future; and if not, may simply alter your understanding of the next step you are going to take in your life, helping you to clarify your wants and desires. *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 Introduction to 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 mosaic sites through video and slides and use that information along with contemporary techniques to make two-dimensional mosaic projects. Glazing is used as a painting technique in mosaic making; therefore, it is emphasized and expertise in this area is required in the class. *This course may be taken as an independent study.*

ART 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. *This course may be taken as an independent study.*

ART 145

Intro to Figurative Sculpture – This introductory course explores ideas and techniques for sculpting the figure from life. Traditional figurative sculpting is taught through study of anatomical proportion, muscular structure, and clay modeling. The history of contemporary figurative sculpture will be explored through lectures, power point presentation,

videos, and student research. This class culminates in a project based on contemporary figurative processes including silicone molds and body casting.

ART 147 Appropriated Art (3 credits)

Making art from everyday objects is regarded as a form of sculptural expression. This class will focus on both the history and contemporary styles of Found Object art making. Students will be required to both find/ purchase objects and re-configure them into sculptures. Common venues for acquiring objects will be explored. These include flea markets, thrift stores, recycling centers, garage sales, and your own basements/ attics. Once acquired we will explore the various methods of re-configuration into objects of art. This course may be taken as an independent study. *No prerequisites.*

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 these techniques. Projects will be executed in simple materials such as wood.

Prerequisite: ART 141. This class 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 1421). The goal of this class is to further develop the student's skills in vessel-making on the pottery wheel. Additionally, further study of glazing and firing techniques will be introduced. We will continue to study the history of pottery and make a variety of forms which will require more complex techniques. *May be taken as an independent study.*

ART 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 1431); the student will pursue work which is more clearly focused and advanced from prior work in this medium. During the semester there will be a more thorough investigation of mosaic techniques and ideas. *May be taken as an independent study.*

ART 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. We will develop the skills acquired in ART 147 or ART 141. *This course may be taken as an independent study.*

Prerequisites: ART 147 or equivalent.

ART 248 Figurative Sculpture II- Figure and Body Explorations

This class consists of research, discussion, and practice on contemporary figurative and body art issues. Projects throughout the semester explore different sculptural working methods, processes, and techniques including armature, traditional materials, molding/casting, and form building. Outcome of student work is focused on understanding of human gesture and individual expression.

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.*

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 1 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)

This course provides students with an opportunity to build a comprehensive portfolio of black & white photography. Specific portfolios of master fine art photographers, both historical and contemporary will be investigated and discussed. With input from the instructor and the class, students will develop and produce their own photographic projects reflecting traditional as well as contemporary genres of image making. *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 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 photographic 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 with the permission of the instructor during years when it is not regularly scheduled.

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 Art (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 or research paper. (Art Education majors and double majors may, but are not required to, do the Senior Project. Instead those students take two more Art courses).

ART 497 Professional Practices Seminar (3 credits)

The class is a seminar with practical applications: It is part laboratory for hands-on projects and part discussion group. Projects include creation of a professional website; creation of a professional resume; creation of writing samples; application for a grant; public speaking. Class trips to galleries and museums will form the basis for discussions about contemporary art and for critical writing assignments. Topics under discussion include: The transition from student to professional; job searches; gallery contracts; grant applications; graduate school options; trends in contemporary art. Class attendance and participation are mandatory. By the end of the semester, students will have a website for their work; a resume, an artist statement, and writing samples. They will know how to apply for a grant, and they will be aware of the possibilities for employment and exhibition in the arts. The class is aimed at fine arts majors, but those outside the major will find it useful.

Asian Studies

Director: *Carpenter (TRS)*

Advisory Board: *Abbas (HIS), Balasubramaniam (ECN), Carpenter (TRS), Carter (HIS), Fukuoka (POL), Yu (MCL)*

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, Bangladesh, India, Pakistan, Afghanistan, Iran, and the Central Asian Republics of the former Soviet Union.

Asian Studies students prepare themselves for graduate study or professional work by studying the language, history, culture, and politics of the region. Currently, departments including Fine and Performing Arts, History, Political Science, Theology and Religious Studies, Non-Native 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.

Asian Studies: Learning Goals and Objectives

Goal 1: Students will achieve Intermediate Low Oral Proficiency in an Asian language (by ACTFL standards).

Learning Objective 1.1: Students will be able to communicate effectively in an Asian language

Goal 2: Students will explore Asia's importance in the world through interdisciplinary investigation of the histories, political systems, economies, cultures, and societies of Asia.

Learning Objective 2.1: Students will be able to apply a variety of tools, methods, and perspectives to investigate and interpret important aspects of the history, politics, geography, economics and culture of contemporary Asian societies.

Goal 3: Students will conduct research about Asia, evaluate data generated by multiple methodologies, and present their findings effectively.

Learning Objective 3.1: Students will be able to apply a variety of tools, methods, and perspectives to investigate and interpret important aspects of the history, politics, geography, economics and culture of contemporary Asian societies.

Requirements for the Asian Studies Major

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.

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).

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 210: Historical Introduction to Modern Africa

HIS 211: Historical Introduction to Pre-Modern Africa

HIS 343: African Ethnicities

POL 335: South Africa and the Politics of Transition

REL 271 African and Caribbean Religions

Latin American Studies:

HIS 203 Historical Introduction to Latin America

HIS 303 History of Modern Mexico

HIS 304 Social Protest in Latin American History

THE 356 Liberation and Political Theologies

European Studies:

HIS 317 The Rise of the West 400-1000

HIS 318 The Italian Renaissance 1100-1600

HIS 319 Reform and Revolution in Europe 1510-1650

HIS 327 Transformations in Early Modern Europe, 1400-1800

HIS 329 Crime and Punishment in European History, 1200-1840

HIS 330 England from Danes to Tudors, 700-1485

HIS 337 History of Russia to 1861

HIS 338 History of Russia and the Soviet Union, 1861-1991

- HIS 339 The Mongol Empire 1100-1500
 HIS 340 Stalinism
 HIS 348 Witchcraft, Law, and the Supernatural
 in Early Modern Europe
 POL 334 Russian Politics

Methodology Course (1)

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 Postcolonial Studies
 ENV 101 Environmental Science
 ENV 102 Environmental Theory and Ethics
 MAT 118 Intro. Statistics
 POL 113 Intro. Comparative Politics
 POL 115 Intro. Global Politics
 POL 117 Intro. Political Thought
 POL 302 Machiavelli v. the World
 POL 305 Politics, Ideology, and Film
 POL 368 Global Gender Issues
 POL 351 International Law & Organization
 POL 352 Global Political Economy
 POL 361 Theories of International Relations
 POL 367 Ethics in International Affairs
 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.

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 105 | Arts of East Asia |
| 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 |
| CHN 470 | Experiencing China |
| ECN 475 | Asian Economies |
| ECN 477 | Chinese Economics |
| JPN 101-102 | First-year Japanese |
| JPN 201-202 | Second-year Japanese |
| JPN 301-302 | Japanese conversation and composition |
| JPN 310-311 | Selections in Japanese literature |
| HIS 206 | Historical Introduction to East Asia |
| HIS 207 | Historical Introduction to South Asia |
| HIS 350 | Exchange and Conquest in Modern East Asia |
| HIS 351 | Gender, Ideology, and Revolution in Modern East Asia |
| HIS 352 | Late Imperial China |
| HIS 353 | Modern China |
| HIS 354 | Japan Since 1800 |
| HIS 355 | Colonialism and Nationalism in Southeast Asia 1600-1960 |
| HIS 356 | Modern South Asia |
| HIS 358 | Contemporary China |
| HIS 359 | India and Pakistan: From Colony to Nation |
| HIS 476 | Seminar in Asian History |
| HIS 481 | Directed Readings in Asian History |
| POL 332 | Politics of Japan |
| POL 364 | The International Relations of East Asia |
| REL 241 | *Islam |
| REL 251 | Religions of Ancient India |

REL 261	Hinduism
REL 350	Yoga: Ancient and Modern Paths to Freedom
REL 351	Indian Buddhism
REL 352	Mahayana Buddhism
REL 355	Immortals, Ancestors, Ghosts and Gods, Superhumans in Chinese Religion
REL 356	Death and the Afterlife in Chinese Religion
REL 357	Food Practices in Chinese Religion
REL 370	Blood, Sacrifice and Compassion: Female Deities in Chinese Religions

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

Autism Behavioral Studies

Professors: *Kuykendall, Rowe Director*

Assistant Professors: *Mitchell, Ruggieri, Sharma, Sullivan, Warner-Maron*

Bachelor of Science in Autism Behavioral Studies

To meet the growing need for qualified, highly trained providers of autism services and treatment, Saint Joseph's University offers a B.S. in Autism Behavioral Studies. This program offers a rigorous and comprehensive undergraduate major focusing primarily on medically related services and treatment of autism through extensive classroom education and training, as well as hands-on skill development and practice for mastery of classroom concepts. Students complete this major with the option of obtaining a Board Certified Assistant Behavior Analyst Certification (BCaBA).

The curriculum for the Autism Behavioral Studies Major is approved by the Behavior Analyst Certification Board (BACB), accredited by the National Commission for Certifying Agencies in Washington, DC. Applied Behavior Analysis has been endorsed by many state and federal agencies, including state health departments and the U.S. Surgeon General. In order to receive BCaBA certification approval, the Behavior Analyst Certification Board (BACB) requires an approved Bachelors degree in a health-related field. With a Bachelor's degree in Autism Behavioral Studies, completion of the required coursework and field hours, and successfully passing the BCaBA exam, students will obtain national certification as Board Certified Assistant Behavior Analysts (BCaBA), graduating with a highly marketable credential to work in any area of the United States.

Need and demand

According to the Centers for Disease Control, the number of individuals with autism has risen dramatically. Autism is now

considered an urgent public health crisis, needing resources, funding and, most importantly, highly trained health professionals and therapists. Research has demonstrated that early, intensive intervention treatment services may greatly improve child development. Further, there is a significant need for adult services for individuals 21 years and older. As the rates of autism continue to climb and the field becomes more specialized, there is an increased demand for highly trained students who specifically focus on autism, especially in the use of evidence-based practices such as Applied Behavior Analysis.

Students majoring in Autism Behavioral Studies will benefit from a comprehensive program of study that includes a rigorous focus in Applied Behavior Analysis and behavioral techniques, biological issues in autism, navigating medical services, community-based advocacy, managing the population of individuals with autism, health policy in autism, coping with the stress of a child or family member with autism, coping methods for providers of autism services, long-term care, ancillary services and other related topics. This comprehensive approach is unique and is highly desirable for students interested in focusing specifically on autism services. The Autism Behavioral Studies program is housed in the Department of Health Services, aligning the program with the medical field and behavioral medicine. The Department of Health Services offers courses in allied and public health, epidemiology, and behavioral medicine. These students go on to work in the field of autism as behavior analysts, occupational and physical therapists, speech pathologists, behavioral medicine specialists, health and hospital administrators, health policy makers and advocates and therapists, as well as other areas of medicine and public health.

Student Learning Goals and Objectives

Goal 1: Graduates of the Autism Behavioral Studies Program will know and understand the potential causes, symptoms and diagnostic criteria of autism spectrum disorders as well as the specific needs of individuals with autism across the lifespan and how they are treated.

Objective 1.1: Demonstrate knowledge of the current theories on the causes of autism spectrum disorders.

Objective 1.2: Demonstrate knowledge of the frequency, characteristics, symptoms, and diagnostic criteria of individuals with autism spectrum disorders.

Objective 1.3: Demonstrate knowledge of the nature of stereotypes, stigma, and discrimination of individuals with autism spectrum disorders.

Goal 2: Graduates of the Autism Behavioral Studies Program will know and understand the unique and specific behavioral needs of individuals with autism as well as both medical and behavioral approaches to autism treatment and related issues.

Objective 2.1: Identify the behavioral needs of children and adults with autism spectrum disorders and demonstrate the

current behavioral approaches to treating behavioral issues of individuals with autism using Applied Behavior Analysis and medically related therapeutic services.

Objective 2.2: Demonstrate the ability to communicate orally and in writing in the language of the discipline and particularly on the principles of Applied Behavior Analysis.

Goal 3: Graduates of the Autism Behavioral Studies Program will understand, follow and demonstrate the ethics guidelines and professional codes of conduct for working with individuals with autism.

Objective 3.1: Demonstrate the roles and responsibilities of behavior analysts, therapists, allied health professionals and related staff, and demonstrate understanding of ethics guidelines in working with individuals with autism.

Objective 3.2: Graduates will act as responsible citizens, embracing personal and career objectives that honor and serve individuals with autism and their families.

Goal 4: Graduates of the Autism Behavioral Studies Program will identify and understand the difficulties that families face in coping with autism and the impact of paying for autism-related services, as well as the social and economic impact on families and on society.

Objective 4.1: Identify the impact on parents, siblings, families, and friends of individuals with autism spectrum disorders and demonstrate how to best help these individuals cope with associated stress.

Objective 4.2: Identify the impact of political issues, including funding and approval of services, around autism spectrum disorders.

Goal 5: Graduates of the Autism Behavioral Studies Program will demonstrate how to collect behavioral data using Applied Behavior Analysis; to measure the progress of individuals with autism; to develop behavioral plans for individuals with autism; and/or to conduct research on individuals with autism or on related treatment plans.

Objective 5.1: Collect data on the progress of individuals with autism and develop behavioral plans; or collect data for the purpose of conducting research on a particular topic in the field of autism.

Objective 5.2: Identify and demonstrate methods to empirically assess and evaluate the progress of individuals with autism spectrum disorders for the purpose of developing intervention plans.

Requirements for the Autism Behavioral Studies Major

GEP Signature Courses (See Curricula): six courses

GEP Variable Courses (See Curricula): six to nine courses.
Required courses for the ABS major include:

One Biology or Chemistry Course with Lab

GEP Overlays (See Curricula)

GEP Integrative Learning Component: three courses

PSY 110 Intro to Psychology
MAT 118 Introduction to Statistics or
Psychology Course

GEP Electives: 8-11 courses

Major Concentration: eleven courses including
Autism Behavior Studies Core Requirements: 6 courses

IHS 465 Introduction to Autism Spectrum Disorders
IHS 466 Applied Behavior Analysis and Autism
Treatment
IHS 467 Social Skills Development in Autism
IHS 331 Statistics and Research Methods

Advanced Courses (choose either Community-based
Research and Advocacy sequence OR BCaBA Certification :

I. Community-based Research and Advocacy

IHS 468 Resources and Advocacy in Autism
IHS 469 Adult and Transition Services in Autism
IHS 470 Senior Seminar-Research in Autism
Behavioral Studies

OR

II. BCaBA Certification

IHS 473 Advanced Principles of Applied Behavior
Analysis
IHS 474 Applications of ABA: Functional Analysis
IHS 472 Senior Seminar-Behavioral Consultation in
Autism Behavioral Studies

Area Studies: 4 courses (at least 2 courses must be from
Health Services)

Health Services Courses:

IHS 468 Resources & Advocacy in Autism
IHS 469 Adult and Transition Services
IHS 471 Special Topics in Autism
IHS 491 Internship in Autism Studies
IHS 110 Psychosocial Aspects of Chronic Illness &
Disability
IHS 248 Health and School Aged Child
Linguistics Courses:
LIN 150 Language, Linguistics, and the Real World
LIN 320 Phonetics
IHS 110 Psychosocial Aspects of Chronic Illness &
Disability

IHS 248	Health and the School-aged Child
PSY 120	Lifespan Development
PSY 121	Child Development
PSY 122	Abnormal Psychology for Non-Majors (or Psychology majors course)
PSY 201	Biological Basis of Behavior
PSY 222	Neuropsychology
PSY 226	Psychology of Emotion
PSY 237	Abnormal Child Psychology
EDU	Foundations in Early Childhood Education
155/156	
EDU	Social Motor Development
241/244	
SPE	Introduction to Special Education
150/151	
SPE	Teaching in Inclusive Environments
330/331	
SPE	Educating Students with low Incidence Disabilities
340/341	
SPE 480	Family, School and Community in a Diverse Society

Minor in Autism Studies

Core Courses - 3 required:

- IHS 465 Introduction to Autism Spectrum Disorders
- IHS 466 Applied Behavior Analysis and Autism Treatment:
- IHS 467 Social Skills Development in Autism

Required Electives – Chose 3:

- IHS 468 Resources and Advocacy for Autism
- IHS 469 IHS 469 Adult and Transition Services
- IHS 471 Special Topics in Autism
- IHS 491 Internship in Autism Studies
- IHS 110 Psychosocial Aspects of Chronic Illness & Disability
- IHS 248 Health and the School-aged Child
- LIN 150 Language, Linguistics, and the Real World
- LIN 320 Phonetics
- PSY 120 Lifespan Development
- PSY 121 Child Development
- PSY 122 Abnormal Psychology for Non-Majors (or Psychology majors course)
- PSY 201 Biological Basis of Behavior
- PSY 222 Neuropsychology
- PSY 226 Psychology of Emotion
- PSY 237 Abnormal Child Psychology
- EDU Foundations in Early Childhood Education
- 155/156
- EDU Social Motor Development
- 241/244
- SPE Introduction to Special Education
- 150/151
- SPE Teaching in Inclusive Environments
- 330/331

- SPE Educating Students with low Incidence Disabilities
- 340/341
- SPE 480 Family, School and Community in a Diverse Society

Autism Behavioral Studies Courses

IHS 465 Introduction to Autism Spectrum Disorders (3 credits)

Autism Spectrum Disorders (ASD's), including Autism, Pervasive Developmental Disorder, and Asperger's 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 466 Applied Behavior Analysis and Autism Treatment (3 credits)

This course is designed to introduce the current research-based interventions in the field of autism that include applied behavior analysis (verbal behavior, discrete trial instruction, picture communication, Pivotal Response Training, Competent Learner Model), TEACCH, and social skills. Students will gain a general understanding of applied behavior analysis principles and how they can be used across multiple environments (home, school, early intervention, clinics) to address the various social, behavioral and communication deficits of individuals with autism. IHS 4.65 is recommended prior to or concurrently with this course.

IHS 467 Social Skills Development in Autism (3 credits)

Social skills are learned behaviors that individuals need to successfully navigate social interactions and relationships. This course introduces students to a variety of approaches for assessing and improving the social skills of individuals with Autism Spectrum Disorders. A variety of empirically validated methodologies will be discussed, including incidental teaching; video modeling; social stories; and using textual cues. Students will learn to apply these methodologies to teach skills such as joint attention, greetings, conversations, social play, self-awareness, perspective-taking, critical thinking, developing friendships, and community and home success. IHS 465 is recommended prior to or concurrently with this course

IHS 468 Resources and Advocacy for Autism (3 credits)

Intervention and therapeutic services are critical to improving the lives of children and adults, and advocating for individuals with autism is an important process in securing these services. This course introduces students to the role that therapists, physicians, families, case workers and community agents serve in advocating for those with autism, where services are provided, how they are funded, what they offer those with autism, and how to advocate for individuals

with autism. IHS 465 is recommended prior to or concurrently with this course.

IHS 469 Adult and Transition Services in Autism (3 credits)

This course focuses on understanding the issues facing adults with Autism Spectrum Disorder. Students will learn about issues adults with ASD face including independent living skills, friendships, sexual relationships and marriage, finding and coping with employment, secondary education, post-secondary education, psychiatric disturbances in adulthood, legal issues, and enhancing independence. Students will learn the newest research and intervention techniques to promote a successful transition to adulthood. IHS 465 is recommended prior to or concurrently with this course.

IHS 470 – Senior Seminar-Research in Autism Behavioral Studies (3 credits)

In this course, important topics on Autism Spectrum Disorders will be discussed in more detail and students will design an individualized major research project. This project will help students to focus on the specific needs of children or adults with autism by developing particular types of goals, services, programs, or other relevant activities. This course will also involve designing a plan for working with individuals with autism to help improve the quality of their functioning in meaningful areas of their lives. A senior research thesis project will be required for this course. Only open to students completing the Research and Advocacy sequence. *Prerequisites: IHS 465; IHS 466; IHS 467; IHS 468; IHS 469 and Senior Status.*

IHS 471 Special Topics in Autism (3 credits)

Autism Spectrum Disorders (ASD), including Autism, Pervasive Developmental Disorder, and Aspergers Syndrome, are common. 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 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 is a continuation of Intro to Autism Spectrum Disorder and provides advanced topics in the causes, treatments and implications of autism. The format for this course is seminar style. This will primarily consist of significant student involvement.

IHS 472 Senior Seminar-Behavioral Consultation in Autism Behavioral Studies (3 credits)

In this course, important topics on Autism Spectrum Disorders will be discussed in more detail and students will design an individualized behavioral project. This project will help students to focus on the specific needs of children or adults with autism by developing particular types of goals, services, programs, or other relevant activities. This course will also involve designing a plan for working with individuals with autism to help improve the quality of their functioning in meaningful areas of their lives. In addition, this course will serve as the third practicum course for BCaBA certification. This course will also include the third practicum requirement for BCaBA certification. Only open to students completing

the BCaBA sequence. *Prerequisites: IHS 465; IHS 466; IHS 467; IHS 473; IHS 474 and Senior Status.*

IHS 473 Advanced Principles of Applied Behavior Analysis

This course is designed to expand upon the previously learned concepts of behavior analysis and connect it to the practical world for teachers and educators. In this course, students will gain an understanding of how to use the principles and practices of applied behavioral management in the classroom. Classroom-based examples and practices firmly grounded in research will be discussed. This course will address identifying target behavior, collecting and graphing data, functional assessment, experimental design, arranging antecedents and consequences, generalizing behavior change, and the importance of ethical considerations in using applied behavior analysis in the classroom. Students will also have the opportunity to analyze classroom examples that show teachers using applied behavior analysis techniques in different settings. This course will also include the first practicum requirements for BCaBA certification. *Prerequisites: IHS 465, IHS 466, and IHS 467.*

IHS 474 Applications of ABA: Functional Analysis and Ethics

This course is designed to expand upon the previously learned concepts of behavior analysis and will present the student with information on observation, data collection, and data interpretation. Students will learn the methods for obtaining descriptive data and the procedures for conducting systematic manipulations. Functional assessments and analysis of individual behaviors will be a primary focus. Specific single subject experimental designs will be discussed. The ethical considerations inherent in behavioral assessment, treatment, and research will be reviewed. This course will also include the second practicum requirements for BCaBA certification. *Prerequisites: IHS 465, IHS 466, IHS 467, and IHS 473.*

IHS 490 Internship in Interdisciplinary Health Services(3-6 credits)

This course will provide students with direct, hands-on experience in the health care field in an instructional setting. *Offered in the summer only. Permission of the Director is required.*

IHS 491 Internship in Autism Studies (3 credits)

The course will provide students with direct, hands-on experience in working with children and/or adults with autism in a highly supervised, instructional setting. *Offered in the summer only. Permission of the Director is required.*

IHS 493-494 Independent Study in Interdisciplinary Health Services (3-6 credits)

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.

Behavioral Neurosciences Minor

Director: *Schatz (PSY)*

Behavioral Neurosciences Advisory Board: *Becker (PSY), Garrigan (PSY), Hoffman (PHL), King Smith (BIO), Murray (CHM), Reynolds (CHM)*

Program Overview

Behavioral neuroscience is a field of endeavor that uses interdisciplinary approaches to study and understand the interaction of brain processes and complex behaviors, human and animal. It is an integration of traditional disciplines as diverse as biology, chemistry, computer science, philosophy, and psychology. The behavioral neuroscience minor is intended to be a first step for undergraduate students contemplating professional, academic, and/or research careers in neuroscience or related fields.

Program Purpose and Specifics

Mission:

- Advancing understanding of nervous systems and the part they play in determining behavior.
- Providing students with multidisciplinary training and perspectives needed to approach issues of interest in the broad area of the biological support of behavior.

Learning Goals and Objectives

The learning objectives of the Behavioral Neuroscience program include fostering in students:

- An understanding of theories, concepts, and research findings within the field of behavioral neuroscience.
- The usage of appropriate methodologies to develop knowledge and to examine questions within the field of behavioral neuroscience.
- The ability to apply a knowledge base to phenomena within the field of behavioral neuroscience.
- An awareness and an adoption of values and ethical standards shared by professionals within the field of behavioral neuroscience.

The Minor

Students complete the Behavioral Neuroscience minor with six courses:

Three 'core' courses and three electives.

Core Courses:

The following three core courses are required, with PSY 205 or BIO 412 serving as a prerequisite for PSY 206 and PSY 207

PSY 205 or Neuroscience Foundations (PSY 205) or BIO 412 Neurobiology (BIO 412) AND

PSY 206 Behavioral Neuroscience

PSY 207 Cognitive Neuroscience

Elective Courses

To ensure the interdisciplinary nature of the program, students wishing to complete the minor must select elective courses offered by at least one participating department other than their own major.

Courses currently offered by the Departments of Biology, Chemistry, Computer Science, Education/Special Education, Interdisciplinary Health Services, Philosophy, Physics, and Psychology that might support the proposed minor are listed below. Students must complete at least three electives, chosen from among:

Biology

BIO 101	Biology I Cells
BIO 401	Animal Behavior
BIO 402	Advanced Cell Biology
BIO 405	Biochemistry
BIO 411	Molecular Genetics
BIO 412	Neurobiology
BIO 417	Systemic Physiology

Chemistry

CHM 210	Organic Chemistry I
CHM 215	Organic Chemistry II
CHM 340	Biochemistry
CHM 430	Mechanisms in Organic Chemistry
CHM 480	Inorganic Biochemistry

Computer Science

121	Computer Science II
201	Data Structures
202	Computer Architecture
261	Principles of Programming Languages
342	Computer Vision
362	Intro to Artificial Intelligence

Education/Special Education

160	Introduction to Special Education
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310	Assessment: Identification and Progress Monitoring
330	Educating Students with Low Incidence Disabilities

Interdisciplinary Health Services

110	"Psychological Aspects of Health, Illness & Disability"
253	Nutrition: Health and Disease
263	Theories of Addiction & Addictive Behavior
357	Introduction to Autism Spectrum Disorders
458	Epidemiology

Philosophy

322	Philosophy of Science
473	Science, Mind and Philosophy

Physics

101	General Physics I
105	University Physics I
110	Physics: Concepts and Applications
253	Survey of Nanotechnology
261	261 Electronics I
419	419 Biophysics
421	Physics of Fluids

Psychology

201	Biological Basis of Behavior
220	Sensation and Perception
221	Animal Learning and Memory
222	Neuropsychology
223	Health Psychology
224	Psychopharmacology
225	Comparative Animal Behavior
226	Psychology of Emotion

Students may petition the Behavioral Neuroscience Advisory Board to receive credit for courses not listed above. The determination of the appropriateness of courses for inclusion in the minor will be made by the director of the program, in consultation with an advisory board. Courses may be taken for Behavioral Neuroscience credit only if the student's work in the class meets one or more of the following criteria:

- Coursework includes a substantive treatment of brain/behavior relationships.
- Coursework includes a substantive treatment of methodology, techniques, and approaches relevant to neuroscience.
- Coursework in other ways contributes to an understanding of the relationship between nervous

systems and behavior or other issues typically addressed by neuroscientists.

Biology

Professors: *Grogan, King Smith (Chair), McCann, McRobert, Snetselaar*

Associate Professors: *Fingerut, Lee-Soety, Springer*

Assistant Professors: *Arango, Bhatt, Braverman, S.J., Li, Nelson*

Core Lab Coordinator: *Ratterman*

Associate Professor Emeritus: *Tefft*

Professor Emeriti: *Tudor, Watrous*

Program Overview

The undergraduate Biology curriculum begins with a core of courses that presents 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 Department of Biology 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 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. Up to two semesters of research may be counted as biology electives.

The Department of Biology also has a small but strong graduate program that leads to either a MS or a MA degree in biology. The MA degree is primarily designed for post-graduates who are working or wishing to improve their credentials for professional school. The MS degree requires the development and presentation of a thesis based on original research. This degree is more appropriate for full-time students wishing to engage in research as part of a career or as a prelude to 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 understanding 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 Department of Biology 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*.

Learning Goals and Objectives

Goal 1: Students will gain an appreciation and understanding of cell structure and function, the organization of biological systems, and the evolution of biological diversity.

Objective 1.1: Students will be able to describe evolution and the basic mechanisms of evolutionary change.

Objective 1.2: Students will demonstrate knowledge of the major domains of life on earth and the distinctive characteristics of major groups.

Objective 1.3: Students will demonstrate knowledge of anabolic and catabolic pathways used by living organisms to provide energy and macromolecules for synthesis.

Objective 1.4: Students will be able to describe the components of the major trophic levels and diagram the flow of nutrients through food webs in the environment.

Objective 1.5: Students will be able to describe how organisms respond to physiological, environmental and physical challenges.

Objective 1.6: Students will be able to describe the role of genetics at both cellular and organismal levels.

Objective 1.7: Students will demonstrate an understanding of the importance of protein structure and function.

Goal 2: Students will develop skills in experimental design, surveying of scientific literature, data collection, and the interpretation of results, including statistical analysis.

Objective 2.1: Students will demonstrate competency in operating basic laboratory equipment.

Objective 2.2: Students will demonstrate competency in data reduction and presentation, including choosing and interpreting the appropriate statistical tests.

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

Objective 3.1: Students will be able to develop cogent, well structured, and researched written and oral presentations of scientific content.

Requirements for the Biology Major

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)

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 I Lab (*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: 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 seniors.*)

One course from each of the following groups:

Group A: Cell Structure and Function

BIO 402 Advanced Cell Biology
BIO 404 Biochemistry

BIO 408	Histology
BIO 410	Light and Electron Microscopy
BIO 411	Molecular Genetics
BIO 412	Neurobiology
BIO 416	Microbiology
BIO 421	Molecular and Cellular Biophysics

Group B: Systemic Organization

BIO 403	Biometrics and Modeling
BIO 405	Biomechanics
BIO 407	Developmental Biology
BIO 413	Plant Physiological Ecology
BIO 415	Immunology
BIO 417	Systemic Physiology
BIO 425	Bacterial Pathogenesis

Group C: Evolution and Diversity of Life

BIO 401	Animal Behavior
BIO 409	Ecology
BIO 406	Comparative Anatomy
BIO 414	Plant Systematics
BIO 419	Invertebrate Zoology
BIO 420	Bioinformatics
BIO 423	Evolution

Four additional 400-level biology courses

BIO 101,102, 201 and CHM 120, 125 are prerequisite for all 400 level BIO courses.

Chemistry

CHM 125	General Chemistry II (<i>second semester freshman year</i>)
CHM 125L	General Chemistry Laboratory II (<i>second semester freshman year</i>)
CHM 215	Organic Chemistry II (<i>second semester sophomore year</i>)
CHM 215L	Organic Chemistry Laboratory II (<i>second semester sophomore year</i>)

Mathematics:

MAT 128	Applied Statistics (<i>first semester sophomore year</i>)
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Physics

PHY 102	General Physics II (<i>second semester junior year</i>)
PHY 102L	General Physics Laboratory II (<i>second semester junior year</i>)

*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 in most cases no more than one such non-lab course may be applied to this requirement. Students with the appropriate Mathematics background and interests can substitute University Physics for General Physics.

Requirements for College Honors

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

college honors may complete an Honors Thesis and count two semesters of research toward the required four 400-level Biology electives.

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 in the five year program should speak to their academic advisors and to Chair of the Department of Biology as early in their academic careers as possible.

B.A. in Biology/B.S. in Secondary Education Dual Major

The Bachelor of Arts degree in Biology is for students who wish to pursue a dual major with Secondary Education (B.S.). The B.A. degree is only available for students who pursue the dual major.

Requirements for the B.A. in Biology In order to become certified to teach at the secondary education level (grades 7-12), students must complete a total of five Education and three Special Education courses, as well as student teaching. For further details, see the Teacher Education section of the catalog. Students interested in the five-year program should speak to their academic advisors and to Chair of the Department of Biology as early in their academic careers as possible.

GEP Signature Courses (See Curricula): six courses

First Year Seminar:
EDU 150 Schools in Society

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

Mathematics:

Math beauty

Natural Science:

BIO 101 Biology I: Cells (first semester freshman 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 I Lab (*first semester sophomore year*)

Environmental Science:

ENV 106 Exploring the Earth (*first semester senior year*)

GEP Electives: at least six courses***Major Concentration: 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 and juniors*)

One course from each of the following four groups:

1.

BIO 406 Comparative Anatomy

BIO 407 Developmental Biology

BIO 417 Systemic Physiology

2.

BIO 416 Microbiology

BIO 419 Invertebrate Zoology

3.

BIO 409 Ecology

BIO 423 Ecology

4.

BIO 413 Plant Physiological Ecology

BIO 414 Plant Systematics

BIO 101, 102, 201 and CHM 120, 125 are prerequisite for all 400 level BIO courses.

Chemistry

CHM 125 General Chemistry II (*second semester freshman year*)

CHM 125L General Chemistry Laboratory II (*second semester freshman year*)

CHM 215 Organic Chemistry II (*second semester sophomore year*)

CHM 215L Organic Chemistry Laboratory II (*second semester sophomore year*)

Mathematics:

MAT 128 Applied Statistics (*first semester sophomore year*)

Physics:

PHY 101 General Physics I (*first semester junior year*)

PHY 101L General Physics Laboratory I (*second semester junior year*)

PHY 102 General Physics II (second semester junior year)

PHY 102L General Physics Laboratory II (second semester junior year)

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.

Biology 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 on the GEP 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:

BIO 160 Heredity and Evolution

BIO 161 The Human Organism

BIO 162 Plants and Civilization

Non-science majors Biology GEP lab-based courses:

BIO 165 Exploring the Living World

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 how 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 those who have credit for BIO 102. 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 those who have credit for BIO 201 or 260. 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 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 plant 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. *Three lecture periods and one three hour laboratory.*

BIO 201 Biology III: Organismic Biology (4 credits)

A survey of all living things followed by more detailed study of plants and animals. 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 165. 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 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 270 Microbiology for Nursing/Allied Health (4 credits)

This course is designed for students needing preparation in microbiology as required for nursing and some allied health programs. It does not fulfill a requirement for the Biology major or minor, nor does it fulfill general education requirements. *Not open to students who have taken BIO 416 or BIO 422. Prerequisites: BIO 101 or BIO 165. 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 360 God and Evolution (3 credits)

This course considers a major topic in academic discourse and society at large, the relationship between religion/theology and biological evolution. This course explores the thesis that the two can be compatible—including from an informed scientific point of view. Students in this course learn evolutionary biology, theological account of creation, and how they can be compatible. Prerequisites: THE 154, PHL 154. This course fulfills the "Faith and Reason" requirement of the GEP. *It does not fulfill requirements for a Biology major or minor.*

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. Prerequisites: BIO 201 and CHM 125.*

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. Prerequisites: BIO 201 and CHM 125.*

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. Prerequisites: BIO 201 and CHM 125.*

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. Prerequisites: BIO 201, CHM 125, CHM 210.*

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. Prerequisites: BIO 201 and CHM 125.*

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. Prerequisites: BIO 201 and CHM 125.*

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. Prerequisites: BIO 201 and CHM 125.*

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 three-hour sessions per week. Prerequisites: BIO 201 and CHM 125.*

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. Prerequisites: BIO 201 and CHM 125.*

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. Prerequisites: BIO 201 and CHM 125.*

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. Prerequisites: BIO 201 and CHM 125.*

BIO 412 Neurobiology (4 credits)

A study of neural activity using examples from invertebrate and vertebrate model systems. The emphasis will be at the cellular and tissue levels with appropriate neurochemistry and pharmacology included. Laboratory work will focus on computer simulation of neural processes including simple nerve nets. *Two 50-minute lecture periods, one four-hour laboratory period. Prerequisites: BIO 201 and CHM 125.*

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. Prerequisites: BIO 201 and CHM 125.*

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. Prerequisites: BIO 201 and CHM 125.*

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. Prerequisites: BIO 201 and CHM 125.*

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. Prerequisites: BIO 201 and CHM 125.*

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. Prerequisites: BIO 201 and CHM 125.*

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. Prerequisites: BIO 201 and CHM 125.*

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. Prerequisites: BIO 201 and CHM 125.*

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. Prerequisites: BIO 201 and CHM 125.*

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. Prerequisites: BIO 201 and CHM 125.*

BIO 423 Evolution (4 credits)

This course covers the major concepts of evolutionary biology, including natural selection, adaptation, genetic drift, and phylogenetic trees. The course trains students to know how to generate and test evolutionary hypotheses using data and inference. The lab portion of the course encourages hands-on learning through computer simulation and problem-solving. *Two 50-minute lecture periods, one four-hour lab period. Prerequisites: BIO 201 and CHM 125.*

BIO 424 Biotechnology

A course in which students will learn how basic cell and molecular biology are used to develop products for biomedical, agricultural and industrial applications. The course will also cover fundamental and emerging techniques in the biotechnology field. The lab section will focus on the steps involved in the production and purification of recombinant proteins expressed in bacterial cells. *Prerequisites: BIO 201 and CHM 125.*

BIO 425 Bacterial Pathogenesis (4 credits)

A study of the physiological, genetic, and biochemical basis underlying some of the commonly encountered bacterial diseases. The course also addresses the roles of antimicrobial compounds and the host immune system in counteracting disease. Finally, in the lab module for the course, students perform discovery-oriented research as they identify novel genes in enteropathogenic *Escherichia coli* (EPEC) that affect bacterial virulence in a *C. elegans* (roundworm) model of disease. *Two 75-minute lecture periods, one three-hour laboratory period. Prerequisites: BIO 201 and CHM 125.*

BIO 470 Special Topics in Biology (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. Prerequisites: BIO 201 and CHM 125.*

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. *Prerequisites: BIO 201 and CHM 125.*

Open to juniors and seniors, with permission of the chair of Biology.

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 one semester counts as a 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. Prerequisites: BIO 201 and CHM 125*

BIO 493-494 Honors Research (6 credits)

Laboratory work on a specific biological problem for either College Honors or University Honors. The student is expected to prepare and defend an Honors Thesis.. *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. Prerequisites: BIO 201 and CHM 125.*

Chemical Biology

Director: Cerda

Chemical Biology Advisory Board: Berberian, Graham, King Smith, Lee-Soety, Li

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.

Learning Goals and Objectives

Learning Goal 1: Students will gain an appreciation of the integration of chemistry and biology to solve scientific problems.

Objective 1.1: Students will use fundamental chemical principles such as molecular structure, bonding, and interactions, stoichiometry, kinetics, equilibrium, and thermodynamics to understand and explain biological systems, processes, and structures.

Objective 1.2: Student will demonstrate knowledge of biochemical pathways used by living organisms to provide energy and macromolecules for synthesis.

Objective 1.3: Students will understand the biochemical underpinnings of how organisms respond to changes in their environment.

Objective 1.4: Students will work independently and in collaboration with others in the investigation of problems in biology and chemistry.

Learning Goal 2: Students will understand the role of chemical properties in biological systems and processes.

Objective 2.1: Student will describe the molecular mechanism of evolutionary change and genetic variation at both the cellular and organismal levels.

Objective 2.1: Student will demonstrate knowledge of biochemical pathways used by living organisms to provide energy and macromolecules for synthesis.

Objective 2.2: Students will understand the biochemical underpinnings of how organisms respond to changes in their environment.

Learning Goal 3: Students will acquire research experience through faculty-supervised independent projects in chemistry or biology.

Objective 3.1: Students will search the literature for published work relevant to a problem of interest.

Objective 3.2: Students will use, in a "hands on" environment, chemical tools and instrumentation to study and solve problems involving chemical and biological systems, processes and structures.

Objective 3.3: Students will analyze data, including data reduction, presentation, and interpretation.

Objective 3.4: Students will work independently and in collaboration with others in the investigation of problems in biology and chemistry.

Objective 3.5: Students will conduct research in an ethical manner.

Learning Goal 4: Students will effectively communicate scientific information.

Objective 4.1: Students will develop cogent, well structured, and researched written and oral presentations of scientific content.

Requirements for the Chemical Biology Major:

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:

PHY 102 General Physics II

PHY 102L General Physics Laboratory II
or

PHY 106 University Physics II

PHY 106L University Physics Laboratory II

GEP Overlays (See Curricula): three courses

GEP Integrative Learning Component: three courses

Biology:

BIO 101 Biology I: Cells

Any of the following Chemistry courses (with lab):

CHM 120 General Chemistry I AND

CHM 120L General Chemistry Laboratory I
Or

CHM 121 General Chemistry I Honors AND

CHM 120L General Chemistry Laboratory I Honors

Any one of the following Physics courses (with lab):

PHY 101 General Physics I

PHY 101L General Physics Laboratory I
or

PHY 105 University Physics I

PHY 105L University Physics Laboratory I

GEP Electives: at least six courses

Major Concentration: fourteen courses

Mathematics

MAT 128 Applied Statistics
Or

MAT 156 Applied Calculus II
OR

MAT 162 Calculus II

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

BIO 411 Molecular Genetics

BIO 412 Neurobiology

BIO 415 Immunology

BIO 416 Microbiology

BIO 420 Molecular and Cellular Biophysics

BIO 422 Applied and Environmental Microbiology

BIO 424 Biotechnology

Chemistry

CHM 125 General Chemistry II
or

CHM 126 General Chemistry Honors II

CHM 125L General Chemistry Laboratory II

CHM 330 Instrumental Analysis

CHM 330L Instrumental Analysis Laboratory

CHM 210-215 Organic Chemistry I-II

CHM 210L- Organic Chemistry Laboratory I-II
215L

CHM 320 Physical Chemistry for Chemical Biology I

And one of the following In-depth Chemistry courses:

CHM 400 Chemistry of the Earth

CHM 410 Biophysical Chemistry

CHM 420 Environmental Chemistry

CHM 430 Mechanisms in Organic Chemistry

CHM 435 Technical Applications of Chemistry

CHM 440 Organometallic Chemistry

CHM 460 Water Chemistry

CHM 480 Advanced Biochemistry: Inorganic
Biochemistry

CHM 490 Spectroscopy

One course from the following:

BIO 404 Biochemistry
or

CHM 340 Biochemistry

CHM Biochemistry Laboratory

340L

One course from the following:

BIO 493 or 494 Undergraduate Research I-II

CHM 393 or Junior Research I-II

394

CHM 493 or Senior Research I-II

494

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

Requirements for Departmental Honors

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

Chemistry

Professors: *Berberian, Forman (Chair), Murray*

Associate Professors: *Cerda, Graham, Rao, Reynolds, Smolen, Zurbach*

Laboratory Coordinator: *Longo*

Program Overview

Chemistry is the branch of science that tries to understand the relationships between the detailed structure of a substance and its properties and reactivity. Chemistry is concerned both with naturally occurring substances and with new substances that are created by humans. Chemists work to determine why substances differ in their properties and how these properties can be controlled and used effectively. An important objective in chemical education is to develop in students the ability to solve problems by employing the

techniques of the various sub-disciplines of chemistry. A student who is majoring in chemistry at Saint Joseph's University is introduced to all of the major sub-disciplines: 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 sub-disciplines 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. The American Chemical Society certifies the curriculum of the Bachelor of Science degree in Chemistry.

Departmental Mission

The Department of Chemistry trains students in both the theoretical and experimental aspects of the major sub-disciplines 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.

Chemistry Major Learning Goals and Objectives

Goal 1: Students will develop an understanding of the theoretical methods and models that chemists use to understand the properties and behavior of matter.

Objective 1.1: 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.

Objective 1.2: Students will apply the scientific method to study problems in chemistry.

Objective 1.3: Students will predict the behavior of a new substance based on the known behavior of related compounds.

Objective 1.4: Students will apply appropriate theoretical models to explain experimental observations.

Objective 1.5: Students will 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.

Objective 1.6: Students will assess experimental data critically.

Objective 1.7: Students will search and properly cite the chemical literature for published work relevant to a problem of contemporary interest.

Objective 1.8: Students will describe results from chemical investigations and the chemical literature both orally and in writing to specialists and to a general audience.

Goal 2: Students will gain authentic hands-on experience with the experimental methods used by chemists.

Objective 2.1: Students will use contemporary computer software to study problems in chemistry and present results properly and accurately using figures, graphs and tables.

Objective 2.2: Students will store, handle, and use chemicals safely and responsibly.

Objective 2.3: Students will 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.

Objective 2.4: Students will assess experimental data critically.

Objective 2.5: Students will use accepted laboratory record-keeping methods to record their experimental data.

Objective 2.6: Students will conduct research in an ethical manner.

Objective 2.7: Students will describe results from chemical investigations and the chemical literature both orally and in writing to specialists and to a general audience.

Goal 3: Students will understand that ethical conduct is fundamental to progress in science.

Objective 3.1: Students will conduct research in an ethical manner.

Objective 3.2: Students will use contemporary computer software to study problems in chemistry and present results properly and accurately using figures, graphs and tables.

Objective 3.3: Students will store, handle, and use chemicals safely and responsibly.

Objective 3.4: Students will use accepted laboratory record-keeping methods to record their experimental data.

Goal 4: 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.

Objective 4.1: Students will work independently and in collaboration with others in the investigation of problems in chemistry.

Objective 4.2: Students will search and properly cite the chemical literature for published work relevant to a problem of contemporary interest.

Objective 4.3: Students will describe results from chemical investigations and the chemical literature both orally and in writing to specialists and to a general audience.

Goal 5: Students will understand how chemistry provides opportunities for them to address major issues in society.

Objective 5.1: Students will search and properly cite the chemical literature for published work relevant to a problem of contemporary interest.

Objective 5.2: Students will describe results from chemical investigations and the chemical literature both orally and in writing to specialists and to a general audience.

Goal 6: Students will effectively communicate scientific information.

Objective 6.1: Students will describe results from chemical investigations and the chemical literature both orally and in writing to specialists and to a general audience.

Objective 6.2: Students will write about chemistry using objective language and succinct explanations that are typical of scientific writing.

Objective 6.3: Students will use contemporary computer software to study problems in chemistry and present results properly and accurately using figures, graphs and tables.

Objective 6.4: Students will use accepted laboratory record-keeping methods to record their experimental data.

Objective 6.5: Students will search and properly cite the chemical literature for published work relevant to a problem of contemporary interest.

Requirements for the Chemistry Major with American Chemical Society Certification

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
or

CHM 121 General Chemistry I Honors
CHM 120L General Chemistry Laboratory I

GEP Overlays (See Curricula): three courses

GEP Integrative Learning Component: 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 eleven courses

Major Concentration: eleven courses

Foundation Course Requirements:

CHM 125 General Chemistry II
or

CHM 126 General Chemistry II Honors
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 310L Physical Chemistry Laboratory
CHM 330 Instrumental Analysis
CHM 330L Instrumental Analysis Laboratory

CHM 340 Biochemistry
CHM 340L Biochemistry Laboratory
CHM 350 Inorganic Chemistry
CHM 350L Inorganic Chemistry Laboratory

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 list below, this option must be approved by the Chemistry Chair in advance)

In-Depth Chemistry Courses:

CHM 400 Chemistry of the Earth
CHM 410 Biophysical Chemistry
CHM 420 Environmental Chemistry
CHM 430 Mechanisms in Organic Chemistry
CHM 435 Technical Applications of Chemistry
CHM 440 Organometallic Chemistry
CHM 460 Water Chemistry
CHM 480 Advanced Biochemistry: Inorganic
Biochemistry
CHM 490 Spectroscopy

Math and Natural Science Electives:

BIO 101 Biology I: Cells
MAT 213 Calculus III

MAT 225	Fundamental Ideas of Mathematics
MAT 231	The Mathematics of Music
MAT 232	Chaos, Fractals, and Dynamical Systems
MAT 233	History of Mathematics
MAT 334	Combinatorics and Graph Theory
MAT 336	Logic and Foundations
PHY 251	Modern Physics I
PHY 253	Survey of Nanotechnology
PHY 255	Linear Systems in Physics
PHY 257	Mathematical Methods in Physics
PHY 261	Electronics I
PHY 301	Classical Mechanics

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.

Requirements for the Chemistry Major: Environmental Chemistry Option

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
or

CHM 121 General Chemistry I Honors

CHM 120L General Chemistry Laboratory I

GEP Overlays (See Curricula): three courses

GEP Integrative Learning Component: 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 eleven courses

Major Concentration: eleven courses

Foundation Course Requirements:

CHM 125	General Chemistry II or
CHM 126	General Chemistry II Honors
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 310L	Physical Chemistry Laboratory
CHM 330	Instrumental Analysis
CHM 330L	Instrumental Analysis Laboratory

CHM 340	Biochemistry
CHM 340L	Biochemistry Laboratory
CHM 350	Inorganic Chemistry
CHM 350L	Inorganic Chemistry Laboratory

In-Depth Course Requirements:

Three In-Depth Chemistry courses, which must include:

CHM 420 Environmental Chemistry

CHM 400 Chemistry of the Earth

Or

CHM 460 Water Chemistry

and a third in-depth chemistry course from the list below

or

Two In-Depth Chemistry courses (Environmental Chemistry; and either Chemistry of the Earth or Aqueous Chemistry) and Senior Research I-II (students are encouraged to perform research in environmental chemistry)

or

Two In-Depth Chemistry courses (Environmental Chemistry; and either Chemistry of the Earth or Aqueous Chemistry) and one Math/Natural Science elective (see list below, this option must be approved by the Chemistry Chair in advance)

In-Depth Chemistry Courses:

CHM 410 Biophysical Chemistry

CHM 430 Mechanisms in Organic Chemistry

CHM 435 Technical Applications of Chemistry

CHM 440 Organometallic Chemistry

CHM 480 Advanced Biochemistry: Inorganic
Biochemistry

CHM 490 Spectroscopy

Math and Natural Science Electives:

BIO 101 Biology I: Cells

MAT 213 Calculus III

MAT 225 Fundamental Ideas of Mathematics

MAT 231 The Mathematics of Music

MAT 232 Chaos, Fractals, and Dynamical Systems

MAT 233 History of Mathematics

MAT 334 Combinatorics and Graph Theory

MAT 336 Logic and Foundations

PHY 251 Modern Physics I

PHY 253 Survey of Nanotechnology

PHY 255 Linear Systems in Physics

PHY 257 Mathematical Methods in Physics

PHY 261 Electronics I

PHY 301 Classical Mechanics

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.

Requirements for the Chemistry Major: Biochemistry Option

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
or

CHM 121 General Chemistry I Honors
CHM 120L General Chemistry Laboratory I

GEP Overlays (See Curricula): three courses

GEP Integrative Learning Component: 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 nine courses

Major Concentration: thirteen courses

Foundation Course Requirements:

BIO 101 Biology I: Cells
BIO 102 Biology II: Genetics and
Evolutionary Biology

CHM 125 General Chemistry II
CHM 125L General Chemistry Laboratory II
or

CHM 126 General Chemistry II Honors
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 310L Physical Chemistry Laboratory
CHM 330 Instrumental Analysis
CHM 330L Instrumental Analysis Laboratory
CHM 340 Biochemistry
CHM 340L Biochemistry Laboratory
CHM 350 Inorganic Chemistry
CHM 350L Inorganic Chemistry Laboratory
CHM 480 Advanced Biochemistry:
Inorganic Biochemistry

In-Depth Course Requirements:

Two In-Depth Chemistry courses (see list below)

or

One In-Depth Chemistry course and Senior Research I-II

or

One In-Depth Chemistry course and one Math/Natural Science elective (see list below, this option must be approved by the Chemistry Chair in advance)

In-Depth Chemistry Courses:

CHM 400 Chemistry of the Earth
CHM 410 Biophysical Chemistry
CHM 420 Environmental Chemistry

CHM 430 Mechanisms in Organic Chemistry
CHM 435 Technical Applications of Chemistry
CHM 440 Organometallic Chemistry
CHM 460 Water Chemistry
CHM 490 Spectroscopy

Math and Natural Science Electives:

BIO 101 Biology I: Cells
MAT 213 Calculus III
MAT 225 Fundamental Ideas of Mathematics
MAT 231 The Mathematics of Music
MAT 232 Chaos, Fractals, and Dynamical Systems
MAT 233 History of Mathematics
MAT 334 Combinatorics and Graph Theory
MAT 336 Logic and Foundations
PHY 251 Modern Physics I
PHY 253 Survey of Nanotechnology
PHY 255 Linear Systems in Physics
PHY 257 Mathematical Methods in Physics
PHY 261 Electronics I
PHY 301 Classical Mechanics

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.

Requirements for the Chemistry Major/Education Double Major

For students who entered SJU in the fall of 2010 or later, or transfer students who entered SJU on the GEP curriculum:

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
or
CHM 121 General Chemistry I Honors
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 or CHM 126 General Chemistry II or General Chemistry II Honors
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
CHM 420	Environmental Chemistry

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

Students interested in this option should speak to their academic advisors and to Chair of the Department of Chemistry as early in their academic careers as possible.

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

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

In order to become certified to teach at the secondary education level (grades 7-12), students must complete a total of five Education and three Special Education courses, as well as student teaching. For further details, see the Teacher Education section of the catalog. 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 Or
CHM 121-126	General Chemistry I-II Honors
CHM 120L-125L	General Chemistry Laboratory I-II
CHM 210-215	Organic Chemistry I-II
CHM 210L-215L	Organic Chemistry Laboratory I-II
Any two non-research chemistry courses beyond CHM 215	

Chemistry 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 on the GEP 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

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, home 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 will fulfill a lecture-only natural science course requirement for the GEP natural science area.*

CHM 112 Food Chemistry (3 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 (carbohydrates, proteins, lipids) and the changes these molecules undergo as they are cooked and absorbed. Topics will also include preservation, food safety, and food additives. *Successful completion of CHM 112/112L fulfills the GEP science requirement for Food Marketing majors only. It will serve as a free-elective for all other majors. CHM 112L is a co-requisite for CHM 112.*

CHM 112L Food Chemistry Laboratory (1 credit)

This course will introduce students to the use of laboratory techniques to study food, including the measurement of food properties including pH, flavor, color, and texture. Students will learn how chemical and physical changes can alter food quality. *Successful completion of CHM 112/112L fulfills the GEP science requirement for Food Marketing majors only. It will serve as a free-elective for all other majors. CHM 112 is a co-requisite for CHM 112L.*

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. Successful completion of CHM 120 and CHM 120L fulfills the GEP natural science requirement.

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. Successful completion of CHM 121 and CHM 120L fulfills the GEP natural science requirement.

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 120/121 is a co or prerequisite for CHM 120L. CHM 125/126 is a co or prerequisite for CHM 125L.

CHM 150 Pollution and Public Health

This course is designed to introduce students to the fundamental factors governing air, water and soil pollution, and to briefly discuss the impacts of pollution on public health, both in the US and in the developing world. We will examine various physical, chemical and biological sources of pollution such as heavy metals, volatile organic compounds, pesticides, radionuclides, ionizing and nonionizing radiation, thermal and noise pollution, bacteria, viruses, and parasites. These different agents contribute to the pollution of soil, the atmosphere, and water bodies such as lakes, rivers and oceans, and pose a significant public health problem across the globe.

No prior background in the natural sciences will be required of the students. The course will fulfill the First-Year Seminar GEP requirement.

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 (1 credit)

This semester concentrates on experiments designed to introduce students to the various techniques used in the organic laboratory. *CHM 210 is a co or prerequisite for CHM 210L.*

CHM 215L Organic Chemistry Laboratory II (1 credit)

A continuation of CHM 210L utilizing microscale laboratory techniques in organic chemistry for the preparation, purification and analysis of organic compounds.

Non-Chemistry majors: one four-hour laboratory period, 1 credit. Chemistry majors: one five-hour laboratory period, 2 credits.

CHM 210L is a prerequisite to CHM 215L. CHM 215 is a co or prerequisite for CHM 215L.

CHM 310-315 Physical Chemistry I-II (6 credits)

Thermodynamics as applied to gases, liquids, and solutions; thermodynamics of ideal systems; thermochemistry; 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 241I-242I. 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 or permission of the Department of Chemistry chair) are prerequisites to CHM 330.

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. *Permission of the Department of Chemistry chair required.*

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 Chemistry Department chair and Associate Dean in order to register.*

CHM 400 Chemistry of the Earth (3 credits)

This course examines the chemical 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 Chemistry Department Chair.

CHM 410 Biophysical Chemistry (3 credits)

This course utilizes the concepts of physical chemistry to understand the properties of biological systems.

CHM 315 and CHM 340 are prerequisites to CHM 410.

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 215 is a prerequisite to CHM 430.

CHM 435 - Technological Applications of Chemistry (3 credits)

Course will focus on current and future technologies that utilize fundamental and advanced theories of chemistry. Topics will include, but are not limited to, microwave ovens, liquid crystal displays (LCD), light emitting diode displays (LED), plasma screens, charge coupled devices (CCD), field effect transistors (FET), positron emission tomography (PET), magnetic resonance imaging (MRI), battery systems, data storage devices, and solar panels. *CHM 215 is a pre-requisite to CHM 435)*

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 460 Water Chemistry (3 credits)

This course examines the behavior of chemical species in natural and engineered water systems. Topics include: the chemical composition of surface and subsurface water; geochemical controls on water composition; equilibrium and kinetic processes in aquatic systems; fate and reactions of inorganic and organic constituents in water; acid-base chemistry, complexation chemistry, and redox chemistry in water; and the applications of isotopic and other tracers in the study of aquatic systems.

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. *Permission of the Department of Chemistry chair is required.*

CHM 480 Advanced Biochemistry: Inorganic Biochemistry (3 credits)

The chemical and biological properties of various metal ions in biological systems will be examined at the molecular level.

CHM 215 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 330 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 Chemistry 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 Chemistry Department chair, Associate Dean and the Honors Program Director in order to register.

Classics

Professor: *Marsilio*

Assistant Professors: *Nikoloutsos*

Mission

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 Pompeii 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 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.

Learning Goals and Objectives for the Ancient Studies Major

In an increasingly interdependent world community, the mission of the Italian program is to help students become articulate, knowledgeable and culturally aware, in accordance with the values and traditions of Saint Joseph's University and the Society of Jesus. We 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 and critical learning
- Emphasizing a learner-centered pedagogy and care for the individual

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 testing (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, 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).

Any of the following courses will satisfy the Art/Literature portion of the GEP:

CLA 201	Classical Mythology
CLA 202	Classical Epic: Gods and Heroes in Homer and Virgil
CLA 203	Classical Tragedy
CLA 204	Ancient Comedy
CLA 206	Sports in the Ancient World
CLA 301	The Art and Archaeology of Greece
CLA 302	The Art and Archaeology of Italy
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 307	Ancient Greece and Rome in Film
CLA 320	Golden Age of Rome
CLA 321	Sexuality & Gender in the Ancient World
CLA 493-494	Independent Research in Classics
LAT 301	Oratory
LAT 302	Republican Prose
LAT 303	Historiography
LAT 304	Drama
LAT 305	Lyric Poetry
LAT 306	Roman Elegy
LAT 401	Silver Age Latin
LAT 402	Golden Age Latin
LAT 403	Epic Poetry
LAT 404	Horace

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, THE).

Learning Goals and Objectives

Classics Concentration

After completing the Classics Concentration:

Goal 1: Students will gain proficiency in reading Latin or ancient Greek.

Objective 1.1: Students can demonstrate mastery of Latin or ancient Greek vocabulary, morphology, grammar, and syntax.

Objective 1.2: Students can produce an accurate English translation of a grammatically and syntactically complex Latin or ancient Greek text.

Objective 1.3: Students can apply metrical rules to reading aloud Latin or ancient Greek poetry.

Goal 2: Students will develop philological skills and engage in critical analysis of ancient Greek and/or Latin literature.

Objective 2.1: Students can comment meaningfully on the ideas of a Latin or ancient Greek text.

Objective 2.2: Students can examine an ancient text within its social, historical, economic, political, religious, philosophical, or legal context.

Objective 2.3: Students can identify basic themes, ideologies, and/or stylistic features of major literary genres.

Goal 3: Students will deploy evidence from material culture.

Objective 3.1: Students can incorporate material from classical art and architecture into the interpretation of ancient textual sources.

Objective 3.2: Students can recognize and translate basic ancient Greek and/or Latin terms in epigraphic and numismatic material.

Goal 4: Students will explore the interdisciplinary nature of Classics.

Objective 4.1: Students can make connections between Classics and other academic disciplines devoted (partly or wholly) to the study of the ancient world, such as history, archaeology, philosophy, and theology.

Objective 4.2: Students can demonstrate awareness of the importance of the classical world for more recently developed disciplines, such as psychology, gender studies, and film studies.

Goal 5: Students will investigate the impact of classical antiquity on modern languages and culture.

Objective 5.1: Students can explain the significance of Latin for English and the Romance languages.

Objective 5.2: Students can discuss how classical antiquity has shaped western thought and culture, in particular literature, art, architecture, theater, cinema, law, politics, and social structures.

Goal 6: Students will generate written and/or oral work by using standard research methods.

Objective 6.1: Students can produce cogent, well-organized, and thoroughly researched presentations (written and/or oral) by investigating primary and secondary sources.

Objective 6.2: Students can formulate meaningful and original interpretations about ancient texts and Greco-Roman culture.

Ancient Cultures Concentration of the Ancient Studies Major

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 still must take at least ten courses in ancient studies.

Learning Goals and Objectives for the Ancient Cultures Concentration

After completing the Ancient Cultures Concentration:

Goal 1: Students will develop a critical understanding of the literary production of the ancient Mediterranean.

Objective 1.1: Students can analyze primary textual sources (all in translation) in their literary, social, historical, political, economic, philosophical, religious, or legal context.

Objective 1.2: Students can identify gaps or conflicting information in textual sources.

Objective 1.3: Students can specify methods and approaches needed to analyze fragmentary or inconclusive information preserved in ancient texts.

Goal 2: Students will incorporate material evidence into their study of ancient Mediterranean cultures.

Objective 2.1: Students can demonstrate the significance of art and architecture for understanding an ancient society.

Objective 2.2: Students can apply evidence from material culture to illuminate their analysis of textual sources.

Objective 2.3: Students can recognize and describe specific motifs or techniques in ancient art or architecture.

Goal 3: Students will gain a critical awareness of the interconnectedness of ancient Mediterranean cultures.

Objective 3.1: Students can assess differences and commonalities (cultural, historical, artistic, literary, religious, etc.) across geographical and linguistic boundaries.

Objective 3.2: Students can identify and analyze influences of one ancient culture upon another.

Objective 3.3: Students can apply scholarly methods of analysis of one ancient culture to another.

Goal 4: Students will investigate the influence of Mediterranean antiquity upon modern culture.

Objective 4.1: Students can explain how ancient Mediterranean cultures have shaped western culture, in particular spheres such as literature, art, architecture, law, politics, philosophy, and religion.

Objective 4.2: Students can discuss the use and abuse of evidence about ancient Mediterranean cultures in later times.

Goal 5: Students will generate written and/or oral work by deploying standard research tools.

Objective 5.1: Students can formulate meaningful interpretations of the literature and/or material culture of Mediterranean antiquity.

Objective 5.2: Students can assess ways in which perceptions about the ancient Mediterranean world have been shaped by contemporary social and political contexts and concerns.

Objective 5.3: Students can apply broad theoretical frameworks that help to integrate the study of ancient cultures into research in other relevant fields.

Goal 6: Students will achieve intermediate proficiency in one ancient language.

Objective 6.1: Students can demonstrate mastery of basic Greek or Latin vocabulary, morphology, grammar, and syntax.

Objective 6.2: Students can produce an English translation of a Greek or Latin text that illustrates their knowledge of basic vocabulary, grammar, and syntax.

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.

Majors in Classics who intend to pursue teacher certification will earn a double major in their primary subject area and in Secondary Education.

Below is the recommended program for students who will be eligible for a PA Level I teaching certificate in Secondary Education.

EDU 150/150F	Schools in Society (GEP Fr Year Seminar)
EDU 157/157F	Adolescent Development
EDU 246/246F	Literacy, Language and Culture
EDU 247/247F	Literacy in the Content Areas
SPE 160/160F	Introduction to Special Education
SPE 203/203F	Teaching Adolescents in an Inclusive Environment
EDU 414/414F	Instructional Techniques for Foreign Language
EDU 491	Secondary Student Teaching (12 credits)

Note: English and foreign language majors are required to take one linguistics course: LIN 101, LIN 317, or EDU 420.

See the Education Unit (Teacher Education Department) section of the Catalog for more information.

1. Recommended for other Students in the Classics concentration: Any three courses in ART, CSC, HIS, LIN, MAT, PHL, REL/THE, 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.
2. 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.
3. 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.

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-	Intermediate Latin
202	
LAT 301	Oratory
LAT 302	Republican Prose
LAT 303	Historiography
LAT 304	Drama
LAT 305	Lyric Poetry
LAT 306	Roman Elegy
LAT 401	Silver Age Latin
LAT 402	Golden Age Latin
LAT 403	Epic Poetry
LAT 404	Horace
LAT 410	Research Materials and Methods
LAT 411	Advanced Latin Grammar
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-	Beginning Ancient Greek
102	
GRK 201-	Intermediate Ancient Greek
202	

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 203	Classical Tragedy
CLA 204	Ancient Comedy
CLA 206	Sports in the Ancient World
CLA 301	The Art and Archaeology of Greece
CLA 305	Cleopatra Through Ancient and Modern Eyes
CLA 306	Ancient Medicine in Context
CLA 307	Ancient Greece and Rome in Film
CLA 320	Golden Age of Rome
CLA 321	Sexuality & Gender in the Ancient World
CLA 493-	Independent Research in Classics
494	

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 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 300 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 REL 332: Digging at 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 Caelio*. 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 Caelius within the complex political and social systems of late Republican Rome. Fulfills the Art/Literature requirement of the 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 Civili*. 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 conspiracy 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 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 I*. 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 importance of moral values as a factor in history. Evaluation will be made of Livy's designation as an "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 GEP.

LAT 304 Drama (3 credits)

The class will engage in daily translation, discussion, literary and metrical analysis of Plautus' *Menaechmi*. 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 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 Caelio*, 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 GEP.

LAT 306 Roman Elegy (3 credits)

This course in Roman elegy focuses on the erotic poetry of the neoteric poet Catullus, and the elegies of the Augustan poets Propertius, Tibullus, Sulpicia, and Ovid. The course places emphasis upon both text (grammar, translation, and meter) and context. Fulfills the Art/Literature requirement of the 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 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 principles of Latin poetry. Fulfills the Art/Literature requirement of the 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 pageant 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 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 Lucilius, 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. Fulfills the Art/Literature requirement of the GEP.

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.

LAT 411 Advanced Latin Grammar (3 credits)

This course will provide a detailed review of Latin vocabulary, morphology, grammar, and syntax, analyzed on both theoretical and applied levels. Lexical, grammatical, and syntactic topics related to the Latin language that are usually problematic for advanced level learners of Latin will be discussed and explored. This course is designed to help students deepen and improve their knowledge about and understanding of the complexities of Latin grammar and syntax. This course will benefit majors in Latin who are considering teaching and research careers in Latin and Classical studies. Emphasis will be placed on the role of proficiency in Latin vocabulary, morphology, grammar, and syntax in language teacher education. Translation and composition in Latin poetry and prose will highlight complex grammatical principles and structures and will sharpen students' awareness of the complexities of Latin language and literature.

Greek Courses

GRK 101-102 Beginning Ancient Greek (8 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, Solon, 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 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, Mycenaean 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 GEP.

CLA 203 Classical Tragedy (3 credits)

This course features reading in English of several original tragedies of Aeschylus, Sophocles, and Euripides. Students discuss the nature and character of the gods in these plays as well as the interactions and relationships between human and divine characters. The class also evaluates the often expressed idea that the texts of Greek tragedy and comedy reflect an Athenian society in crisis. The class will explore how various forms of upheaval in politics, education, religion, and domestic life are reflected in Athenian drama, and also how the Athenian playwrights may be commenting on these issues. Another significant topic of examination is the tendency of Athenian tragedy to feature characters that rebel against or subvert traditional Athenian gender roles. We discuss in each case what these reversals reveal about the characters and what consequences arise from these reversals. In order to assist students in visualizing the dramas, the instructor will show images from ancient Greek theatres at Athens and Epidaurus and scenes from the famous National Theatre of Great Britain production of Aeschylus' *Oresteia* (directed by Peter Hall, with actors performing in masks) and the equally famous Kennedy Center production of Euripides' *Medea*. Fulfills the Art/Literature requirement of the GEP.

CLA 204 Ancient Comedy (3 credits)

This course features reading in English of several original comedies of Aristophanes and Plautus. The class explores the "Old Comedy" of Aristophanes with its topical satire and also evaluates the often expressed idea that the texts of

Greek tragedy and comedy reflect an Athenian society in crisis. The class will consider how various forms of upheaval in politics, education, religion, and domestic life are reflected in Athenian drama, and also how Aristophanes may be commenting on these issues. We will then study the development of comedy at Rome and its debt to Greek "New Comedy," its staging and performance, and its conventional themes and stock characters. Fulfills the Art/Literature requirement of the GEP.

CLA 206 Sports in the Ancient World (3 credits)

The purpose of the course is to explore the genesis and significance of athletics in ancient Greece and Rome with an emphasis on its socio-historical context. It will also examine how the parameters of participation and competition in ancient sports inform modern day athletic practices. The course will rely on primary literary sources, archaeology, and secondary scholarship in order to reconstruct the customs and beliefs pertaining to ancient athletics. Topics to be discussed during the semester include: the history of the ancient Olympics; other major athletic events organized in Greece (Pythian, Isthmian, and Nemean); the relationship between religion and sports in antiquity; ancient perceptions of gender and sports; pederasty and the context of the gymnasium; women in ancient athletics; Athenian vs. Spartan athletics; professional and amateur athletes; Greek athletics under the Romans; Roman spectacles; athletics and politics in the ancient world; and the role of ancient athletics in the history of the modern Olympic games. Fulfills the Art/Literature requirement of the GEP.

CLA 301 The Art and Archaeology of Greece (3 credits)

This course examines the material culture 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 (3000-1100 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 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 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 1121 Art and Archaeology of Italy. Fulfills the Art/Literature requirement of the GEP.

CLA 304 Etruscan Art & Archaeology (3 credits)

At one time the masters of the Italian archipelago, the Etruscans have suffered at the pens of historians both ancient and modern; in redressing the record, archaeology has opened as many problems as it has solved. The Etruscans' non-Indo-European language, wealth and technology set them apart from their Italic and Greek neighbors; though Romans adopted Etruscan religious doctrine and material culture, they ultimately conquered and eliminated this unique culture. This course examines the ancient written sources and the latest archaeological discoveries, from painted tombs and bronze armor to DNA, to identify the character of Etruscan civilization from 1000 BC to the days of Augustus, as well as its modern heritage. "Hands-on" visits to the world-class Etruscan collection in the University of Pennsylvania Museum will supplement illustrated lectures. Fulfills the Art/Literature requirement of the 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 Ptolemies, Caesar and Marc Antony, the Battle of Actium and its aftermath, the consolidation of power by Octavian/Augustus. We will also analyze the evidence of ancient art and architecture, inscriptions, and archaeological contexts, including the background of Egyptian culture, the phenomenon of Alexander and the creation of the Hellenistic kingdoms. Fulfills the Art/Literature requirement of the 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 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. Fulfills the Art/Literature requirement of the GEP. Also satisfies GEP Writing Intensive.

CLA 320 The Golden Age of Rome (3 credits)

An interdisciplinary approach to the most interesting and important period of Roman history: the beginning of the Principate under Emperor Augustus. This course will include a thorough study of the history, major literature and art/architecture of the period. Fulfills the Art/Literature requirement of the 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. Fulfills the Art/Literature requirement of the GEP. Also satisfies Gender Studies requirement and GEP Diversity requirement.

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 GEP.

Communication Studies

Associate Professors: *Parry (Chair)*

Assistant Professors: *Knight, Lyons, Hammer, Sullivan*

Visiting Assistant Professors: *Famiglietti*

The BA in Communication Studies is a major in the College of Arts and Sciences for students interested in specializing in digital media studies as an area of expertise. The major helps students develop advanced skills in communications with an emphasis on digital media studies, including multimedia writing, video editing and production, web content strategy and design, and writing for social media platforms.

Communication Studies students acquire a solid grounding in the study of digital communications while exploring current ideas and tools that are shaping the knowledge

society. A hallmark of the Communication Studies curriculum is the emphasis on both theory and practice. Not only do students study what is happening at the forefront of emerging communication technologies, they also participate. Students have access to cutting-edge resources as they make and reflect upon media and in the process acquire important skills in teamwork, innovation, design, and entrepreneurship. The major prepares students for careers in digital media including web content strategy and design, social media/community management, and multimedia journalism.

The Department of Communication Studies is committed to excellence in teaching and learning. Faculty are dedicated to the art of thinking across media, platforms, and theories in order to create an innovative and socially responsible curriculum that goes beyond the classroom. Communication Studies students gain hands-on experience by working closely with faculty on a variety of activities.

Student Learning Goals and Objectives

Goal 1: Students will gain critical awareness of the social role of media.

Objective 1.1: Students will understand the history and context of the role that media has played in society.

Objective 1.2: Students will be able to articulate and critique the role media has historically played, and currently plays in society.

Goal 2: Students will understand the principles and practices of effective media communication.

Learning Objective

Objective 2.1: Students will be able to identify and employ a range of effective communication strategies to navigate audience, purpose, and context.

Goal 3: Students will understand and apply human centered design approaches to communicating through digital media.

Objective 3.1: Students will analyze, articulate, and understand how multiple theoretical approaches of aesthetics and design inform the way audiences act, interact, and produce meaning.

Objective 3.2: Students will be able to create media objects which effectively applies these design principles for a desired rhetorical goal.

Goal 4: Student will understand the relation between media and social responsibility.

Objective 4.1: Students will understand and articulate the ethical questions and principles that inform the use of digital media.

Objective 4.2: Students will understand and articulate how digital media has been, and can be, employed to facilitate innovation, social change, and civic engagement.

Goal 5: Students will be able to use digital media in a way which demonstrates information literacy.

Objective 5.1: Students will employ digital media tools and approaches to establish the veracity and credibility of information.

Objective 5.2: Students will demonstrate the ability to effectively manage the ubiquitous flow of digital media information.

Objective 5.3: Students will be able to effectively use digital media to research, gather, and assess digital information and knowledge.

Communication Studies Major Curriculum

GEP Signature Courses (See Curricula): five courses

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

GEP Integrative Learning Courses (See options for Communication Studies): three courses

Communication Studies Courses: Twelve required courses, including seven core courses and five option courses.

All Communication 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 series of course appropriate for both their interests and future careers.

All students complete the seven Core courses and select the remaining five courses from the list of Option Courses.

Core Courses

COM 200 Communications Theory & Practice

COM 201 Ethics in Communication

COM 202 Visual Rhetorics

COM 371 Civic Media

COM 372 Web Design and Development

MKT 303 Integrated Marketing Communications (not for business majors)

COM 472 Digital Storytelling

The five remaining courses in the major may be chosen from a broad set of options. Note two of the five must be COM courses, the remainder can be either COM courses or from the list of affiliated courses:

Option Courses (select five)

COM 372 Web Design and Development

COM 373 The Art of Presentation

COM 382 When in Rome

COM 402 Advanced Web Design

COM 465 Bear Witness: War Past and Present

COM 473 Special Topics in Communications and Digital Media

COM 491 Communication Internship

ART 173 Digital Photography I

ART 273 Digital Photography II

ART 373 Digital Photography III

ENG 206 Public Speaking & Presentation: Rhetoric in Modern Practice
ENG 261 Introduction to Reporting and Writing
ENG 263 Writing for Organizations
ENG 344 Screenwriting
ENG 362 Literary Journalism
ENG 363 Online News Production
ENG 448 Magazine Writing
ENG 451 Food Writing
ENG 462 Narrative Journalism
ENG 463 Advanced Multimedia Journalism
ENG 464 Sports Journalism
ENG 465 Special Topics in Journalism
ENG 490 Journalism Internship

MKT 315 Multicultural Marketing
MKT 321 Advertising
MKT 323 Media Management
MKT 324 Public Relations
MKT 325 Applied Design
MKT 326 Media Now

MTF 282 Screenwriting I
MTF 284 Digital Filmmaking
MTF 382 Screenwriting II (MTF 282 is a pre-req)
MTF 383 Film Directing (MTF 284 is a pre-req)
MTF 384 Digital Cinematography (MTF 284 is a pre-req)
MTF 386 Editing and Digital Post-Production (MTF 284 is a pre-req)
MTF 393 Professional Film Production Workshop (MTF 284 is a pre-req)

Integrated Learning Component (ILC)

Communication majors must also take three courses in the College of Arts & Sciences (CAS) as part of the Integrated Learning Component (ILC) of the GEP. These courses must be outside of the major department. To fulfill the ILC requirement, students should choose three courses from the following:

CSC 120 Computer Science I
HIS 387 Popular Culture in the United States
LIN 101 Introduction to Linguistics
LIN 200 Language & Culture
LIN 317 Sociolinguistics
LIN 340 Communication in Social Contexts: "Can You Hear Me Now?"
LIN 401 Bilingualism and Language Diversity
MTF 157 Music History: Antiquity to 1750
POL 113 Introduction to Comparative Politics
POL 115 Introduction to International Politics
THE 371 Christianity & Media
THE 372 Technology Ethics
SOC 252 Media & Popular Culture
Art History courses: ART 101, 102, 103, 104, 107, 202, 203, 204, 205, 206, 207, 208, 209, 212.
Literature and/or culture courses in any language at the 300 or 400 level.

Communication Studies Minor Curriculum

Six courses are required to complete the minor. To gain solid grounding in the field of communications, all students will

satisfy three core requirements and then select three other courses from a range of options.

Minor Core Course Requirements

COM 200 Communications Theory and Practice
COM 201 Ethics in Communications
Select one from: Select one from: COM 371 Civic Media, COM 372 Web Design, COM 472 Digital Storytelling, or COM 491 Communications Internship.

Three additional courses can be chosen from numerous specified options in Communication Studies or courses provided by correlated departments: English; Fine Arts; Marketing; Music, Theatre, and Film.

Minor Course Options (select three)

COM 202 Visual Rhetorics
COM/MKT 303 Integrated Marketing Communications (if not taken in core)
COM 371 Civic Media (if not taken in core)
COM 372 Web Design and Development (if not taken in core)
COM 373 Art of Presentation
COM 382 When in Rome
COM 465 Bear Witness: War Past and Present
COM 472 Digital Storytelling (if not taken in core)
COM 473 Special Topics in Communications and Digital Media
COM 491 Communication Internship

ART 173 Digital Photography I
ART 273 Digital Photography II
ART 373 Digital Photography III

ENG 206 Public Speaking & Presentation: Rhetoric in Modern Practice
ENG 261 Introduction to Reporting and Writing
ENG 263 Writing for Organizations
ENG 344 Screenwriting
ENG 362 Literary Journalism
ENG 363 Online News Production
ENG 448 Magazine Writing
ENG 451 Food Writing
ENG 462 Narrative Journalism
ENG 463 Advanced Multimedia Journalism
ENG 464 Sports Journalism
ENG 465 Special Topics in Journalism
ENG 490 Journalism Internship

MKT 303 Integrated Marketing Communications (*non-business majors only; MKT 301 for marketing majors*)
MKT 315 Multicultural Marketing
MKT 321 Advertising
MKT 323 Media Management
MKT 324 Public Relations
MKT 325 Applied Design
MKT 326 Media Now

MTF 282 Screenwriting I (The Short)
MTF 284 Digital Filmmaking
MTF 382 Screenwriting II (The Feature)

MTF 383 Film Directing
MTF 384 Digital Cinematography
MTF 386 Editing & Digital Post-Production
MTF 393 Professional Film Production Workshop

Communication Studies Courses

COM 200 Communication Theory & Practice (3 credits)

This introduction to communication and digital media studies focuses on various ways people employ language, image, and more cinematic means for communicative purposes. Through a series of hands-on projects students learn to research and analyze contemporary issues and trends in the field of communications, with an emphasis on digital media. In doing so, students examine how communication technologies are impacting the relationship between media audiences, producers, and content.

COM 201 Ethics in Communications (3 credits)

This course explores ethical issues in the field of communications. Themes include: privacy, civic media, citizen journalism, copyright, intellectual property, cyber bullying, net neutrality, social networking, global ethics, and digital divides. Students develop skills in applied ethical decision making, democratic dialogue, and civic participation through a range of projects in both online and community settings.

COM 202 Visual Rhetorics (3 Credits)

This course examines the role of aesthetic, sensory-based experience in digital environments. The course focuses on contemporary ways to understand sensory perception (especially sight, sound, and touch) and its relationship to meaning making. Students will come to understand aesthetics as a mode of complex communication intricately related to social and cultural influences. Students will apply this understanding to a variety of hands-on projects involving color, typography, photography, infographics, sound design and editing, and presentation design.

MKT303 Integrated Marketing Communications (see MKT 303) (3 credits)

COM 371 Civic Media (3 credits)

This course engages students in questions about media, technology, sociality, and society. Students examine both theoretical and experiential foundations in order to understand the relationship between mediated communication and human communities. Those who complete this course will gain hands on experience engaging audiences and developing communities through various social media platforms.

COM 200 and COM 201 are prerequisites for this course.

COM 372 Web Design & Development

This course explores the principles and best practices for creating web content, ranging from introductory work in HTML to design prototypes and web typography. Students will work with several types of web content (text, image, audio, video) and consider how that content is best used in the composition of usable, accessible, and attractive web

sites. Students will also learn about the structure/history of the web, typical design workflows, and potential careers in web work.

COM 373 The Art of Presentation (3 credits)

This course prepares students to deliver presentations in a wide range of professional contexts. The course emphasizes effective strategies for presentation design, audience engagement, and multimedia presentations.

COM 382 Digital Publishing: Study Tour (3 credits)

In this course students will research, produce and publish an interactive media rich culture and tour guide. This student centered digital publication will highlight art, architecture, history, culture, attractions, museums, parks, walking tours, side trips, and restaurants for the student traveler. The guidebook will also provide students traveling abroad with up-to-date, socially responsible opportunities to go beyond tourism. Destination varies depending on semester.

COM 402 Advanced Web Design (3 Credits) COM372:

The class will be a mixture of web design theory and practical front-end techniques. Students are expected to have experience hand-coding websites using HTML and CSS, a basic understanding of using Git, and be familiar with basic principles of design such as color and typography. Topics covered will include: usability, accessibility, git, Javascript/jQuery, designing for content management, and using Wordpress as a CMS. By the end of this course, students should have a solid understanding of the web design industry and modern web design techniques.

COM 465 Bear Witness: War Past and Present (3 Credits)

For most of us the visual experience of war comes from images. We will likely never see war first-hand so photographs, movies, video games and graphic novels help shape our collective understanding and memory of armed conflict. This course will investigate images of war from the United States, Iran, Spain, Rwanda, both World Wars, the war in Vietnam and the recent wars in Iraq and Afghanistan. We will examine photographs, films and video games and discuss the dual purpose of war images – as pieces of art and as the documentation of an event.

COM 472 Digital Storytelling

Students in this course will critique and create a variety of digital stories through multiple lenses. Possible topics include 1) the lens of craft (narrative paths, spectatorship, structure); 2) the lens of convergence (transmedia storytelling, immersion, and storytelling via games); and 3) the lens of social change (first-person narratives, documentaries, and social justice), 4) the lens of aesthetics (style, time, and space). COM 200 and COM 201 are prerequisites for this course.

COM 473 Special Topics in Digital Rhetorics

This special topics course will explore a specialized area at the intersection of technology and rhetoric.

COM 491 Communication Internship (3 credits)

An on-the-job learning experience in which students spend 12-15 hours a week over a semester, with opportunities to develop further their understanding of communications, ideally in a career field close to their own interests. Normally taken in the junior or senior years, after career interests have clarified through diverse courses in the curriculum.

COM 492 Communication Internship (3 credits)

An on-the-job learning experience in which students spend 12-15 hours a week over a summer, with opportunities to develop further their understanding of communications, ideally in a career field close to their own interests. Normally taken in the junior or senior years, after career interests have clarified through diverse courses in the curriculum

COM 410 Social Media and Community Engagement (3 credits)-

Students in this course will be actively involved in research concerning social media and community engagement with local not-for-profit organizations. Students will examine both theoretical and experiential foundations in order to understand the relationship between mediated communication and social communities. Those who complete this course will know how to apply a variety of social media theories and practices to the social web (including network theory and social network analysis). Not only will students learn how to effectively communicate to audiences through a variety of platforms (including Facebook, Twitter, blogs, and Instagram), they will gain hands-on experience in content strategy and community engagement while working with a local organization. Course entry is by application.

COM 411 Nonprofit Communications for Social Change (3 credits)

Not-for-profit and community-based organizations rely on strategic digital communication to create social change. Students in this course gain in-depth knowledge of communication theories and practices while conducting research projects with local organizations through the Beautiful Social collaborative. Students in the course actively participate as a member of a project team to complete projects with clients in the Greater Philadelphia area. Local travel is required.

Internship

Students who have completed both 200 and 201 and have at least junior standing are eligible to take the Internship course as one of their option courses. In order to take the Communications Internship students must be a Communications major and have a GPA of 2.5 or higher.

Independent Study

Communication Studies students with junior or senior standing and an overall GPA of 3.0 may apply for credit in an independent study program. These courses usually cover a topic not typically offered as part of the standard selection of courses, but which will enhance the student's educational objectives. At the end of the semester preceding the semester in which an independent study is sought the interested students should submit a written proposal

describing, with particulars, the planned study project. The minimum requirement for such a proposal is that it include a substantial critical and/or creative project, and the name of the appropriate faculty member.

Computer Science

Professors: *Forouraghi, Hodgson (Emeritus)*

Associate Professors: *Atalay, Grevera (Chair), Wei*

Assistant Professor: *Köknar-Tezel*

Overview

The Department of Computer Science at Saint Joseph's University offers the following degrees: B.S. Computer Science, B.S. Information Technology (new fall 2014), and M.S. Computer Science. The department has recently earned ABET (Accreditation Board For Engineering And Technology) accreditation of its program (viz. B.S. Computer Science). "ABET accredits 3,367 programs in applied science, computing, engineering, and engineering technology at 684 institutions in 24 nations." – abet.org. The following goals and objectives (and student outcomes) for a course in Computer Architecture are in accordance with their guidelines as well as guidelines from the ACM (Association for Computing Machinery; acm.org) and the IEEE CS (Institute of Electrical and Electronics Engineers Computer Society; ieee.org).

Departmental goals and objectives for both the B.S. Computer Science and M.S. Computer Science appear on <http://www.sju.edu/int/academics/catalogs/computer-science.htm>. Specific course objectives appear on <http://people.sju.edu/~ggrevera/arch/> for the course to be assessed.

B.S. Computer Science Goals and Objectives

Learning Goal 1: Graduates succeed as practicing computer scientists.

Students will be able to:

Objective 1.1: Solve problems and implement their solutions in an appropriate computational environment.

Objective 1.2: Apply their knowledge of computer science, mathematics, and science to solve technical problems.

Objective 1.3: Design systems, components, or processes to meet specified requirements.

Objective 1.4: Work in teams to create various software systems, both large and small.

Objective 1.5: Communicate effectively, orally and in written form, individually and/or in teams.

Learning Goal 2: Graduates adapt and evolve in complex technological environments such as those found in the workplace.

Students will be able to:

Objective 2.1: Solve problems and implement their solutions in an appropriate computational environment.

Objective 2.2: Apply their knowledge of computer science, mathematics, and science to solve technical problems.

Objective 2.3: Design systems, components, or processes to meet specified requirements.

Objective 2.4: Work in teams to create various software systems, both large and small.

Objective 2.5: Analyze contemporary issues related to the evolving discipline of computer science.

Objective 2.6: Communicate effectively, orally and in written form, individually and/or in teams.

Learning Goal 3: To provide graduates with a firm foundation in the scientific and mathematical principles that support the computing discipline.

Students will be able to:

Objective 3.1: Solve problems and implement their solutions in an appropriate computational environment.

Objective 3.2: Apply their knowledge of computer science, mathematics, and science to solve technical problems.

Objective 3.3: Design systems, components, or processes to meet specified requirements.

Learning Goal 4: Graduates are careful, precise, mature thinkers, and take with them, the intellectual preparation they need to apply what they have learned, communicate it to others, and continue their education for the rest of their lives.

Students will be able to:

Objective 4.1: Enter and succeed in graduate programs in computing.

Objective 4.2: Solve problems and implement their solutions in an appropriate computational environment.

Objective 4.3: Apply their knowledge of computer science, mathematics, and science to solve technical problems.

Objective 4.4: Design systems, components, or processes to meet specified requirements.

Objective 4.5: Articulate the social, professional, ethical and legal aspects of a computing environment.

Objective 4.6: Analyze contemporary issues related to the evolving discipline of computer science.

Objective 4.7: Communicate effectively, orally and in written form, individually and/or in teams.

Requirements for the Computer Science Major

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*:

One additional lab-based natural science course (see GEP Variable Courses above)

GEP Electives: six courses

Major Concentration: fifteen courses including

Required Core Courses:

Computer Science:

CSC 120 Computer Science I
CSC 121 Computer Science II
CSC 240 Discrete Structures I
CSC 241 Discrete Structures II
CSC 201 Data Structures
CSC 202 Computer Architecture
CSC 281 Design and Analysis of Algorithms
CSC 310 Computer Systems
CSC 315 Software Engineering
CSC 365 Principles of Programming Languages
CSC 495 Senior Project

Four Electives including any CSC courses numbered 340 or above.

Mathematics*

*A total of thirty semester hours of science and mathematics courses are required with at least fifteen semester hours of mathematics (other than precalc).

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 an 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 the Computer Science Department 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. CISC vs. RISC processors. Assembly language programming, microarchitecture, and microprogramming on a variety of processors.

Prerequisites: CSC 121.

CSC 240 Discrete Structures I (3 credits)

Topics include finite probability space, conditional probability, Bayes' theorem, permutations and combinations, statistics and sampling distributions, the Central Limit Theorem, hypothesis testing, correlation, regression analysis, data encoding, channel capacity, the Shannon coding theorem. Data analysis projects using an appropriate statistical package will be assigned.

Prerequisite: CSC 121, or permission of instructor

CSC 241 Discrete Structures II (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 241.

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.

CSC 365 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 495 Computer Science Project (3 credits)

Students will work on a substantial application based upon their prior knowledge.

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 languages, pushdown automata, Turing machines, computability, and NP-completeness.

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. *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 Computer Science Department chair and Associate Dean in order to register.*

Prerequisites: CSC 281 Design and Analysis of Algorithms.

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 Computer Science Department chair and Associate Dean in order to register.

Criminal Justice

Professors: Bergen, Dowdall (Emeritus), Kefalas

Associate Professors: Logio (Chair), Clampet-Lundquist

Assistant Professor: Ayella, Brown (Internship Director), Kelly, Logue, Moore

Program Description

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, student-faculty interaction, and independent research projects.

Criminal Justice Learning Goals and Objectives

Goal 1: Criminal Justice majors will demonstrate comprehension of the discipline of sociology and its role in contributing to our understanding of social reality.

Objective 1.1: Students can apply the sociological imagination, sociological principles, and concepts to her/his own life.

Objective 1.2: Students can compare and contrast basic theoretical orientations.

Goal 2: Criminal Justice majors will develop knowledge of sociological research methods.

Objective 2.1: Students can design a research study in an area of choice and explain why various methodological decisions were made.

Objective 2.2: Students can run basic statistical analyses to answer research questions.

Objective 2.3: Students can identify and understand how to apply different methodologies (i.e., quantitative vs. qualitative) to the same subject and determine the benefits of each.

Goal 3: Criminal Justice majors will understand how to communicate within their discipline.

Objective 3.1: Students can engage in social scientific technical writing that accurately conveys data findings.

Objective 3.2: Students can orally present research or course material clearly and concisely.

Goal 4: Criminal Justice majors will incorporate the values from the discipline.

Objective 4.1: Students can assess the impact of the negative effects of social inequality.

Objective 4.2: Students can appraise the utility of the sociological perspective as one of several perspectives on social reality.

Goal 5: Criminal Justice majors will understand the operation of culture and social structure.

Objective 5.1: Students can describe the significance of variations by race, class, gender, sexual orientation, and age, and thus critically assess generalizations or stereotypes for inaccuracy.

Objective 5.2: Students will identify examples of specific policy implications using reasoning about the effects of social structuration.

Goal 6: Criminal Justice majors will be socialized for professional careers and/or further studies.

Objective 6.1: Students can identify a social problem, design ways to address it, and outline feasible steps to accomplish their task.

Requirements for the Criminal Justice Major

GEP Signature Courses (See Curricula): six courses

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

Social/Behavioral Science:
SOC 101 Introductory Sociology

GEP Overlays (See Curricula): three courses

GEP Integrative Learning Component: three courses

MAT 118 Introduction to Statistics

Social Science
Choice of 1 course from ECN 101, ECN 102, POL 101, POL 103, POL 105, POL 107

CAS
Any other course within the College of Arts and Sciences

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 102 Social Problems
SOC 206 Theories of Crime
SOC 207 Juvenile Justice
SOC 219 Social Deviance
SOC 225 Introduction to American Criminal Justice
SOC 312-313 Social Research Methods & Data Analysis
SOC 470 Special Topics
SOC 495 Seminar
OVERLAY Any experiential learning, including study abroad, internships, study tour courses, and service learning

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, SOC 225, SOC 312 or SOC 313 and one from SOC 207, SOC 219 or SOC 264; and any additional 200 level approved criminal justice course.

Economics

Professors: *Bookman, Prendergast (Emeritus)*

Associate Professors: *Dragonette (Emeritus), Fox, Liebman (Chair), Pardo*

Assistant Professors: *Balasubramaniam, Crispin*

Visiting Assistant Professor: *Burke*

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.

Learning Goals and Objectives

Goal 1: Students will understand how all issues in economics involve making choices in the context of scarcity.

Learning Objective 1.1: Students will be able to explain the concept of opportunity cost.

Learning Objective 1.2: Students will understand the concept that decision-making takes place at the margin and explain how this affects the behavior of consumers and firms.

Goal 2: Students will understand how economic agents interact .

Learning Objective 2.1: Students will be able to explain the supply and demand model and how it is applied to input and output markets as well as the macroeconomy.

Goal 3: Students will be able to identify important economic variables, understand how they are measured, and explain what they tell us .

Learning Objective 3.1: Students will be able to define and know the approximate value of some key macroeconomic variables in the US, including GDP growth, inflation, and unemployment, and interest rates. Furthermore, students will know how these variables are measured, how they affect us and understand the difference between "nominal" and "real" values.

Goal 4: Students will understand how public policy impacts the economy.

Learning Objective 4.1: Students will be able to explain how fiscal and monetary policy work .

Learning Objective 4.2: Students will be able to explain how markets sometimes "fail" and how public policy can address these problems .

Requirements for the Economics Major

GEP University Distribution

GEP Signature Courses (See Curricula): six courses

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

- A. Social/Behavioral Sciences: Principles Microeconomics (ECN 101)
- B. Natural Science: A natural science course with a laboratory, or two courses without a laboratory
- C. GEP Overlays (See Curricula):
- D. Math "Beauty"

Students can take any math "Beauty" course to fulfill the requirement of the GEP. However, we recommend:

- MAT 131 Linear Methods
- MAT 132 Mathematics of Games and Politics

- MAT 134 The Mathematics of Uncertainty: Counting Rules and Probability
- MAT 155 Fundamentals of Calculus (Students who earn a 4 or 5 on the AB or BC Calculus AP test have fulfilled the Math Beauty requirement)
- MAT 161 Calculus I (Students who earn a 4 or 5 on the AB or BC Calculus AP test have fulfilled the Math Beauty requirement)

- E. Integrated Learning Component (ILC): Economics majors must take one course from each of the following three categories

1. Any Statistics Course, including:

- MAT 118 Introduction to Statistics
- MAT 128 Applied Statistics
- MAT 322 Mathematical Statistics

2. Brief Business Calculus

Note: For students who have already taken Calculus 1, no additional math courses are required for the economics major. For these students, the second ILC course may be satisfied with one of the following:

Any additional math course (this is in addition to the Beauty requirement and the statistics requirement). For students considering graduate school in economics, we highly recommend additional courses in Calculus or linear algebra.

- Any Computer Science (CSC) course
- Any Social Science course
- Economic Ethics (THE 373)

3. Choose one of the following:

An additional math course (this is in addition to the Beauty requirement, the statistics requirement, and the Brief Business Calculus course listed above). For students considering graduate school in economics, we highly recommend students take at least a year of calculus.

- Any Computer Science (CSC) course
- Any Social Science course
- Economic Ethics (THE 373)

Major Concentration:

- ECN 301 Microeconomic Theory
- ECN 302 Macroeconomic Theory

Economics Majors can choose either the Standard Economics track or the Quantitative Track:

- Standard Economics Track
- Any six additional ECN 300/400-level economics courses

Quantitative Track

ECN 410 Econometrics

Three additional ECN 300/400-level economics courses approved for the quantitative track. This currently includes

Game Theory (ECN 365), Economic Forecasting, (ECN 415) Monetary Economics (ECN 350), and International Macroeconomics (ECN 322). Student may choose to take Labor Economics (ECN 330) as a quantitative-track course, but this will involve additional coursework

Minor in Economics

The minor in economics requires ECN 101-102 and four economics courses numbered ECN 300 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 301 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 302 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 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.

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.

Note: counts towards the quantitative track./

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.

Note: Can be counted towards quantitative track with the completion of additional coursework and permission of the instructor.

ECN 340 Public Economics (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 350 Monetary Economics (3 credits)

The course analyzes the nature and functions of money to show its influence on GNP, the price level, unemployment, and the allocation of resources. Commercial banking and other financial institutions will be studied, as well as central banking..

Prerequisite: ECN 102.

Note: counts towards the quantitative track.

ECN 360 Industrial Organization (3 credits)

Applications of microeconomic theories to public policies affecting structure and performance of markets and behavior of firms. Antitrust and other aspects of government regulation will be covered. *Prerequisite: ECN 101.*

ECN 365 Game Theory (3 credits)

The goal of the course is to introduce students to the field of Game Theory within the Microeconomics discipline. Standard concepts to be learned and discussed are the roles of strategy, decision making, solution concepts for games, the nature of Nash equilibria, strategic behavior, cooperation, the role of incentives, probabilities and the nature of Bayesian equilibria, auctions in theory and practice, matching theories, conflict and theories of appropriation versus production. The course will put a greater emphasis on the role of economic reasoning and the major results discovered within the field as opposed to understanding the complex mathematical proofs. In addition, students will learn to approach the study of economics from an analytic perspective as opposed to the standard quantitative approaches of undergraduate economic studies.

Prerequisite: ECN 101

Note: counts towards the quantitative track

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 375 Environmental Economics

Introduces the environmental concerns facing optimal allocation of resources and factors of environmental policy. Topics include environmental policy analysis, externalities, public goods, criteria for evaluating environmental policies, the role of economic analysis in environmental policy decisions, discussion of pollution control planning, and economic analysis of environmental policy in United States and International Environmental issues.

Prerequisites: ECN101 or equivalent

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 410 Econometrics (3 credits)

Basic principles of econometrics beginning with the classical linear regression model and the method of least squares. Special problems arising from the violation of classical assumptions, and statistical procedures for dealing with them, are covered. Identification and estimation problems are also studied, as well as forecasting with single-equation regression and simultaneous system of equations. Modern time-series models are evaluated, with numerous forecasting illustrations from economics and business.

Prerequisite: MAT 118 DSS 210

Note: Required for quantitative track.

ECN 415 Economic Forecasting (3 credits)

This course provides an introduction to forecasting techniques used frequently in economics and business. Students will review basic statistical concepts and then explore data patterns that are commonly found in a variety of economic settings. Central approaches to analyzing time-series data are covered, such as moving averages, smoothing methods, single and multivariate regression, Box-Jenkins (ARIMA) methodology, and others.

Prerequisite: ECN 101, ECN 102, Introductory statistics (MAT 118) or equivalent

Note: counts towards the quantitative track.

ECN 430 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 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 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.

Prerequisite: ECN 101

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 100.

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.

Prerequisite: ECN 101

ECN 477 Chinese Economy

As the world becomes more integrated, countries become more interdependent. Economic events and policy changes in one country affect many other countries. The emergence of China, especially in international markets, is clearly one of the most important forces currently reshaping the world economy. Understanding China's history, culture, economics, politics and society is imperative to help students participate in the ongoing dialogue among policymakers, economists, business firms, and international agencies. This course will cover both the historical and current aspects of the Chinese economy with a focus on the historical development of its socio-economic institutions, on its varying economic policies and strategies. In addition, this course would provide the student with opportunities to explore and apply economic theories and models to understanding the diverse processes of economic development in China.

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 490 Seminar in Economics (3 credits)

The process of developing and executing a research project according to the standards of modern economic science is the subject of this seminar. Attention is also given to the use of the computer as a research tool.

ECN 491 Independent Study in Economics

Students will study a topic in economics with a faculty mentor.

Prerequisite: Permission of the Instructor

ECN 493 Philadelphia Economics Internship (3 credits)

This course combines work experience with academic study. Students work in unpaid internships for the duration of the semester (some 10 hours per week) with approved employers in the private and public sectors (or non-governmental and non-profit organizations) in the Philadelphia area. Their work experience is complemented with relevant required readings. In addition, students must keep a journal, write a final report and meet regularly with their adviser. A successful academic internship is a three-way partnership between the student, the employer, and the faculty adviser.

ECN 494 Honors Readings and Research in Economics (6 credits)

Taken in senior year under the direction of a thesis mentor.

Education Unit

Associate Dean of Education: *John J. Vacca, 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 Unit 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.

Education Unit

Associate Dean of Education: *John J. Vacca, Ph.D.*

Department of Teacher Education

Professors: *Bernt (Chair), Lazar*

Associate Professors: *Kong, Nilsson, Vacca*

Assistant Professors: *Firmender, Johnson, Olitsky, Sharma, Valentine*

Visiting Faculty: *Murphy, Reasons, Tierfelder*

Department of Special Education

Professors: *Spinelli*

Associate Professors: *Sabbatino (Chair)*

Assistant Professors: *Cooperman, Berenato, Mercantini,*

Visiting Faculty: *Murphy, Slike*

Department of Education Leadership

Professors: *Brady, Place (Chair)*

Associate Professors: *Rodriguez*

Assistant Professors: *Tilin, Wang*

Office of Certification, Accreditation And Partnerships

Director: *Joe Cifelli, EdD*

Office of Student Teaching and Field Experiences: Renee

Director, *Renee Langmuir, MS*

Early Childhood Development and Education Lab

Assistant Director, *Lauren Galvano, MS*

Assessment and Accreditation Services

Director, Kevin Clapano, Ed.D.

Teacher Education (Program Overview)

The undergraduate Teacher 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, Double 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.

All education majors must formally apply to the teacher certification program through their advisors. A 3.0 GPA is required for certification. Students who receive a grade of "D" in any required education course must re-take the course. Students entering in the fall of 2012 will need to re-take a required education course if they receive a grade of C- or below.

Program of Studies (Effective August 15, 2013)

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

First Year Seminar: EDU 150/EDU 150F Schools in Society

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 151/151F Development, Cognition and Learning

Science:

Any 4-credit, lab course. Recommended:

BIO 165/165L Exploring the Living World
ENV 106/106L Exploring the Earth

History:

HIS 201 OR 202 U.S./PA History

Non-Native Language:

one or two courses, depending on language placement (two if placed at the beginning or intermediate levels, one if placed at the conversation level)

Fine Arts or Literature:

one course

Philosophy:

one Philosophical Anthropology course

Theology:

one Religious Differences course

There are FIVE undergraduate Education Majors (beginning Fall 2014)

1. Pre K-4: Early Childhood/Elementary
2. 4-8: Elementary/Middle Years
3. Special Education K-8
4. Art Education K-12*
5. Secondary Education 7-12

*Interdisciplinary major offered by the departments of Teacher Education & Art Department

Education Programs Of Study**PreK-4 Major: Early Childhood/Elementary PreK-4****"F" courses are those that have a field assignment**

EDU 121	Child Development
EDU 150/150F	Schools in Society (GEP Fr Year Seminar)
EDU 151/151F	Development, Cognition and Learning (GEP)
EDU 231/231F	Assessment and Evaluation in Education
EDU 155/155F	Foundations of Early Childhood
EDU 232/232F	Reading Literature I
EDU 240/240F	Reading Literature II
EDU 242/242F	Technology-Enhanced Curriculum & Instruction PK-8
EDU 246/246F	Literacy, Language and Culture
EDU 362/362F	Social Studies Through the Arts: PreK-4
EDU 363/363F	Science Methods PreK-4
EDU 365/365F	Math and Technology PreK-4
SPE 160/160F	Introduction to Special Education
SPE 200/200F	Teaching in an Inclusive Environment
SPE 379	Family, School & Community in a Diverse Society
EDU 495	Student Teaching PreK-4

Special Education K-8 (must be completed as a double major with PK-4 Early Childhood Education)

EDU 121	Child Development
EDU 150/150F	Schools in Society (GEP First Year Seminar)
EDU 151/151F	Development, Cognition and Learning
EDU 155/155F	Foundations of Early Childhood
EDU 231/231F	Assessment and Evaluation in Education
EDU 232/232F	Reading Literature I
EDU 240/240F	Reading Literature II
EDU 242/242F	Technology-Enhanced Curriculum & Instruction PK-8
EDU 246/246F	Literacy, Language and Culture
EDU 362/362F	Social Studies Through the Arts: PreK-4
EDU 363/363F	Science Methods PreK-4
EDU 365/365F	Math and Technology PreK-4
SPE 160/160F	Introduction to Special Education
SPE 200/200F	Teaching in an Inclusive Environment
SPE 319/319F	Assessment: Identification and Progress Monitoring
SPE 329	Educating Students with High Incidence Disabilities
SPE 339/339F	Educating Students w/ Low Incidence Disabilities/ SPE 339F Field Ex
SPE 349/349F	Literacy Intervention Strategies
SPE 379	Family, School & Community in a Diverse Society
SPE 359/359F	Math & Content Area Intervention Strategies
SPE 369/369F	Educating Students w/ Emotional, Social & Behavioral Disabilities
EDU 495	Special Education Student Teaching PreK-4
EDU 498	PreK-4 student Teaching (6 credit Double PK-4 / Special Education Major)

4-8 Major: Elementary/Middle Years

EDU 150/150F	Schools in Society (GEP First Year Seminar)
EDU 151/151F	Development, Cognition and Learning (GEP)
EDU 157/157F	Adolescent Development
EDU 231/231F	Assessment and Evaluation in Education
EDU 240/240F	Reading Literature II
EDU 242/242F	Technology-Enhanced Curriculum & Instruction PK-8
EDU 246/246F	Literacy, Language and Culture
EDU 247/247F	Literacy in the Content Area
EDU 471/471F	Writing in the Classroom
EDU 412/412F	Instructional Techniques in Social Studies
EDU 416/416F	Instructional Techniques in Math
EDU 418/418F	Instructional Techniques in Science
SPE 160/160F	Introduction to Special Education
SPE 203/203F	Teaching Adolescents in an Inclusive Environment
SPE 379	Family, School & Community in a Diverse Society

B.S. Early Childhood Education PK-4: Learning Goals and Objectives

Goal 1: The student will demonstrate an understanding of learner development.

Objective 1.1: The student will explain how learning occurs—how learners construct knowledge, acquire skills and develop disciplined thinking processes.

Objective 1.2: The student will identify readiness for learning and explain how development in one area may affect performance in others.

Goal 2: The student will demonstrate an understanding of learning differences.

Objective 2.1: The student will identify and explain reasons for differences in children’s learning and performance.

Objective 2.2: The student will articulate learner strengths based on their individual experiences, prior learning, and peer and social group interactions, as well as language, culture, family and community values.

Goal 3: The student will demonstrate an understanding of the central concepts of PK-4 teaching.

Objective 3.1: The student will identify and describe major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to PK-4 teaching.

Objective 3.2: The student will identify and describe PK-4 content standards and learning progressions.

Goal 4: The student will plan instruction that supports PK-4 student learning.

Objective 4.1: The student will plan for instruction based on appropriate curriculum goals and content standards.

Objective 4.2: The student will plan instruction that is responsive to the identified strengths and needs of individual learners.

Goal 5: The student will demonstrate understanding and effective use of multiple methods of assessment.

Objective 5.1: The student will define and interpret types of valid and reliable education assessments (including screening, diagnostic, formative, summative, and authentic) and identify principles of their effective use.

Objective 5.2: The student will analyze and interpret assessment data to identify patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners and their guardian.

Goal 6: The student will demonstrate an understanding of educating for social justice.

Objective 6.1: The student will describe key elements of interacting positively and respectfully with those of different racial, ethnic, language and socioeconomic backgrounds and sexual orientations.

Objective 6.2: The student identify and describe practices and policies that reinforce inequalities and that undermine PK-4 student learning, as well as what can be done to challenge such practices in order to create a more just society.

B.S. Elementary Education 4-8 Learning Goals and Objectives

Goal 1: The student will demonstrate an understanding of young adolescent learner development.

Objective 1.1: The student will understand and accurately interpret key concepts, principles, theories, and research about young adolescent development in social context.

Objective 1.2: The student will identify the diverse developmental needs and abilities of 4-8 learners and use this information effectively when selecting instructional strategies and making curricular decisions.

Goal 2: The student will understand and apply central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter.

Objective 2.1: The student will describe and explain the philosophical foundations of middle level education and apply this knowledge in analyzing classroom management and instructional design.

Goal 3: The student will understand and use developmentally appropriate instructional strategies.

Objective 3.1: The student will describe and analyze a range of specific teaching strategies and apply them appropriately in instructional planning, modifying their use based on the unique learning needs of middle school students.

Objective 3.2: The student will demonstrate a practiced habit of self-analysis and collaboration with students and colleagues to assess the impact of instruction on student motivation and learning and will adjust teaching accordingly.

Goal 4: The student will demonstrate understanding and effective use of multiple methods of assessment.

Objective 4.1: The student will define and describe types of valid and reliable educational assessments (including screening, diagnostic, formative, summative, and authentic) and identify strengths, weaknesses, and appropriate uses associated with each.

Objective 4.2: The student will analyze and interpret assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to learners and their guardians.

Goal 5: The student will demonstrate an understanding of educating for social justice.

Objective 5.1: The student will describe key elements of interacting positively and respectfully with those of different racial, ethnic, language, and socioeconomic backgrounds and sexual orientations.

Objective 5.2: The student will identify and describe practices and policies that reinforce inequalities and undermine 4-8 student learning, as well as steps that can be taken to challenge such practices in order to create a more just society.

4-8 Major Additional Content Requirements

Students who complete the 4-8 program can be certified to teach all subjects in grades 5-6. 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 150/150F Schools in Society (GEP Fr Year Seminar)
- EDU 151/151F Development, Cognition and Learning/EDU 153 Field Exp (GEP)
- EDU 232/232F Reading Literature I
- EDU 246/246F Literacy, Language and Culture
- EDU 422/422F Teaching Tech. and History of Art Education
- SPE 160/160F Introduction to Special Education
- SPE 200/200F Teaching in an Inclusive Environment
- SPE 379 Family, School & Community in a Diverse Society

EDU 497 Student Teaching 7-12 (equivalent to four courses, 12 credits)

The Art Education major must also take ten courses within the Art Department:

- 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 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 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

B.S. Art Education K-12 Learning Goals and Objectives

Goal 1: The student will demonstrate an understanding of child and adolescent learner development.

Objective 1.1: The student will understand and accurately interpret key concepts, principles, theories, and research about child and adolescent (K-12) development in social context.

Objective 1.2: The student will identify the diverse developmental needs and abilities of K-12 learners and use this information effectively when selecting instructional strategies and making curricular decisions with respect to language learning.

Goal 2: The student will understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all high school learners' competence in the area of learning a second language.

Objective 2.1: The student will describe and explain the philosophical and historical foundations of art education and apply this knowledge in analyzing school culture and climate, classroom management, and instructional design.

Goal 3: The student will understand and use developmentally appropriate instructional strategies.

Objective 3.1: The student will describe and analyze a range of specific teaching strategies and apply them appropriately in instructional planning, modifying their use based on the unique learning needs of high school students and the particular demands of art education.

Objective 3.2: The student will demonstrate a practiced habit of self-analysis and collaboration with students and colleagues to assess the impact of instruction on student motivation and learning and will adjust teaching accordingly.

Goal 4: The student will demonstrate understanding and appropriate use of multiple methods of assessment.

Objective 4.1: The student will define and describe types of valid and reliable educational assessments (including screening, diagnostic, formative, summative, and authentic) and identify strengths, weaknesses, and appropriate uses associated with each.

Goal 5: The student will demonstrate an understanding of educating for social justice.

Objective 5.1: The student can demonstrate the ability to interact positively and respectfully with those of different racial, ethnic, language and socioeconomic backgrounds and sexual orientations.

Objective 5.2: The student will identify and describe practices and policies that reinforce inequalities and undermine K-12 student learning, as well as steps that can be taken to challenge such practices in order to create a more just society.

B.S. Foreign Language Education K-12 Learning Goals and Objectives

Subject Areas: French, German, Italian, Latin, and Spanish.

Goal 1: The student will demonstrate an understanding of child and adolescent learner development.

Objective 1.1: The student will understand and accurately interpret key concepts, principles, theories, and research about child and adolescent (K-12) development in social context.

Objective 1.2: The student will identify the diverse developmental needs and abilities of K-12 learners and use this information effectively when selecting instructional strategies and making curricular decisions with respect to language learning.

Goal 2: The student will understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all high school learners' competence in the area of learning a second language.

Objective 2.1: The student will describe and explain the philosophical and historical foundations of foreign language education and apply this knowledge in analyzing school culture and climate, classroom management, and instructional design.

Goal 3: The student will understand and use developmentally appropriate instructional strategies.

Objective 3.1: The student will describe and analyze a range of specific teaching strategies and apply them appropriately in instructional planning, modifying their use based on the unique learning needs of high school students and the particular demands of learning a foreign language.

Objective 3.2: The student will demonstrate a practiced habit of self-analysis and collaboration with students and colleagues to assess the impact of instruction on student motivation and learning and will adjust teaching accordingly.

Goal 4: The student will demonstrate understanding and appropriate use of multiple methods of assessment.

Objective 4.1: The student will define and describe types of valid and reliable educational assessments (including screening, diagnostic, formative, summative, and authentic) and identify strengths, weaknesses, and appropriate uses associated with each.

Objective 4.2: The student will analyze and interpret assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to learners and their guardians.

Goal 5: The student will demonstrate an understanding of educating for social justice.

Objective 5.1: The student can demonstrate the ability to interact positively and respectfully with those of different racial, ethnic, language and socioeconomic backgrounds and sexual orientations.

Objective 5.2: The student will identify and describe practices and policies that reinforce inequalities and undermine high school student learning, as well as steps that can be taken to challenge such practices in order to create a more just society.

Secondary Education Major

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).

B.S. Secondary Education 7-12 Learning Goals and Objectives

Subject Areas: Biology, Chemistry, Physics, General Science, English, Mathematics, Citizenship Education and Social Studies.

Goal 1: The student will demonstrate an understanding of adolescent learner development.

Objective 1.1: The student will understand and accurately interpret key concepts, principles, theories, and research about adolescent development in social context.

Objective 1.2: The student will identify the diverse developmental needs and abilities of adolescent learners and use this information effectively when selecting instructional strategies and making curricular decisions.

Goal 2: The student will understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all high school learners' competence in a specific subject matter area.

Objective 2.1: The student will describe and explain the philosophical and historical foundations of comprehensive high school education and apply this knowledge in analyzing school culture and climate, classroom management, and instructional design.

Goal 3: The student will understand and use developmentally appropriate instructional strategies.

Objective 3.1: The student will describe and analyze a range of specific teaching strategies and apply them appropriately in instructional planning, modifying their use based on the unique learning needs of high school students and the particular demands of the subject matter.

Objective 3.2: The student will demonstrate a practiced habit of self-analysis and collaboration with students and colleagues to assess the impact of instruction on student motivation and learning and will adjust teaching accordingly.

Goal 4: The student will demonstrate understanding and appropriate use of multiple methods of assessment.

Objective 4.1: The student will define and describe types of valid and reliable educational assessments (including screening, diagnostic, formative, summative, and authentic) and identify strengths, weaknesses, and appropriate uses associated with each.

Objective 4.2: The student will analyze and interpret assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to learners and their guardians.

Goal 5: The student will demonstrate an understanding of educating for social justice.

Objective 5.1: The student can demonstrate the ability to interact positively and respectfully with those of different racial, ethnic, language and socioeconomic backgrounds and sexual orientations.

Objective 5.2: The student will identify and describe practices and policies that reinforce inequalities and undermine high school student learning, as well as steps that can be taken to challenge such practices in order to create a more just society.

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 150/150F	Schools in Society (GEP Fr Year Seminar)
EDU 157/157F	Adolescent Development
EDU 246/246F	Literacy, Language and Culture
EDU 247/247F	Literacy in the Content Areas
SPE 160/160F	Introduction to Special Education
SPE 203/203F	Teaching Adolescents in an Inclusive Environment
SPE 310/310F	Assessment: Identification & Progress Monitoring (Secondary)

Select one of the appropriate techniques course for area:

*EDU 410/410F	Instructional Tech for English/Field Experience
EDU 412/412F	Instructional Tech for Social Studies/Field Experience
*EDU 414/414F	Instructional Tech for Foreign Language/Field Experience
EDU 416/416F	Instructional Tech for Mathematics/Field Experience
EDU 418/418F	Instructional Tech for Science/Field Experience
EDU 497	Student Teaching 7-12 (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, jcifelli@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
2825	Grades PK-4**
3100	Grades 4-8**
6800	Mathematics 7-12
7650	Reading Specialist K-12
8875	Social Studies 7-12
4410	French K-12
4420	German K-12
4430	Italian K-12
4030	Latin K-12
4490	Spanish K-12
8405	Biology 7-12
8420	Chemistry 7-12
8450	General Science 7-12
8470	Physics 7-12
***Special Education Level II PA Certification	
9925	Special Education N-12*
9226	Special Education PK-8**
9227	Special Education 7-12**

*Discontinued August 31, 2013
**Effective September 1, 2013

***Applicant must hold a Level I certificate in order to apply for a Level II certificate

Teacher Certification Program: Admission and Retention

In addition to fulfilling the university degree requirements, education majors must meet Saint Joseph's University and the Pennsylvania Department of Education requirements to be formally admitted to and retained in a teacher certification program.

Applying to the SJU Teacher Certification Program

All Education and/or Special Education majors must apply to the SJU Teacher Certification Program to be eligible for PA Teacher Certification upon completion of their degree. The application process and admission requirements are explained below.

The application process for admission into the SJU Teacher Certification Program begins in October of the candidate's sophomore year when meeting with his/her advisor about registration. The advisor will provide the student information regarding the application process. The candidate must complete the application and requirements for admission by January 31st of his/her sophomore year. The application can be found in Appendix E. Students will not receive their registration PIN for the following semester if this application has not been completed and submitted to their advisor.

Completed applications for admission into the SJU Teacher Certification Program will be reviewed by the Education Transition committee and submitted to the Teacher Education and Special Education Department Chairs, as appropriate. Students will be notified in regards to the acceptance decision.

Admission Requirements for the SJU Teacher Certification Program

- Must have completed a minimum of 45 credits by end of Fall semester sophomore year
- Must have completed ENG 101 and ENG 102
- Must have completed 6 mathematics credits
- Must have B- average (2.7) or better in all major courses taken: EDU 150, EDU 151*, EDU 231*, EDU 246 & SPE 160. * Note that EDU 151 and EDU 231 are not applicable for Secondary Education Majors.
- Must have P in accompanying field experiences to the above Education/Special Education courses
- Must have overall GPA of 3.0 or above
- Must pass PAPA tests: Reading, Writing and Math (or provide evidence of total 1550 and at least 500 on three SAT scores or provide evidence of a composite score of 23 on the ACT plus a combined English/Writing score of 22 and a Math score of 21)

Professional Testing Requirements (as of July 8, 2014)

In addition to completing prescribed programs of study including field experiences, student teaching, practicums and internships, educators are often required to take and pass standardized tests in order to qualify for a professional license or certification. Testing requirements vary from state to state; therefore candidates must be alert to such

requirements for any state in which they wish to be certified. Also, the requirements are subject to frequent changes, so one should always check to be sure they have the most current information regarding which test is required before they pay, register or take an exam. Because of the dynamic nature of the testing requirements, Saint Joseph's University cannot be held responsible for any misinterpretation or misinformation (regardless of the source) used when deciding which test to take. The responsibility to take the proper tests lies solely with the candidates.

Note: The professional licensure tests are challenging and expensive. Candidates should take advantage of all available resources and practice test questions to seriously prepare themselves before sitting for a test.

Below are the general guidelines for the testing requirements in place for certification in Pennsylvania as of June 2014. To check the current PA requirements visit: http://www.education.state.pa.us/portal/server.pt/community/testing_requirements/8638

You should periodically check the Testing Information Bulletin Board outside Suite 230 in Merion Hall for announcements and updates.

Testing Vendors

Currently, Pennsylvania uses two testing companies, namely, Education Testing Services (ETS) and ES Pearson. Information about the specific tests and how to register may be found at the following links:

ETS (Praxis series): <https://www.ets.org/praxis>

ETS (Leadership tests): <https://www.ets.org/sls>

ES Pearson (PAPA and PECT tests): <http://www.pa.nesinc.com>

NOTE: Candidates must request that all test scores are sent directly from the testing company to the PA Department of Education. This is free at the time of registration. Fees will be charged to have score reports sent after a test has been taken. PDE will only accept scores that have been received directly from the testing company. Neither the candidate nor Saint Joseph's University may upload scores into a certification application.

Basic Skills Tests

In Pennsylvania, undergraduate (bachelor's degree level) candidates are required to demonstrate a level of competence in Reading, Writing and Mathematics. *This requirement does not apply to candidates who complete their teacher preparation coursework as part of a post-baccalaureate or master's degree program.* [The only exception to this exemption is Instructional Technology Specialist candidates who do not hold a teaching certificate. Such candidates must meet the basic skills test requirements].

This requirement may be satisfied in three ways as follows:

1. Achieve qualifying scores in the Reading, Writing and Mathematics modules of the ES Pearson Pre-service Academic Performance Assessment (PAPA).

It is recommended that you do not sit for all three tests on the same day. These tests measure high school knowledge and skills and they are often referred to as college-readiness assessments. As such candidates should take the tests during their freshman year. The qualifying score for each module is 220.

There is also a composite scoring option:

The Composite Scoring Option for PAPA was initiated to enable a candidate who may excel in one area such as mathematics, but who is not strong in another PAPA area, to receive a passing score on the PAPA series. In order to qualify, a candidate must meet a minimum score in each test area (Mathematics, Reading, and Writing) and then exceed the passing score by an amount equal to the Standard Error of Measurement in one or two of the other test areas. The candidate's test scores are added together, and if the scores total 686, the candidate has passed the PAPA series. The Minimum Scores required for the Composite Scoring Option are shown below.

Test Name	Test #	PAPA Qualifying Score	Minimum Composite Score
PAPA Reading	8001	220	193
PAPA Mathematics	8002	220	197
PAPA Writing	8003	220	192

Minimum Composite Score Total: 686 Sum of the 3 PAPA tests must total or exceed 686. This total does not represent the sum of the 3 minimum scores. Candidates must achieve the PAPA Qualifying Score (220) in at least 1 (one) area and also reach the Minimum Composite Score Total.

2. Present qualifying SAT/ACT scores.

This policy is based on candidates' past performance. The SAT and/or ACT tests must have been taken by students prior to their acceptance to a college or university, and those previous scores are the scores that are detailed in the new policy. No student currently admitted to a college or university can attempt to retake the tests in order to gain a higher SAT or ACT score. Additionally, the policy is an "all or none" policy—either the candidate has met the criteria in full for all three of the tests, or they have not. There is no breaking up of the policy into portions. PDE cannot accept just one or two PAPA tests—either the candidate uses the SAT/ACT policy to be excused from all PAPA tests, or the candidate takes and passes all of the PAPA tests.

Effective September 1, 2013 candidates may now meet the above-noted requirement of "basic skills" with either:

- a) A score of no less than 1550 on the Scholastic Achievement Test (SAT). The SAT score of 1550 will

include no individual section (Critical Reading, Writing, and Mathematics) score of less than 500.

- b) PDE is now accepting the best SAT and ACT scores for individual tests. The scores can be from different test administrations or "sittings."
- c) A composite score of 23 on the American College Test (ACT) Plus Writing. The composite score of 23 shall be accompanied by a combined English/Writing score of 22 and a Math score of 21.

Candidates who meet either requirement at the time of college matriculation shall be exempt from taking the PAPA exam.

Procedure for submitting exemption documentation

Candidates will submit an official copy of their SAT/ACT scores to the Director of Certification (Dr. Joseph Cifelli). This should be done during freshman year.

The Office of Certification will file the score report into the candidate's student teaching folder and ultimately enter the SAT/ACT scores into candidates' online PA teacher certification application.

3. Successfully complete the ETS Core Assessments

This option has recently been added by PDE. Candidates may elect to take the ETS Core Assessment tests in lieu of the ES Pearson PAPA exams. The announced qualifying scores are as follows:

Test 5712 Reading	Score 156
Test 5722 Writing	Score 162
Test 5732 Math	Score 150

We do not have any experience with these tests as of July 2014, so we are unable to comment on the advisability of taking them over the PAPA. However, this may be an option for candidates who are unable to pass the PAPA exam after multiple attempts. There is no GPA or composite scoring scale announced for the Core Assessments to date. Stay alert for changes.

Pedagogy and Content Exams

Unless otherwise indicated, candidates must earn a qualifying score in one or more pedagogy and/or content exam depending on their area of certification.

Information below is current as of July, 2014. The responsibility to take the proper tests lies solely with the candidates.

Certification Area	Vendor	Test
Art K-12	ETS	0134/5134 Art: Content Knowledge
Biology 7-12	ETS	0235/5235 Biology: Content Knowledge
Chemistry 7-12	ETS	0245/5245 Chemistry: Content Knowledge
Citizenship 7-12	ETS	0087/5087 Citizenship Ed. Content Knowl
English 7-12	ETS	5038 English/LA: Content

French K-12	ETS	Knowledge 5174 French: World languages
All K-12 areas (Foreign languages/Art)	ETS	0511/5511 Fundamental Subjects Content Knowledge
General Science 7-12	ETS	0435/5435 Gen Science: Content Knowledge
Grade 4-8 (general)	ETS	5153 Module 1: Pedagogy
Grade 4-8 (general)	ETS	5154 Module 2: English/LA & Social Studies
Grade 4-8 (general)	ETS	5155 Module 3: Math & Science
Grade 4-8 (concentration)	ETS	5156 English/Language Arts
Grade 4-8 (concentration)	ETS	5157 Social Studies
Grade 4-8 (concentration)	ETS	5158 Mathematics
Grade 4-8 (concentration)	ETS	5159 Science
PreK-4	Pearson	8006 Module 1: Child Dev, Prof., Assessment
PreK-4	Pearson	8007 Module 2: Language Arts & Soc Studies
PreK-4	Pearson	8008 Module 3: Science, Math & Health
Latin K-12	ETS	0601 Latin
Math 7-12	ETS	5161 Math: Content Knowledge
Physics 7-12	ETS	0265/5265 Physics: Content Knowledge
Reading Specialist	ETS	0301/5301 Reading Specialist
Social Studies 7-12	ETS	0081/5081 Social Studies: Content Know
Spanish K-12	ETS	5195 Spanish: World languages
Special Ed PK-8	Pearson	8011 SpEd PK-8 Module 1
Special Ed PK-8	Pearson	8012 SpEd PK-8 Module 2
Special Ed 7-12	Pearson	8015 SpEd 7-12 Module 1
Special Ed 7-12	Pearson	8016 SpEd 7-12 Module 2
Hearing Impaired K-12	ETS	0272 SpEd Ed of Deaf & Hard of Hearing
Principal K-12 and Supervisors	ETS	1011/6011 School Leadership Lic Assessmt (One test covers both certificates)
Supervisors (only)	ETS	0411/5411 Ed Leadership: Admin & Supv
School Superintendent	ETS	1021/6021 Schl Superintendent Assessmt

NOTE:

Since January 1, 2010, PDE has adopted a GPA scale for qualifying scores on most pedagogy and content exams. General guidelines are as follows:

1. Scaled scores are based on a candidates final overall GPA.
2. GPAs are given to three decimal places; no rounding is permitted.

3. Official test scores are valid for life.
4. Use the link below to find the GPA scaled scores and other PA testing information:

http://www.portal.state.pa.us/portal/server.pt/community/tes ting_requirements/8638

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.)

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.

Education Studies Minor

A minor in Educational Studies is available for undergraduates who are interested in building a foundation in education without pursuing PDE certification. Six courses are required for the minor:

Required Core (complete ALL THREE):

- EDU 150/150F Schools in Society
- EDU 246/246F Literacy, Language and Culture
- SPE 160/160F Introduction to Special Education

One Developmental Course (select ONE):

- EDU 151/151F Learning, Cognition, and Development
- EDU 121 Child Development
- EDU 157/157F Adolescent Psychology

Any Two Additional Courses:

EDU 155/155F	Foundations of Early Childhood Education
EDU 231	Educational Assessment
EDU 232/232F	Reading / Literature I
EDU 247	Literacy in the Content Areas
SPE 200/200F	Teaching in an Inclusive Environment
SPE 203/203F	Teaching Adolescents in an Inclusive Environment

Special Education (Program Overview)

Saint Joseph's University Department of Special Education centers its philosophical and practical mission on attaining social justice and democracy through the education of reflective, activist-oriented teacher candidates and practicing teachers. Faculty members are committed to a disposition of academic rigor and professional integrity across our undergraduate, post-baccalaureate, and graduate programs. This commitment is informed by the ideals of fairness, equity, and individuality. We strive to challenge routine societal structures and mindsets in order to promote vibrant learning environments among faculty and students that focus on character education, reflective inquiry-based teaching, and cultural/individual fairness and diversity. Central to our mission, is the delivery of a quality teacher preparation program that encourages future educators to adopt pedagogical practices that recognize the inherent strengths that all children bring to school.

The Special Education Department is focused on helping teachers respect the knowledge traditions of students from non-dominant cultural communities as these students have been historically excluded from educational curricula. Such practices provide a framework that incorporates all aspects of learning, cognitive, linguistic, social-emotional, and cultural variables. This includes recognizing students' "funds of knowledge" and the diversity of cultural capital that exists in all homes and communities. Department faculty strive to support future teachers' adoption of practices that celebrate the unique personality traits, talents and learning differences of individual learners. This will prepare future teachers to help their students become resilient to unwanted peer pressure and bullying, and who actively challenge these and other negative influences.

Consistent with the mission of Saint Joseph's University, we strive to create teachers who are broadly educated in the liberal arts and who consistently enhance their knowledge of various content areas to inform instruction. We embrace the goal of interdisciplinary teaching that requires teachers to make visible the connections between content areas. Future teachers must also be prepared for the technologies of the 21st Century. We are committed to providing students with the technological capacity that will help them teach in ways that enhance student knowledge and engagement.

The Department of Special Education is committed to creating teacher researchers who systematically study aspects of learning and teaching within their schools in order to inform their own instructional practice and contribute to the theoretical and practical knowledge base in education. The notion of teacher-as-researcher is central to building relationships between theory and practice. We also strive to

create teacher activists who assume leadership positions within their schools and are committed to challenging practices and policies that undermine students' achievement.

Consistent with the Magis it is our hope that our teacher candidates will strive to continue to grow throughout their experiences in and beyond the classroom and embrace the true meaning of Cura Personalis: To improve oneself in order to better serve others.

Degree Program Descriptions and Requirements

Undergraduate Programs

Curriculum/Program of Study Listings

Double Major:

PreK-4 and Special Education PreK-8

"F" courses are those that have field assignments

PSY/EDU 121	Child Development
EDU 150/150F	Schools in Society (GEP First Year Seminar)
EDU 151/151F	Development, Cognition and Learning
EDU 231/231F	Assessment and Evaluation in Education
EDU 155/155F	Foundations of Early Childhood
EDU 232/232F	Reading Literature I
EDU 240/240F	Reading Literature II
EDU 242/242F	Technology Enhanced Curriculum and Instruction
EDU 246/246F	Literacy, Language and Culture
EDU 362/362F	Social Studies Through the Arts: PreK-4
EDU 363/363F	Science Methods PreK-4
EDU 365/365F	Math and Technology PreK-4
SPE 160/160F	Introduction to Special Education
SPE 200/200F	Teaching in an Inclusive Environment
SPE 319/319F	Assessment: Identification and Progress Monitoring
SPE 329	Educating Students with High Incidence Disabilities
SPE 339/339F	Educating Students w/ Low Incidence Disabilities
SPE 349/349F	Literacy Intervention Strategies
SPE 359/359F	Math & Content Area Intervention Strategies
SPE 369/369F	Educating Students w/ Emotional, Social & Behavioral Disabilities
SPE 379/379F	Family, School & Community in a Diverse Society
SPE 495	Special Education Student Teaching PreK-4 (6 credits)
EDU 498	PreK-4 Student Teaching (6 credits)

BS in Education with Special Education PreK-8 Certification

Goal 1: Students will demonstrate knowledge of PreK-8 learner development and curricular content

Objective 1.1: The student will be able to identify individual differences and to respond to the needs of individuals with exceptionalities.

Objective 1.2: The student will be able to use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

Goal 2: Students will demonstrate the ability to create positive PreK-8 learning environments

Objective 2.1: The student will demonstrate the ability to use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

Objective 2.2: The student will demonstrate an understanding of ways to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

Goal 3: Students will demonstrate the use of assessment for diagnosis and progress monitoring

Objective 3.1: The student will be able to select and use technically sound formal and informal assessments that minimize bias.

Objective 3.2: The student will assess performance and provide feedback.

Goal 4: Students will demonstrate knowledge of research-based instructional planning and strategies

Objective 4.1: The student will be able to identify an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.

Objective 4.2: The student will be able to use strategies and technology to enhance language development and communication skills of individuals with exceptionalities.

Goal 5: Students will demonstrate knowledge of professional ethical practice

Objective 5.1: The student will demonstrate an understanding that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

Objective 5.2: The student will demonstrated the ability to develop a variety of education and transition plans for individual with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families and teams.

Department of Teacher Education

EDU 150 Schools in Society (3 credits)

The course studies American education structurally. The origins, evolution, and realities of contemporary public and private schools are examined through critical readings. Visits to elementary classrooms in multicultural settings provide a strong link to the teacher's world and the course content. Enrollment in Field Experience EDU 150F, is required with this course. *Satisfies Freshman Seminar GEP requirement.*

EDU 151/151F Development, Cognition and Learning (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 is required with this course. *Satisfies a Social/Behavioral Science GEP requirement.*

EDU 155/155F Foundations of Early Childhood Education (3 credits)

This course is designed as an introduction to the essentials of early childhood education. Topics to be covered include: recognizing the unique roles played by early care and education providers teaching young children; understanding cognitive, social-emotional, adaptive and motor development in childhood; assessing and planning a developmentally appropriate and standards-based curriculum; providing an inclusive learning environment; and communicating effectively with families and caregivers. Special attention will be given to contemporary models of Early Childhood Education in school and other early childhood settings and the unique needs of early learners, including English Language Learners and students with special needs.

Prerequisites: EDU 150, EDU 151.

EDU 157/157F 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 221 (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. Meets requirements for Service Learning course. This course may count as a GER course if taken in conjunction with ART 121

EDU 231/231F 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 (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 234 Field Experience for EDU 232 Reading/Literature I (1 credit)

EDU 240/EDU 240F Reading/Literature II (3 credits)

The course provides students with the opportunity to continue their investigation of the use of literature as central to the development of successful reading. Students are involved in extensive analysis of a wide range of literature for young people. Students continue to investigate the use of instructional reading models to critique strategies related to the use fiction, nonfiction, poetry, picture books, and fantasy selections. Included in this course is an investigation of multicultural literature and the writing process. Enrollment in Elementary Pedagogy Lab, EDU 2252, is required with this course.

Prerequisite: EDU 232.

EDU 241 Social and Motor Development (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 246/246F 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.

EDU 247 Literacy 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, 157

EDU 248/248F Writing in the Upper Grades (3 credits)

This course examines the development of upper elementary and adolescent writers and ways of using writing process pedagogy to advance their writing abilities. *Prerequisites: EDU 150, 157*

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 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 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 361/361F Social Studies through the Arts (3 credits)

The purpose of this course is to connect theory and practice in the teaching of elementary school social studies through the visual and performing arts. 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 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 363/363F 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 364 Field Experience for EDU 360 Science Methods PK-4 (1 credit)

EDU 365/365F Mathematics and Technology PK-4 (3 credit)

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 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 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 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 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 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 411 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 412/412F 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. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy.

Prerequisites: EDU 150, 157 and SPE 150

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 414/414F Instructional Techniques for Foreign Languages* (f. EDU 2341) (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. Students will

be placed in a secondary classroom where they will study issues related to teaching pedagogy.

Prerequisites: EDU 150, 157, SPE 150

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 416/416F Instructional Techniques for Mathematics* (f. EDU 2351) (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, 157, SPE 150. Enrollment in EDU 417 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 418/418F Instructional Techniques for Science* (f. EDU 2361) (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.

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.

Prerequisites: EDU 150, 157, SPE 150.

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 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 160 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 160F Field Experience for SPE 160 Introduction to Special Education (1 credit)**SPE 200/200F Teaching in Inclusive Environments (f. SPE 2141) (3 Credits)**

The focus of this course is on the developing of skills dealing with effective inclusive classroom management and creating classroom climate conducive to student achievement. It provides comprehensive coverage of a variety of discipline models to aid candidates in building systems and conceptual models of total discipline based on their underlying theories; emphasizes activities promoting positive behavioral supports; increases pupil motivation; applies methods for establishing cooperative classroom routines, procedures, and practices; organizes the environment, including school wide, classroom, and individual supports; measures and reports progress.

This course of study will focus on the unique needs of students as well as the development of proactive approaches to classroom and school environments. This will enable teachers to increase the amount of academic learning time in which to address the needs of all students in inclusive classrooms and to increase achievement. In addition, the course study will include a focus on understanding how behaviors are influenced by pedagogical practices.

SPE 203/203F Teaching Adolescents in Inclusive Environments

The focus of this course is on the developing of skills dealing with effective inclusive classroom management and creating classroom climate conducive to student achievement. It provides comprehensive coverage of a variety of discipline models to aid candidates in building systems and conceptual models of total discipline based on their underlying theories; emphasizes activities promoting positive behavioral supports; increases pupil motivation; applies methods for establishing cooperative classroom routines, procedures, practices; organizes the environment, including school-wide, class-wide, and individual supports; measures and reports progress.

In addition, course study will include a focus on understanding how adolescent behaviors are influenced by pedagogical practices and classroom environments. While general education curriculum is appropriate for the majority of students with disabilities, secondary learners who are at-risk for academic and behavioral failure, including those with disabilities, have specific learning and behavioral characteristics that can undermine progress through general education curriculum. Course content will include a careful analysis of the specific needs of intermediate and secondary aged learners, including: slower rates of acquiring information and skills, deficits in the ability to generalize learned skills to other settings or conditions, and a lack of ability to retain skills, all of which directly influence student behavior. Furthermore, course study will focus on the unique psychosocial problems of adolescents, social and interpersonal skill training priorities of young adults, classroom management and motivational strategies for adolescents, and validated learning strategies for adolescents and young adults.

SPE 319/319F Assessment: Identification and Progress Monitoring (3 credits)

This course will provide an in-depth presentation of the complex issue of assessment in early care and education. The content of this course will provide students with an in-depth review of informal evaluation procedures and classroom-based data collection strategies for young children in inclusive early care and education settings. 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 and include 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). Additional course topics address legislation, regulations, topical issues, emerging evaluation trends, test modifications/accommodations, parent involvement and assessment/progress reporting with a focus on procedural considerations in the assessment of development and learning in the early childhood years. Related foci for discussion will also include the challenges in both assessing young children and using assessment data to design meaningful, developmentally appropriate activities for children and their families.

Candidates will develop lesson plans, unit plans, IEPs, IFSPs, 504 plans and intervention strategies that employ Pennsylvania's Standards Aligned System. By using <http://www.pdesas.org>, candidates will be able to modify and implement curriculum using the appropriate Academic Standards, including Alternate Academic Standards where necessary, Assessment Anchors, and eligible content.

SPE 329 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.

Candidates will develop effective, evidence-based instructional strategies for all levels of support (PreK-8).

These will include: lesson plans, unit plans, IEPs, IFSPs, 504 plans, and intervention strategies that employ Pennsylvania's Standards Aligned Systems (<http://www.pdesas.org>). Candidates will be able to modify and implement curriculum including appropriate adaptations and technology, using the appropriate Academic Standards, Alternate Academic Standards where necessary, Assessment Anchors, and eligible content.

In addition, candidates will demonstrate the ability to collaborate and plan for student outcomes and transition at designated times throughout the student's education, including Age 3 transition for Pre K-8, secondary transition procedures (7-12), and transition to post school success. This course of study will include: applying the knowledge of transition-related legislation in fields of special and vocational education, rehabilitation, labor and civil rights; developing and implementing a transition plan that integrates functional, academic, and vocational data aligned to identified post school outcomes; and administering and interpreting formal and informal career and vocational assessment approaches.

SPE 339/339F Educating Students with Low Incidence Disabilities (f. SPE 2141) (3 credits)

This course addresses the definitions, characteristics, assessment and specific techniques for students needing adaptive and functional curricula. 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 includes 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.

Candidates will develop effective, evidence-based instructional strategies for all levels of support (PreK-8). These will include: lesson plans, unit plans, IEPs, IFSPs, 504 plans, and intervention strategies that employ Pennsylvania's Standards Aligned Systems (<http://www.pdesas.org>). Candidates will be able to modify and implement curriculum including appropriate adaptations and technology, using the appropriate Academic Standards, Alternate Academic Standards where necessary, Assessment Anchors, and eligible content.

In addition, candidates will demonstrate the ability to collaborate and plan for student outcomes and transition at designated times throughout the student's education, including Age 3 transition for Pre K-8, secondary transition procedures (7-12), and transition to post school success. This course of study will include: applying the knowledge of transition-related legislation in fields of special and vocational education, rehabilitation, labor and civil rights;

developing and implementing a transition plan that integrates functional, academic, and vocational data aligned to identified post school outcomes; and administering and interpreting formal and informal career and vocational assessment approaches.

SPE 349/349F Literacy Intervention Strategies (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.

Candidates will develop lesson plans, unit plans, IEPs, IFSPs, 504 plans and intervention strategies that employ Pennsylvania's Standards Aligned System. By using <http://www.pdesas.org>, candidates will be able to modify and implement curriculum using the appropriate Academic Standards, including Alternate Academic Standards where necessary, Assessment Anchors, and eligible content

SPE 359/359F Math and Content Area Intervention Strategies (3 credits)

This course is an intensive and comprehensive study of research practices for the instruction of Mathematics, Science, and Social Studies for students with high incidence disabilities. Content will cover diagnostic planning, curriculum design, progress monitoring, and the development of student-specific programs involving evidence-based interventions. This course centers around the Response to Intervention model and most of the strategies discussed are based on the research which supports multi-sensory instruction, integrated learning experiences, and the multiple intelligences. Focus will also be given to the development of appropriate goals and the implementation of research-based curriculum, concepts, and instructional strategies which are most effective for students with high incidence disabilities.

Candidates will develop lesson plans, unit plans, IEPs, IFSPs, 504 plans and intervention strategies that employ Pennsylvania's Standards Aligned System. By using , candidates will be able to modify and implement curriculum using the appropriate Academic Standards, including Alternate Academic Standards where necessary, Assessment Anchors, and eligible content.

SPE 369/369F 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.

Candidates will develop lesson plans, unit plans, IEPs, IFSPs, 504 plans and intervention strategies that employ Pennsylvania's Standards Aligned System. By using <http://www.pdesas.org>, candidates will be able to modify and implement curriculum using the appropriate Academic Standards, including Alternate Academic Standards where necessary, Assessment Anchors, and eligible content.

SPE 379 Family, School, and Community in a Diverse Society (3 credits)

This course focuses on the process of family assessment and intervention, issues of family and professional collaboration and diversity, and methods of promoting adult communication and management strategies. It applies the knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts as they relate to the family, culture and society. It identifies the members of teams designed to support and optimize children's educational needs and social-emotional development and the network of community services and resources to individuals, families and groups affected by social, environmental, health and related problems.

Candidates will develop effective, evidence-based instructional strategies for all levels of support (PreK-8). These will include: lesson plans, unit plans, IEPs, IFSPs, 504 plans, and intervention strategies that employ Pennsylvania's Standards Aligned Systems (<http://www.pdesas.org>). Candidates will be able to modify and implement curriculum including appropriate adaptations and technology, using the appropriate Academic Standards, Alternate Academic Standards where necessary, Assessment Anchors, and eligible content.

In addition, candidates will demonstrate the ability to collaborate and plan for student outcomes and transition at designated times throughout the student's education, including Age 3 transition for Pre K-8, secondary transition procedures (7-12), and transition to post school success. This course of study will include: applying the knowledge of transition-related legislation in fields of special and vocational education, rehabilitation, labor and civil rights; developing and implementing a transition plan that integrates functional, academic, and vocational data aligned to identified post school outcomes; and administering and interpreting formal and informal career and vocational assessment approaches.

SPE 495 Special Education Student Teaching

This experience is designed as the capstone professional course in the Special Education program. It is to be the final course taken in the Special Education sequence. The student teaching experience approximates a full-time working experience for the fourteen week semester. It includes a supervised teaching experience in the field, as well as a seminar class each week in which issues related to student teaching are studied. Evaluations will be conducted by the

seminar instructor, the cooperating teacher, and a university supervisor.

Candidates will develop effective, evidence-based instructional strategies for all levels of support (PreK-8). These will include: lesson plans, unit plans, IEPs, IFSPs, 504 plans, and intervention strategies that employ Pennsylvania's Standards Aligned Systems (<http://www.pdesas.org>). Candidates will be able to modify and implement curriculum including appropriate adaptations and technology, using the appropriate Academic Standards, Alternate Academic Standards where necessary, Assessment Anchors, and eligible content.

In addition, candidates will demonstrate the ability to collaborate and plan for student outcomes and transition at designated times throughout the student's education, including Age 3 transition for Pre K-8, secondary transition procedures (7-12), and transition to post school success. This course of study will include: applying the knowledge of transition-related legislation in fields of special and vocational education, rehabilitation, labor and civil rights; developing and implementing a transition plan that integrates functional, academic, and vocational data aligned to identified post school outcomes; and administering and interpreting formal and informal career and vocational assessment approaches.

English

Professors: *Cohen (Emerita), Feeney, S.J., (Emeritus), Fusco, Gilman, Goldthwaite (sabbatical leave 2014-2015), Green, Lindner, Morris (Emeritus), Parker, Samway, S.J. (Emeritus), Sorensen, Wendling (Emeritus)*

Associate Professors: *Berret, S.J., (Emeritus), Brennan, S.J., Darlington, Haslam, Mezey, Norberg (Chair), Patterson, J. Powell, Spinner*

Assistant Professors: *Coyne, Lockridge, Pattillo, Reimold, Wetzel*

Visiting Assistant Professors: *Ford, Lankin, K. Powell*

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) journalism. 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. Dual English/Secondary Education majors do not declare a track.

Departmental Mission

Crucial to the centuries-old Ignatian vision that guided the establishment of Jesuit colleges and universities are two concepts: caring for the student as an individual (*cura personalis*) and imparting to the student a skill in thoughtful, imaginative, and well-organized language (*eloquentia perfecta*).

The English Department and its curriculum encourage the growth of our students in these traditions. Our courses guide them to appreciate imaginative literature and to master rhetorical skills traditionally associated with Jesuit education—including cultivating an individual and discerning voice in both writing and speaking.

We remain committed to the University's mission by connecting faith, intellectual commitment, and social justice in our teaching. By offering service-learning and diversity courses and by developing mentoring relationships between faculty and students, we encourage a striving for the greater intellectual and social good.

The English Department supports the University mission by calling upon our students to embrace:

- A life-long openness to imaginative, moral, and spiritual growth
- A confidence in their own intellectual reach and competence
- A commitment to being men and women with and for others
- A commitment to social justice
- A willingness and ability to lead.

Learning Goals and Objectives

Goal 1: Acquire knowledge of significant texts in the British, Irish, American, and Anglophone literary traditions.

Objective 1.1: Students will demonstrate a familiarity with British, Irish, American, and Anglophone key texts and an understanding of the historical continuities among literary conventions and imaginative traditions.

Goal 2: Develop rhetorical skills.

Objective 2.1: Students will recognize and use various rhetorical modes, including (but not limited to) narrative, exposition, analysis, and argument.

Goal 3: Develop creative abilities.

Objective 3.1: Students will exercise their imaginations in crafting their own creative works and performances, particularly through creative writing workshops and theatre courses.

Goal 4: Acquire knowledge of significant schools of literary theory.

Objective 4.1: Students will demonstrate an understanding of the historical development of literary theory and draw upon these models for their own literary analyses.

Objective 4.2: Students will formulate their own theories about what literature is and does.

Goal 5: Acquire knowledge of research fundamentals in English.

Objective 5.1: Students will locate, assess, and incorporate secondary sources (including electronic ones) into their own arguments.

Goal 6: Develop revision strategies and editing skills.

Objective 6.1: Students will demonstrate an understanding of revision.

Objective 6.2: Students will practice editing skills through examining their own writing and the writing of their peers.

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

ENG 222 Sophomore Seminar: Critical Approaches to

- Literary Studies
 ENG 402 Shakespeare: Early Works
 Or
 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)

Diversity within the Major:

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.

Internship policy:

One internship can count toward the major. Additional internships must be taken as general electives.

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 appropriate to their talents, interests, and possible careers.

Integrated Learning Courses

In consultation with, and with the approval of their faculty advisor, English Majors must complete three additional courses within the College of Arts & Sciences but outside the English major, with no more than two classes taken from the same department.

Track Options:

Students also take four courses in one of the four track options: Literature, Writing, Theatre/Drama, Journalism. See below for information about the English/Education Dual Major requirements beyond the core.

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.

Writing Track

The Writing Track requires three writing courses and one elective. With the chair's permission, some Professional Writing and Speaking courses (PWS), offered in the College for Professional and Liberal Studies, may be taken in fulfillment of writing requirements.

Drama/Theatre Track

The Drama/Theatre Track requires MTF 160 Introduction to Theatre, two additional drama/theatre courses taken in the English Department, and one elective, which may be an English literature or writing course or one of the following Music, Theatre and Film courses: MTF 261 Performance Practicum, MTF 260 Acting I, MTF 264 Acting II, MTF 265

Directing for the Stage, MTF 268 Musical Theatre History and Performance.

Journalism Track

The Journalism Track requires ENG 261 News Reporting, ENG 490 Journalism Internship, and two additional courses in journalism. Students may take any 300 or 400 level journalism course, including ENG 448 Magazine Writing, ENG 451 Food Writing, or ENG 449 Travel Writing. Students in the Journalism Track are also encouraged to consider the Communication Studies Minor.

Minor in English

The minor in English requires four English courses beyond the common courses (ENG 101 and ENG 102) of the GEP. Students may choose any combination of English major courses in literature, writing, journalism, or drama/theater, including Independent Study (ENG 370 or ENG 470).

Minor in Creative Writing

The minor in Creative Writing requires four creative writing courses beyond the common courses (ENG 101 and ENG 102). One of those courses must be ENG 242 Introduction to Creative Writing. Students may then choose any three 300 or 400 level creative writing courses, including Independent Study (ENG 370 or ENG 470). English Majors are not permitted to minor in Creative Writing. Instead, English Majors are encouraged to do the Creative Writing Track in the English Major.

Minor in Journalism

The minor in Journalism requires four journalism courses beyond the common courses (ENG 101 and ENG 102) of the GEP. Two of those four courses must include ENG 261 Introduction to Reporting & Writing and ENG 490 Journalism Internship. The two remaining courses may be any 300 or 400 level journalism courses, including, ENG 448 Magazine Writing, ENG 451 Food Writing, or ENG 449 Travel Writing. English Majors are not permitted to minor in Journalism. Instead, English Majors are encouraged to do the Journalism Track in the English Major.

Requirements for Departmental Honors

Requirements for departmental honors are found under Honors Program.

Programs in Africana, American, Ancient, Asian, European, Gender, and Medieval/Renaissance/Reformation Studies

English majors are eligible to participate in the Program in Africana Studies, Program in American Studies, Program in Ancient Studies, Program in Asian Studies, Program in Gender Studies, and the Program in Medieval, Renaissance, and Reformation Studies described elsewhere in the catalog. All of these minors work well with the major.

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 370, ENG 470, ENG 490, ENG 491, ENG 492, ENG 493-94 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 resumés, 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.

English/Secondary Education Double Major

The English/Secondary Education Double Major requires two literature courses, including dramatic literature, and two writing courses. The three Integrative Learning Courses for the Education Track are as follows: SPE 160/160F Introduction to Special Education; SPE 310/310F Assessment: Identification and Progress Monitoring, and SPE 203/203F: Teaching in Inclusive Environments. The following are recommended for satisfying both Education and GEP requirements: first-year EDU 150/150F Schools in Society for

the first-year seminar, EDU 157/157F Adolescent Development for the social and behavioral science requirement, and a Linguistics course for the Art/Lit requirement.

Teacher Certification for Secondary Schools

Students majoring in English who complete the double major in Secondary Education may apply to obtain an Instructional I, Secondary Education (12) Teaching Certificate from the State of Pennsylvania. In addition to their English advisor, English/Secondary Education double majors will also be assigned an advisor from 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 enroll in ENG 497 Secondary Student Teaching in their senior year. 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, 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 in Secondary Education.

EDU 150/150F	Schools in Society FYS
EDU 157/157F	Adolescent Development
SPE 160/160F	Introduction to Special Education
SPE 203/203F	Teaching in Inclusive Environments
SPE 310/310F	Assessment: Identification and Progress Monitoring
EDU 246/246F	Literacy, Language and Culture
EDU 247	Literacy in the Content Area
EDU 410/410F	Instructional Techniques for English
EDU 497	Secondary Student Teaching 7-12 (12 credits)

In order to meet the certification requirements for English, students are required to take a course in linguistics. Either of the following courses will meet that requirement:

LIN 101	Introduction to Linguistics
LIN 317	Sociolinguistics

Additional Linguistics courses may be approved as eligible by the Secondary Education Certification Office. Please consult your advisor and the Department of Teacher Education for more information.

Minor in Educational Studies

A minor in Educational Studies is available for undergraduates who are interested in building a foundation in education without pursuing PDE certification.

Curriculum

Required Core:

EDU 150/EDU 160—Schools in Society

EDU 246—Literary, Language, and Culture

SPE 160—Introduction to Special Education

One Developmental Course:

EDU 151—Learning, Cognition, and Development

EDU 121—Child Development

EDU157—Adolescent Psychology

Any Two Additional Courses

EDU 155—Foundations of Early Childhood Education

EDU 231 – Educational Assessment

EDU 232 – Reading / Literature I

EDU 241 – Socio-Emotional and Motor Development

EDU 247 – Literacy in the Content Areas

SPE 200/203 – Teaching in an Inclusive Environment

For More Information contact:

Dr. Frank Bernt, Chair

Teacher Education Department

Note. A minor in Educational Studies is not sufficient to satisfy coursework for PDE Level 1 certification.

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 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. 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 numbered 220-299 are introductory-level major courses. ENG 206: Public Speaking, ENG 222 Sophomore Seminar, ENG 241 Creative Writing Workshop, and ENG 261 Introduction to Reporting and Writing are typically offered each semester. Other 200-level courses are typically 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, Fuller, Hawthorne, Stowe, Melville, Whitman, Twain, Dickinson, Chopin, Gilman, 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 courses such as the following: Chinese-American Literature and Culture; American Voices; British Multiculturalism and the Booker Prize: Gay and Lesbian Narratives. *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 in 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; American Protest Fiction; Detective Fiction; Psychology and Literature).

ENG 209 Literature and Film (3 credits)

This course deals with film treatments of significant literary texts. Specific focus of the courses depends on the instructor (e.g., Filming the Middle Ages, Shakespeare on Film; The South in Literature and Film).

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 Swofford; 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 Gretel Ehrlich's *The Solace of Open Spaces* and Norman Maclean's *A River Runs Through It*, plus consideration of key film texts that contribute to the development of the mythology that eventually overwhelmed America in the 20th century. The vastness of western landscape provides a remarkable background for intense human drama.

ENG 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 Rereading 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 Historicist, 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. Writing workshop format. *Does not fulfill GEP Art/Lit requirement*.

ENG 261 News Reporting (3 credits)

An introduction to the basics of journalism, this course will teach students how to find and develop story ideas, how to cultivate and interview sources, and how to put together stories for print and online media. Students will gain hands-

on experience in field reporting and writing as they work closely with editors of The Hawk student newspaper on print and digital story ideas that may be chosen for publication. In its examination of the journalism industry, this course also seeks to help students become more sophisticated consumers of media and to better understand 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 truthful 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
360-369: journalism courses
370: junior-level independent study
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 typically 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.

ENG 302 Renaissance Non-Dramatic Literature (3 credits)

Survey of the non-dramatic literature of the sixteenth and seventeenth centuries. The major figures—Wyatt, Sidney, Donne, Jonson, 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, Jonson, 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, Wollstonecraft, 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 Godwin 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 segregationist precedents to apartheid laws set during British colonial control. Utilizing novels, films, historical-legal documents, and nonfiction, as well as shorter literary works, the course enables students to 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 319 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 Early American Literature (3 credits)

A study of the evolution of literary form and content to 1820. Concentration will be upon such authors as Bradford, Bradstreet, Franklin, Jefferson, and Freneau.

ENG 322 American Romantic and Transcendental Literature (3 credits)

A study of the evolution of literary form and content from 1820 to 1880. Concentration will be upon such authors as Poe, Hawthorne, Emerson, Thoreau, Fuller, Melville, and Whitman.

ENG 323 American Literature, 1865–1915 (3 credits)

A survey of American literature between the Civil War and World War I, from realism to naturalism, with consideration of such writers as Twain, Howells, James, Crane, Dickinson, Robinson, Cable, Wharton, Norris, and Dreiser.

ENG 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 throughout 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.

ENG 332 Playwriting (3 credits)

This course offers students the experience of 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 Dangling 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. *Writing Intensive. Does not fulfill GEP Art/Lit requirement.*

ENG 361 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 362 Literary Journalism (3 credits)

This reading-intensive course provides an historical overview of a genre most often referred to as "literary journalism," once called "new journalism," and now sometimes dubbed "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 Konover, Sonia Nazario, Adrian Nicole LeBlanc, and Susan Orlean, among others. In addition to their literary consumption and interrogation of the field, students will produce several short exercises in the style of the genre and one final project. *Does not fulfill GEP Art/Lit requirement.*

ENG 363 Digital Journalism (3 credits)

Students in this course will examine the digital news industry, critically assessing contemporary journalism, not only the ways in which it is produced but also the ways in which it is consumed. Students will also learn techniques necessary to create their own digital news content. They will develop skills in news writing, multimedia production, search engine optimization, blogging, and social media management.

Prerequisite: ENG 261: Introduction to Reporting & Writing, or permission of instructor. *Does not fulfill GEP Art/Lit requirement.*

ENG 370 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 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. *Acceptable for GEP Art/Lit requirement.*

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

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 climax of their development in the poetry of Geoffrey Chaucer. The major historical focus will be on work written in England from 1300 to 1485; there will be some continental material included.

ENG 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 408 Contemporary British and Irish Novel (3 credits)

A study of late twentieth-century and twenty-first century novels. Featured writers may include Benjamin Black, Emma Donoghue, Anne Enright, Kazuo Ishiguro, Ian McEwan, David Mitchell, and Zadie Smith.

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. *Diversity*

ENG 419 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, Mailer, and Morrison.

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 342 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, Running to Write). *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. *Does not fulfill GEP Art/Lit Requirement.*

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 449 Travel Reading and Writing (3 credits)

This course explores the elements of crafting narratives about journeys. Using students' previous experiences of travel (and current experiences when applicable), students explore the elements of creative nonfiction writing. Students complete a variety of writing exercises, including a detailed travel journal, and other exercises on detail and description.

After the exercises, students will write longer narratives that may include a profile of a person or place, a reflective memoir, and an essay about some aspect of another culture's cuisine or cultural differences. *Acceptable for GEP Art/Lit requirement.*

ENG 450 Literature, Writing, and Medicine (3 credits)

In this course, students explore how race, class, gender, and sexuality are depicted through the writing of caregivers, medical professionals, and patients in essays, memoirs, and creative nonfiction. The course focuses on how cultural difference affects access to medical care and perceptions of the female body. Other possible topics include mental illness and AIDS/HIV. *Acceptable for GEP Art/Lit requirement.*

ENG 451 Food Writing (3 credits)

This class explores the political, spiritual, and economic aspects of eating and offers students the chance to practice writing about food in different modes, from restaurant reviews to blog posts to personal essays. *Does not fulfill GEP Art/Lit requirement.*

ENG 462 Feature Writing (3 credits)

At its most basic definition, feature writing is journalism that tells a story—generally, the kind of story that you don't soon forget, 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 study outstanding contemporary examples of feature writing and the impact of long-form journalism on the print and digital media landscape. From those examples, we will learn how to combine the best reporting practices with the best storytelling practices in order to produce our own powerful feature length stories that marry rigorous reporting and research with captivating and creative prose. Prerequisite: ENG 261 Introduction to Reporting & Writing or permission of instructor. *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 Online News Production or permission of instructor. *Does not fulfill GEP Art/Lit requirement.*

ENG 464 Sports Journalism (3 credits)

This course covers all aspects of current sports journalism—getting stories about sports out through traditional reporting in print and broadcast media as well as through blogging, tweeting, podcasting, and Facebook updating. Students will start developing a personal brand as a sports journalist through diverse reporting activities, including use of social media and the web, all in line with the latest developments in technology. Prerequisite: ENG 261: Introduction to Reporting & Writing or permission of instructor. *Does not fulfill GEP Art/Lit requirement.*

ENG 465 Special Topics in Journalism (3 credits)

Focus on a particular issue in journalism, examination of some trend, or consideration of selected columnists/distinctive voices in journalism. Prerequisite: ENG 261: Introduction to Reporting & Writing, or permission of instructor. *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 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, 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. *Acceptable for GEP Art/Lit requirement.*

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 490 Journalism Internships: Independent Study (3 credits)

The primary purpose of this independent study is to introduce a junior or senior to journalism experience in either print, broadcast, or online news production at a local media outlet. In addition to helping students enhance their journalism skills, that experience should also help them to develop their understanding of the journalist's role in society. Students will normally work from ten to fifteen hours per week at an appropriate site and will meet with their English-department mentors regularly during the semester. Students will maintain a portfolio of work completed, keep a journal or field notes of their working experience, secure an assessment of their work performance from a supervisor, and submit a final reflection essay. *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 491 Community Service Internships: Independent Study (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 Writing and Editing Internships: Independent Study (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: *Fingerut*

Environmental Science Advisory Board: *Arango, Brown, Dufresne, King-Smith, McDonald, McRobert, Phillips, Springer*

Program Overview

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 a range of relevant disciplines in the social sciences, humanities and business. 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 studies. 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.

Learning Goals and Objectives for the Environmental Science Major

Goal 1: Students will develop an understanding of the importance of the environment, the extent to which societal actions impact it, and the need to ensure its sustainability

Objective 1.1: Students will be able to describe the basic environmental challenges facing the world today, their causes, and possible solutions

Objective 1.2: Students will be able to describe the scientific, ethical, and moral imperatives behind the need to protect and sustain a healthy environment, and the role of environmental science and environmental scientists in those efforts.

Goal 2: Students will develop an understanding of the opportunities and challenges facing efforts to protect the environment and developing a sustainable society.

Objective 2.1: Students will demonstrate an understanding of the linkages between environmental science and non-natural science disciplines such as business, economics, history, politics, sociology, etc.

Goal 3: Students will develop a strong foundation in the physical and natural sciences, including environmental science, biology, chemistry, and physics.

Objective 3.1: Students will demonstrate knowledge of basic biology, including cell biology, genetics, and organismal biology

Objective 3.2: Students will demonstrate knowledge of general chemistry and physics.

Goal 4: Students will develop the skills needed for a successful career in Environmental Science, including experimental design, surveying of scientific literature, data collection, data reduction and the presentation of scientific conclusions to a range of audiences.

Objective 4.1: Students will demonstrate competency in operating basic laboratory equipment required to quantify and measure accurately.

Objective 4.2: Students will apply skills in data reduction including choosing and interpreting appropriate statistical tests.

Objective 4.3: Students will be able to develop cogent, well structured, and researched written and oral presentations of scientific material.

Goal 5: Students will understand the types of careers available to environmental scientists, create connections with people in the field of environmental science, and receive hands-on experience in the working world.

Objective 5.1: Students will demonstrate an understanding of the role of environmental science and scientists in societal efforts towards sustainability and complete an internship applying their knowledge to real-world issues alongside environmental professionals.

Requirements for the Environmental Science Major

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 AND
BIO 101L Biology I: Cells Lab

GEP Overlays (See Curricula): three courses

GEP Integrative Learning Component: three courses

Biology:

BIO 102 Biology II: Genetic and Evolutionary Biology
AND
BIO 102L Biology II: Genetic and Evolutionary Biology Lab

Chemistry:

CHM 120 General Chemistry I AND
CHM 120L General Chemistry I Laboratory

Environmental Studies: (one course from the list below)

ECN 101 Macroeconomics
MGT 101 Introduction to Management
SOC 101 Introduction to Sociology
POL 111 Introduction to American Government
POL 115 Introduction to International Politics

GEP Electives: six courses

Major Concentration: fifteen courses

Biology

BIO 201 Biology III: Organismic Biology AND
BIO 201L Biology III: Organismic Biology Lab

Environmental Science

ENV 106 Exploring the Earth
AND
ENV 106L Exploring the Earth Lab
ENV 102 Environmental Theory and Ethics Seminar

Chemistry

CHM 125 General Chemistry II AND
CHM 125L General Chemistry Laboratory II
CHM 210 Organic Chemistry I AND
CHM 210L Organic Chemistry Laboratory I

Mathematics

MAT 128 Applied Statistics

Physics

PHY 101 General Physics I AND
PHY 101L General Physics Laboratory I
or
PHY 105 University Physics I AND
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
BIO 419 Invertebrate Zoology
BIO 422 Applied and Environmental Microbiology
BIO 423 Evolution

Group B Physical Sciences

CHM 420 Environmental Chemistry
CHM 215 Organic Chemistry II AND
CHM 215L Organic Chemistry II Laboratory
PHY 102 General Physics II AND
PHY 102L General Physics II Laboratory
or
PHY 106 University Physics II AND
PHY 106L University Physics II Laboratory

Group C Environmental Studies

DSS 460 Introduction to GIS
ECN 370 Economic Development
ECN 375 Environmental Economics
ENG 426 Nature Writing
HIS 386 Environmental History
LEO 212 Organizational Sustainability
MKT 150 People, Planet, Profits
MKT 450 Environmental Sustainability and Green Marketing
PHL 316 Food and Justice
POL 327 Environmental Politics in America
SOC 316 Fair trade: Co-op to cup

Four additional upper level environmental science electives. In addition, enrollment in ENV 390 Environmental Science Seminar, is required each semester.

Minor in Environmental Science

The minor in environmental science requires completion of BIO 101, 102, and 201, ENV 106, 102, and 490, ENV 390 (2 semesters), CHM 120, 125, and 210 (along with their respective laboratory sections) and three additional courses representing at least two of the course groups (A, B and C) listed above.

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 105 The Environment

Non-science majors Environmental Science GEP lab-based courses:

ENV 106 Exploring the Earth AND
ENV 106L Exploring the Earth Lab

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 106 Exploring the Earth *and*
ENV 102 Environmental Theory and Ethics Seminar

ENV 102 is currently offered every other year and fulfills the Ethics Intensive overlay.

Students are required to take 4 additional courses from the following four groups (Groups A-D). 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.

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 at least three of their elective from groups B-D .

Group A Understanding our planet

BIO 165 Exploring the Living World AND
BIO 165L Exploring the Living World Lab
CHM 100 Chemistry for the Consumer
DSS 460 Introduction to GIS
PHY 112 Energy: Problems and Promises
PHY 113 Exploring the Physical World AND
PHY 113L Exploring the Physical World Lab

Group B Societal responses past and present

ENG 426 Nature Writing
HIS 386 Environmental History
PHL 316 Food and Justice
POL 327 Environmental Politics in America

Group C Economic Issues and solutions

ECN 370 Economic Development
ECN 375 Environmental Economics
LEO 212 Organizational Sustainability
MKT 150 People, Planet, Profit
MKT 450 Environmental Sustainability and Green Marketing
PHL 150 Food, Justice and Sustainability
SOC 316 Fair trade: Co-op to cup

Group D Experiential learning

ENV 490 Environmental Studies Internship

Environmental Science Courses

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. *This course satisfies the Ethics Intensive Overlay.*

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*

fulfills a lecture-only natural science course requirement for the GEP natural science area.

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 390 Environmental Seminar (0 credits, meets 3 times a semester)

This series of speakers will introduce majors and minors to current environmental science research, career options and experts in relevant disciplines inside and outside of the natural sciences.

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 Environmental Science and Studies minors only.*

European Studies

Director: *Buckley*

The European Studies Program offers both a major concentration and a certificate program.

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

GEP Electives: any twelve courses

Integrative Learning courses: three courses from the following:

ART 203 Late Antique and Medieval Art
ART 204 Renaissance and Baroque Art

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

Major Concentration:

- Four approved upper-division courses in one of the European
- languages or literatures offered in the Department of Modern and Classical Languages;
- Four approved upper-division courses in European history;
- Seminar in European History (HIS 473);
- Optional Directed Readings and Research in European Studies.

Reading requirements and papers for students in this concentration in the courses in history would reflect the student's knowledge of a second language.

Certificate Program in European Studies

The certificate program in European studies is designed to give students majoring in diverse fields such as Art, Economics, English, Finance, French, German, History, International Relations, Italian, Marketing, Music, Theatre and Film, 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

(201/202 - for German and Italian - or 202/301 - for French and Spanish + four approved advanced courses at the 300 or 400-level) and a minimum of four approved 300 or 400-level courses dealing with European studies in one or several of the following areas:

Economics	History
Art	Philosophy
English	International Relations
Music, Film and Theater	Political Science
Finance	Marketing
	Theology

Courses taken to satisfy requirements of the program may also serve to satisfy GEP, major and elective requirements, as appropriate. Students completing program requirements will be awarded a Certificate in European Studies.

Requirement for Certificate in European Studies

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 art, Music, theater and film 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.

Gender Studies Minor

Director: *Kennedy Bergen*

Committee on Gender Studies: *Berenato, Burkhalter, Burr, Edwards-Alexander, Green, Joyce, Logue, Mollnelli, Murray, Patton, Riley, Scola, Smith, Smolen, Weitzel*

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 404 *Nineteenth-Century Authors: Jane Austen
- ENG 445 *Gender and Narrative
- ENG 444 *Writing Through Race and Gender
No longer being taught
- ENG 481 Images of Women
- 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

- ITA 455 Women's Voices in Italian Fiction
- MHC 150 *Gender in the Workplace
- MHC 221 *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 368 *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

- 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 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
 - ENG 416 Rebellious Women Writers: Reformers, Slaves & Suffragists(honors)
 - FRE 422 Making Our Voices Heard: French Women Writers of the Middle Ages & Renaissance
 - POL 150 Politics: Inequality/Diversity
 - POL 209 Advising – President Simulation REL 342 Women in Muslim Tradition
 - REL 370 Women Deities in Chinese Religions
 - SOC 202 Advanced Study of Social Problems
 - SOC 323 Health and Society
 - SOC 386 Violence in Intimate Relationships
 - SPA 456 Women's Voices in 20th Century Spanish & Latin American Fiction
 - SPA 443 Staging Gender, Sexuality and Social Conflict in Spain's Golden Age
 - THE 350 Rediscovering Mary
 - THE 364 Sexuality and the Catholic Morality
 - THE 365 Christian Marriage Today
 - THE 370 Sisters in the City of Brotherly Love: Women Religious and Urban Missiology in Philadelphia
- * 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.

Health Care Ethics Minor

Director: *Aita, S.J., M.D.*

Advisory Board: *Allan (MKT), Angiolillo (PHY), Brennan (ENG), Balotsky(MGT), Croce (University Press), Jursca-Keffer*

(FJI), Kuykendall (HAS), Lurie (MAT), Sillup (PMK), Smolen (CHM), Zurbach (CHM)

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. Two tracks are offered.

Requirements for the Health Care Ethics – Basic Track

Interdisciplinary Health Care Ethics Minor (Basic Track) – Students are required to complete six (6) courses from at least 3 departments; no more than 3 courses from any one department may count for credit toward the minor. The prerequisite course is PHL 154 Moral Foundations. Of the six (6) Minor courses, students are required to take THE 366 Christian Medical Ethics, four elective courses (listed below), and the Capstone Course which can be fulfilled in either of two ways:

1. Take THE 368 (Just Health Care in Developing Nations), OR
2. Take an additional elective course. The Capstone requirement is to write an ethical analysis (4 pages in length) of the topic developed in the term paper. Submit term paper plus ethical analysis to Program Director at least 2 weeks before classes end Senior Year.

Requirements of the Health Care Ethics – Global Track

Interdisciplinary Health Care Ethics Minor (Global Track) - The curriculum is identical to the Basic Track, except for the Capstone Course which 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 with the Institute of Catholic Bioethics.

In addition to the course work, students in both tracks must attend each semester at least two events sponsored by the Institute of Catholic Bioethics. Make sure to sign-in for all events. Find information about events at <http://www.sju.edu/academics/centers/bioethics/>

(The Interdisciplinary Health Care Ethics Minor is open to students in all majors.)

Elective Courses – choose any four (4)

- 1 PMK 180-SL Patient Access to Health Care
- 2 PMK 190 SL Health Care Delivery Alternatives
- 3 ECN 390 Economics of Health Care

- 4 ENG 450 Hospital Stories: Narratives of Illness, Medicine and Hope (Service Learning Course)
- 5 IHS 110 Psychosocial Aspects of Chronic Illness and Disease
- 6 IHS 150 Global Health Care
- 7 IHS 211 Health Care Systems & Their Responsibilities
- 8 IHS 251 Health Care Law and Ethics
- 9 IHS 252 Health Care Policy
- 10 IHS 253 Nutrition: Health & Disease
- 11 IHS 256 HIV/AIDS: Sexuality, Money, Politics, Research, Public Health and Ethics
- 12 IHS 295 Medical Terminology and Health Literacy
- 13 IHS 343 Helping & Healing: Ethics, Community & Personal Transformation
- 14 IHS 345 Seeking a Better Death: Hospice
- 15 PHL 250 Philosophy of Death
- 16 PHL 264 Topics in Moral Psychology
- 17 SOC 216 (IHS 216) Alcohol, Drugs and Society
- 18 SOC 217 (IHS 217) Mental Health & Society
- 19 SOC 323 (IHS 323) Health and Society
- 20 THE 261 Christian Social Ethics
- 21 THE 361 Catholic Social Teaching
- 22 THE 364 Sexuality & Catholic Morality
- 23 THE 368-SL Just Health Care in Developing Nations

Interdisciplinary Health Services

Professors: Kuykendall (Chair, Health Services), Rowe

Assistant Professors: Mitchell, Ruggieri, Sharma, Sullivan, Warner-Maron (Director)

Advisory Board: Kuykendall (HSV), Linehan (PHL), Rowe (HSV), Ruggieri (HSV), Sharma (HSV), Sullivan (HSV), Warner-Maron (HSV) Zurbach (CHM)

Health care is one of the most rapidly growing career fields in the United States. Changes in demographics, medical advances and new technology create demand for educated, committed and compassionate professionals. The B.S. in Interdisciplinary Health Services (IHS) prepares students for a wide range of health care positions in hospitals, health departments, human service agencies, clinical research and industry. The majority of IHS graduates proceed to clinical or graduate school to study allied health fields, such as nursing, physical therapy, occupational therapy, speech therapy, physician assistants, pharmacy, or public health. Of the graduates who seek employment immediately after graduation, 61% work in health/ medicine/ biotechnology, 17% in human and community service, 11% in insurance and 11% in education or government. Careers include health administrators, managed care analysts, health educators, program coordinators, patient service representatives, and patient care technicians.

The IHS program provides a comprehensive education in natural sciences, public health, the health care system, and

social sciences where students are introduced to a broad array of health issues such as heart disease, diabetes, stroke, addictions, injuries, violence, autism, and adverse childhood experiences. Courses cover the socio-cultural influences of health, health behavior, health care systems, legal and ethical concerns, health promotion, nutrition, mental health, integrative medicine, and epidemiology. The IHS major provides flexibility so that students may tailor coursework based upon interests and career goals. The health services faculty represent many years of experience in health care and are able to guide students in developing their own unique career paths. Students are encouraged to complete prerequisites needed for graduate programs, to minor in biology, chemistry, psychology, sociology or business, or take advantage of opportunities to study in a different culture. True to the Jesuit mission, the department encourages majors to learn inside and outside of the classroom. Participating in study tours, volunteering with service agencies, or completing an internship in a local hospital or healthcare organization will enhance career opportunities. Through an interdisciplinary, collaborative approach, students learn to partner with patients, family members, community organizations and colleagues in other disciplines in order to face the challenges of chronic and acute diseases among people in need.

SJU Mission

As Philadelphia's Jesuit Catholic University, Saint Joseph's University provides a rigorous, student-centered education rooted in the liberal arts. We prepare students for personal excellence, professional success, and engaged citizenship. Striving to be an inclusive and diverse community that educates and cares for the whole person, we encourage and model lifelong commitment to thinking critically, making ethical decisions, pursuing social justice, and finding God in all things.

Interdisciplinary Health Services Program Mission

The undergraduate program in Interdisciplinary Health Services focuses on improving the quality of life for students and the people 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 medicine, and a collaborative approach to disease prevention and health promotion.

Goals and Objectives

Goal 1: Graduates of the Interdisciplinary Health Services Program will know and understand the biological, psychological, and social determinants of health and well-being.

Objective 1.1: Graduates will demonstrate knowledge of how race, social class, gender, culture, geographic location, and disability influence physical and mental health.

Objective 1.2: Graduates will demonstrate knowledge of the primary health issues at each stage of life and how healthcare needs change across the lifespan.

Goal 2: Graduates of the Interdisciplinary Health Services Program will apply health theories to health practice and research.

Objective 2.1: Graduates will demonstrate knowledge of health promotion planning, needs assessment, program development, and evaluation by developing and implementing a health promotion project.

Objective 2.2: Graduates will be able to foster health behavioral change by applying systematic, measurable, and supportive (empathic) approaches.

Goal 3: Graduates of the Interdisciplinary Health Services Program will demonstrate literacy in the language of health professions.

Objective 3.1: Graduates of the Interdisciplinary Health Services Program will effectively use the terminology and language of the health professions.

Objective 3.2: Graduates will be able to analyze regional, national and global health data and to draw logical conclusions based on health data.

Objective 3.3: Graduates will be able to critically evaluate and apply current research in the health professions to health promotion and disease prevention practice.

Goal 4: Graduates of the Interdisciplinary Health Services Program will collaborate with others in order to promote health and well-being of people in need.

Objective 4.1: Graduates will demonstrate an understanding of healthcare systems and effective healthcare systems management.

Objective 4.2: Graduates will be able to educate, delegate, and coordinate with others to promote health and well-being of a population.

Goal 5: Graduates of the Interdisciplinary Health Services Program will follow ethical codes of conduct of the health professions.

Objective 5.1: Graduates will follow and promote ethical conduct reflecting Jesuit values, specifically the values of honesty, respect for persons, and justice.

Objective 5.2: Graduates will demonstrate the maturity to make decisions and to take professional responsibility for those decisions.

Objective 5.3: Graduates will act as global citizens, holding personal and career objectives that honor and serve the beneficence of people in need.

Requirements for the Interdisciplinary Health Services Major

GEP Signature Courses (See Curricula): six courses

GEP Variable Courses (See Curricula): six to nine courses.
Required courses for the IHS major include:

CHM 125/125L General Chemistry II with Laboratory
PHL 250 Philosophy of Death

GEP Overlays (See Curricula)

GEP Integrative Learning Component: three courses

Chemistry:

CHM 120/120L General Chemistry I with Laboratory

Biology:

BIO 101/101L Biology I: Cells with Laboratory

Mathematics:

MAT 118 Introduction to Statistics or higher

GEP Electives: eleven courses

Major Concentration: eleven courses including

IHS Core Requirements: 6 courses

IHS 110 Psychosocial Aspects of Chronic Illness and Disability

IHS 211 The Health Care System and Its Responsibility

IHS 323 Health and Society

IHS 331 Statistics and Research Methods

IHS 495 Senior Seminar in Health Services

BIO 102/102L Biology II: Genetics with Laboratory

Area Studies: 5 courses (at least 2 courses must be from IHS)

Health Services Courses:

IHS 217 Mental Health and Society

IHS 244 Health Care Administration

IHS 248 Health and the School-aged Child

IHS 251 Healthcare Law and Ethics

IHS 252 Health Care Policy

IHS 253 Nutrition: Health and Disease

IHS 255 Human Sexuality and Disease

IHS 256 HIV/AIDS: Sexuality, Money, Politics, Research, Public Health, and Ethics

IHS 263 Theories of Addiction and Addictive Behavior

IHS 276 The Continuum of Adult Health

IHS 285 Medical Terminology and Health Communications

IHS 325 Theories of Disease Prevention and Management

IHS 343 Helping and Healing: Ethics, Community, and Personal Transformation

IHS 345 Seeking a Better Death: Hospice Care

IHS 354 Diversity Leadership in Healthcare

IHS 359 Planning and Evaluating Public Health Promotion Programs

IHS 368 Just Healthcare in Developing Nations

IHS 441 Alternative Medicine and Non-traditional Therapies

IHS 458 Public Health and Epidemiology

IHS 465 Introduction to Autism Spectrum Disorder

IHS 466 Applied Behavior Analysis and Autism Treatment

IHS 467 Social Skills Development in Autism

IHS 468 Resources and Advocacy in Autism

IHS 469 Adult and Transition Services in Autism

IHS 470 Senior Seminar: Research in Autism Behavioral Studies

IHS 471 Special Topics in Autism

IHS 472 Senior Seminar: Behavioral Consultation in Autism Behavioral Studies

IHS 473 Advanced Principles of Applied Behavior Analysis

IHS 474 Applications of ABA: Functional Analysis and Ethics

IHS 490 Internship in Interdisciplinary Health Studies

IHS 491 Internship in Autism Studies

IHS 493-494 Independent Study in Interdisciplinary Health Services

Social Sciences Courses (Please Note: The Social Sciences Courses listed below do not count towards GEP requirements and some Social Sciences may require pre-requisites):

PSY 122 Abnormal Psychology for non-majors

PSY 222 Neuropsychology

PSY 223 Health Psychology

PSY 224 Drugs, Brain and Human Behavior

SOC 217 Mental Health & Society

ECN 390 Economics of Health Care

Natural Sciences Courses:

BIO 201 Organismic Biology

BIO 260 Anatomy & Physiology for Nursing/Allied Health I

BIO 261 Anatomy & Physiology for Nursing/Allied Health II

BIO 404 Biochemistry

BIO 406 Comparative Anatomy

BIO 408 Histology

BIO 416 Microbiology

BIO 417 Systemic Physiology

CHM Organic Chemistry I with Laboratory

210/210L

CHM Organic Chemistry II with Laboratory

215/215L

English:

ENG 450 Hospital Stories

Linguistics:

LIN 320 Phonetics

Note: Students planning graduate study in allied health are strongly encouraged to minor in biology or chemistry.

Minor in Interdisciplinary Health Services

Students may minor in Interdisciplinary Health Services by taking four core courses* and two IHS elective courses.

Core courses for IHS minor:

IHS Psychosocial Aspects of Health, Illness, and Disability
110

IHS The Health Care System and Its Responsibility
211

IHS Health and Society
323

IHS Statistics and Research Methods*
331

* This course may be waived if the student has completed an equivalent research methods course in another social science department. If IHS 331 is waived, the student will substitute one IHS elective.

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 120 Consumer Health (First Year Seminar for non-majors) (3 credits)

This first year seminar course will provide non-major students with the knowledge and skills to navigate healthcare. The course will introduce students to the different types of medicine, health professionals, treatment and prevention. Students will gain competencies in accessing valid health information, discerning credible sources of information, and making educated decisions about care. Topics will include product advertising, weight loss products, integrative medicine, and medications.

IHS 150 Global Health Care (First Year Seminar for non-majors) (3 credits)

This is a first year seminar course designed to introduce non-major students to several major themes of American health care and to a comparison of this country's health care system in relation to the health care systems of other countries. These macro health care issues include the social, political, and cultural foundations for health care, the economics of health care delivery, the ethical frameworks countries use to establish their interpretation of acceptable performance and behavior, the process by which the United States and other countries develop and implement their health policies, and what are now global trends for health care regardless of historical past, political system, or social cultures. The course requires significant analysis and critical review, application of data mining and literature reviews to study the unique aspects of the American health care system and how this system compares to those of other countries.

IHS 211 The Health Care System and its Responsibility (3 credits)

An introduction to public health and the organization and structure of the health care delivery system in the United States. This course will focus upon the various types of health care services, where these services are provided, ways to assess and keep track of diseases and public health care needs, health policies, and administration of these services. Also included will be a discussion of how legal, economic, psychological, cultural, political, ethical, and technological

forces affect health care and the people who provide it. An introduction to managed care including current and evolving models, terminology, and differences among insurers and payer types will be included.

IHS 217 (SOC 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?

IHS 244 Health Administration (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 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 251 Healthcare Law and Ethics (3 credits)

This course provides an overview of legal and ethical issues central to the health care delivery system and their impact on individual institutions and professionals. The relationships among biomedical and technology, societal changes, court

rulings, and governmental legislation within the context of the healthcare system will be examined. During the regular fall and spring semesters, this course fulfills the overlay requirement of an ethics intensive course.

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. During the regular fall and spring semesters, this course fulfills the overlay requirement of an ethics intensive course.

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 related 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. The content material of IHS 253 Nutrition: Health and Disease overlaps with the content of CHM 110 Food Chemistry I and CHM 111 Food Chemistry II. Students may take either Nutrition or the Food Chemistry courses, not both.

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. During the regular fall and spring semesters, this course fulfills the overlay requirement of an ethics intensive course.

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 276 The Continuum of Adult Health

This course will focus on the demographic, political, economic and psychosocial issues of adults along the continuum of health from community-based services to home care, hospice, hospital and nursing home settings. The course will focus on the interventions that health providers can use to maximize safety, function and social stability in the community, deferring or delaying institutionalization.

Specific topics will include fall prevention, medication safety, telemedicine applications, HIV transmission prevention, improving cognitive function, improving nutrition the effects of widowhood, increasing longevity, improving the quality of life and the quality of care of adults and the avoidance of hospitalization and nursing home placement.

IHS 285 Medical Terminology and Health Communications (3 credits)

Students, within the Interdisciplinary Health Services Major/Minor, are exposed to many courses related to acute illness, disease and prevention. Ongoing advancement in the allied health professions dictates the need for students to understand proper medical and anatomical terminology to include its source language, evolution and application in the field of medicine and allied health. The need to understand proper medical and anatomical terminology is imperative as this language provides proficient communication between members of the same profession, minimizing the potential for misinterpretation in such a highly critical field. This course will introduce and educate students to a substantial medical vocabulary comprised of prefixes (location of an organ, the number of parts, or time involved), word roots (body part) and suffixes (condition, disease process, or procedure) which are utilized by health care practitioners as a devoted language. This course will describe the human body, coupled components, conditions, processes and medical treatments; providing the proper medical vocabulary for each.

IHS 323 (SOC 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? During the regular fall and spring semesters, this course fulfills the overlay requirement of a diversity, non-western or globalization course.

IHS 325 Theories of Disease Prevention and Management (3 credits)

Health theories provide practitioners with tools to understand health-related behaviors and develop effective interventions against disease. This course introduces students to commonly used models and theories, such as the Health Belief Model, Stages of Change, Diffusion of Innovations,

Social Cognitive Theory, Health Communications, and Social Marketing. The theoretical foundations apply to the leading causes of death and disability in the United States, heart disease, cancer, and injuries

IHS 331 Statistics and Research Methods (3 credits)

Statistics and Research Methods introduces students to research methods and data analyses as they apply to research in the health services field. Topics are human participant protections, research designs, instrumentation, validity, reliability, quantitative and qualitative data analyses, and drawing conclusions. Students are responsible for developing a research idea, writing an extensive review of the literature, analyzing data, and discussing the results. This course is approved as a faith justice studies course. During the regular fall and spring semesters, this course fulfills the overlay requirement of a writing intensive course.

IHS 343 Helping and Healing: Ethics, Community, and Personal Transformation (3 credits)

This course will provide students with a hands-on practicum-style learning environment and explores health-related counseling theories and techniques to build the skills necessary for engaging with patients and clients as future health professionals. Using a three-phase approach which merges contemporary health issues (e.g. violence, addiction, overweight/obesity) with skill-building activities, students develop the basic skills needed for effective one-on-one, group, and crisis counseling to support prevention and treatment of disease. Students will gain competencies including but not limited to: interviewing techniques; active listening; decision making; problem-solving; and factors affecting energy, control, and symptoms of patients and clients. The course will also emphasize basic models in counseling (e.g. behavioral counseling; Gestalt, Rational-Emotive and Rogerian therapies; crisis counseling) and proven helping techniques. Upon completion, students will be able to critically assess, discuss, and demonstrate effective counseling and assessment with individuals and groups.

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 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 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 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.

IHS 441 Alternative Medicine and Non-traditional Therapies (3 credits)

This course introduces students to the history and practice of complementary medicine and non-tradition 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 Public Health and 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 465 Introduction to Autism Spectrum Disorders (3 credits)

Autism Spectrum Disorders (ASD's), including Autism, Pervasive Developmental Disorder, and Asperger's 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 466 Applied Behavior Analysis and Autism Treatment (3 credits)

This course is designed to introduce the current research-based interventions in the field of autism that include applied behavior analysis (verbal behavior, discrete trial instruction, picture communication, Pivotal Response Training, Competent Learner Model), TEACCH, and social skills. Students will gain a general understanding of applied behavior analysis principles and how they can be used across multiple environments (home, school, early intervention, clinics) to address the various social, behavioral and communication deficits of individuals with autism. *IHS 465 is recommended prior to or concurrently with this course*

IHS 467 Social Skills Development in Autism (3 credits)

Social skills are learned behaviors that individuals need to successfully navigate social interactions and relationships. This course introduces students to a variety of approaches for assessing and improving the social skills of individuals with Autism Spectrum Disorders. A variety of empirically validated methodologies will be discussed, including incidental teaching; video modeling; social stories; and using textual cues. Students will learn to apply these methodologies to teach skills such as joint attention, greetings, conversations, social play, self-awareness, perspective-taking, critical thinking, developing friendships, and community and home success. *IHS 465 is recommended prior to or concurrently with this course*

IHS 468 Resources and Advocacy for Autism (3 credits)

Intervention and therapeutic services are critical to improving the lives of children and adults, and advocating for individuals with autism is an important process in securing these services. This course introduces students to the role that therapists, physicians, families, case workers and community agents serve in advocating for those with autism, where services are provided, how they are funded, what they offer those with autism, and how to advocate for individuals with autism. *IHS 465 is recommended prior to or concurrently with this course.*

IHS 469 Adult and Transition Services in Autism (3 credits)

This course focuses on understanding the issues facing adults with Autism Spectrum Disorder. Students will learn about issues adults with ASD face including independent living skills, friendships, sexual relationships and marriage, finding and coping with employment, secondary education,

post-secondary education, psychiatric disturbances in adulthood, legal issues, and enhancing independence. Students will learn the newest research and intervention techniques to promote a successful transition to adulthood. *IHS 465 is recommended prior to or concurrently with this course.*

IHS 470 – Senior Seminar-Research in Autism Behavioral Studies (3 credits)

In this course, important topics on Autism Spectrum Disorders will be discussed in more detail and students will design an individualized major research project. This project will help students to focus on the specific needs of children or adults with autism by developing particular types of goals, services, programs, or other relevant activities. This course will also involve designing a plan for working with individuals with autism to help improve the quality of their functioning in meaningful areas of their lives. A senior research thesis project will be required for this course. Only open to students completing the Research and Advocacy sequence. *Prerequisites: IHS 465; IHS 466; IHS 467; IHS 468; IHS 469 and Senior Status.*

IHS 471 Special Topics in Autism (3 credits)

Autism Spectrum Disorders (ASD), including Autism, Pervasive Developmental Disorder, and Aspergers Syndrome, are common. 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 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 is a continuation of Intro to Autism Spectrum Disorder and provides advanced topics in the causes, treatments and implications of autism. The format for this course is seminar style. This will primarily consist of significant student involvement.

IHS 472 Senior Seminar-Behavioral Consultation in Autism Behavioral Studies (3 credits)

In this course, important topics on Autism Spectrum Disorders will be discussed in more detail and students will design an individualized behavioral project. This project will help students to focus on the specific needs of children or adults with autism by developing particular types of goals, services, programs, or other relevant activities. This course will also involve designing a plan for working with individuals with autism to help improve the quality of their functioning in meaningful areas of their lives. In addition, this course will serve as the third practicum course for BCaBA certification. This course will also include the third practicum requirement for BCaBA certification. *Only open to students completing the BCaBA sequence. Prerequisites: IHS 465; IHS 466; IHS 467; IHS 473; IHS 474 and Senior Status.*

IHS 473 - Advanced Principles of Applied Behavior Analysis

This course is designed to expand upon the previously learned concepts of behavior analysis and connect it to the practical world for teachers and educators. In this course, students will gain an understanding of how to use the

principles and practices of applied behavioral management in the classroom. Classroom-based examples and practices firmly grounded in research will be discussed. This course will address identifying target behavior, collecting and graphing data, functional assessment, experimental design, arranging antecedents and consequences, generalizing behavior change, and the importance of ethical considerations in using applied behavior analysis in the classroom. Students will also have the opportunity to analyze classroom examples that show teachers using applied behavior analysis techniques in different settings. This course will also include the first practicum requirements for BCaBA certification. *Prerequisites: IHS 465, IHS 466, and IHS 467.*

IHS 474 - Applications of ABA: Functional Analysis and Ethics

This course is designed to expand upon the previously learned concepts of behavior analysis and will present the student with information on observation, data collection, and data interpretation. Students will learn the methods for obtaining descriptive data and the procedures for conducting systematic manipulations. Functional assessments and analysis of individual behaviors will be a primary focus. Specific single subject experimental designs will be discussed. The ethical considerations inherent in behavioral assessment, treatment, and research will be reviewed. This course will also include the second practicum requirements for BCaBA certification. *Prerequisites: IHS 465, IHS 466, IHS 467, and IHS 473.*

IHS 490 Internship in Interdisciplinary Health Services (3-6 credits)

This course will provide students with direct, hands-on experience in the health care field in an instructional setting. Offered in the summer only. Permission of the Director is required.

IHS 491 Internship in Autism Studies (3 credits)

The course will provide students with direct, hands-on experience in working with children and/or adults with autism in a highly supervised, instructional setting. Offered in the summer only. *Permission of the Director is required.*

IHS 493-494 Independent Study in Interdisciplinary Health Services (3-6 credits)

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.

IHS 495 Seminar in Interdisciplinary Health Services (3 credits)

This course is offered as one of the final courses in the Interdisciplinary Health Services major to provide students with a solid platform in leadership, professionalism, and career development. Course content is based upon two overarching educational goals. The first major goal is to synthesize key themes and information that constitute the IHS curriculum, allowing students to review critical concepts and material. The second major goal is to help students transition from their undergraduate environment to the world of professional careers in health care; professional education in various clinical fields; or graduate education in health administration, public health, or health education. *Prerequisites: IHS 110, 323, 211*

History

Professors: *Carter, Miller, Sibley, Smith (emeritus), Warren (chair)*

Associate Professors: *Lewin*

Assistant Professor: *Abbas, Chakars, Close, Hyson, Yates*

David H. Burton Postdoctoral Fellow: *Huneke*

The Department offers a signature course in the General Education Program (GEP) that is required of all undergraduates at the University. History 154, Forging the Modern World, provides students with the opportunity to use the tools of historical inquiry to gain insight on the key events, ideas, individuals and groups that have shaped the world in which we live. The Department's advanced courses continue to emphasize the investigation of the ideas and institutions—religious, political, social, and economic—through which people have endeavored to order their world. Advanced courses, with their more precise focus on place, time, and method, allow students to gain a deeper understanding of the field and its practices. The Department also offers internships and independent research opportunities to enhance students' preparation for the future.

Learning Goals and Objectives

Program Goal 1: Articulate key differences in human experience across time and place.

Learning Objective 1a: Students will be able to identify, articulate, and analyze the context, causes and consequences of historical events and epochs in different regions of the world and different time periods.

Program Goal 2: Assess competing assertions about the processes and dynamics of change over time.

Learning Objective 2a: Students will be able to distinguish and evaluate the characteristics of multiple theoretical perspectives and methodological practices used to interpret the past.

Program Goal 3: Evaluate arguments based on empirical assertions and evidence rooted in the discipline

Learning Objective 3a: Students will be able to recognize the characteristics of different kinds of sources (primary and secondary) and understand how they are used.

Learning Objective 3b: Students will be able to discover different kinds of sources and evaluate their credibility and utility in specific circumstances.

Program Goal 4: Produce clear and persuasive analyses of relevant research questions based on the conventions of the discipline.

Learning Objective 4a: Students will be able to practice the discipline's professional standards, including acknowledging and building on the work of others.

Learning Objective 4b: Students will be able to apply a variety of tools, methods, and perspectives to investigate and interpret the past in an independently developed, supervised research undertaking.

Requirements for the History Major

GEP Signature Courses (See Curriculum): six courses, including HIS 154

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

Social/Behavioral Sciences: Any 100 level POL

GEP Overlays (See Curriculum):

GEP Free Electives: ten courses

Major Concentration:

HIS 201- History of the United States
202

and ten approved courses at the 203 or above level.

These ten approved courses must include:

At least one upper division course in U.S. history, one upper division course in European history, and one upper division course in history that does not focus on the United States or Europe.

At least two courses that focus on a time period prior to 1800 CE (a current list of appropriate courses is available on the department web site).

At least two research seminars (HIS 460-479), ideally one in the junior year and one in the senior year. A senior Honors thesis may substitute for the seminars.

With approval of the chair, and according to general university policies, credit in the major can be granted for courses taken in other programs at the university, Advanced Placement courses, International Baccalaureate courses, or courses taken at other universities, including study abroad 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 department chair for assistance in scheduling history courses and completing requirements for the major.

Integrated Learning Component (ILC) of the General Education Program (GEP) for History Majors

History majors can complete the Integrated Learning Component of the GEP by completing three courses from any one track shown below. Courses taken as part of the History Department's ILC 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. Subject to departmental approval, and under their advisor's guidance, students may petition to construct a different ILC.

1. Arts and Letters Track, which consists of any three courses that count toward majors in any of the following departments:

English
Art
Modern and Classical Languages
Music, Theater and Film
Philosophy
Theology and Religious Studies

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
Ancient Studies
Asian Studies
European Studies
Faith Justice Studies
Gender Studies
International Relations
Latin American Studies
Medieval/Renaissance/Reformation Studies

Minor in History

The minor in history requires completion of HIS 154 and any five history courses numbered HIS 201 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 available from the Honors Program.

Internships

Qualified history majors are eligible to participate in a variety of internships for academic credit with historical, cultural, educational, governmental, and other organizations.

Teacher Certification for Secondary Schools

Dual Major in History and Secondary Education

History majors are eligible to complete a dual major in History and Secondary Education. In addition to the subject-specific content requirements for secondary school teacher certification that are met by completing the major, dual majors become candidates for the Grades 7-12 teaching certificate in Pennsylvania by completing 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 PA §49.13(4)(i).

Below is the recommended program for students to be eligible for a PA Level I teaching certificate in Secondary Education.

EDU 150/150F	Schools in Society (GEP First Year Seminar)
EDU 157/157F	Adolescent Development
EDU 246/246F	Literacy, Language and Culture
EDU 247/247F	Literacy in the Content Areas
SPE 160/160F	Introduction to Special Education
SPE 203/203F	Teaching Adolescents in an Inclusive Environment
SPE 310/310F	Assessment: Identification & Progress Monitoring (for Secondary Education)
EDU 412/412F	Instructional Techniques for Social Studies
EDU 491	Secondary Student Teaching (12 credits)

Note: Candidates for Secondary School Teacher Certification must also complete two courses in:

Mathematics. One course is satisfied by the Mathematics GEP requirement. For History majors:

the second Mathematics courses is taken as an elective.

Students seeking the dual major are urged to declare their intentions as early as possible in their undergraduate careers and must register with the Teacher Education Department, which will guide candidates through their required Teacher Education courses and also assist students through the certification requirements of the Pennsylvania Department of Education. Students must have an overall Grade Point Average (GPA) of 3.0 or higher to be accepted into the teacher certification program and must have an overall GPA of 3.0 as one of the requirements to obtain teacher certification. See the Teacher Education Department section of the Catalog for more information.

History Courses

History 154 is offered every semester. History 201 is generally offered in the Fall semester. History 202 is generally offered in the Spring semester. Other courses will generally be offered on a two-to-three year cycle, meaning

that those not taught in the current academic year will most likely be offered some time in the following two years. New or revised courses not currently listed in the catalog may be added.

At least two Research Seminars (HIS 460 through HIS 479) will be scheduled each semester, with the topics and professors announced in advance. Each will offer the opportunity for in-depth study and completion of a major research project.

Directed Readings Courses (HIS 480-489) focus on significant themes and periods chosen by consultation between individual students and a faculty tutor. Prior approval from the Department Chair is required. Generally, these courses are restricted to students in the Honors Program.

Senior Honors Research (HIS 493-494) is a two-semester course sequence that requires independent research during the senior year under the direction of a faculty tutor, leading to the completion of a Departmental Honors Thesis and its defense before a committee of faculty members from different disciplines.

HIS 154 Forging the Modern World (3 credits)

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 201-202 History of the United States (6 credits)

A survey dealing with the origin and development of American institutions and traditions, with emphasis on the political, economic, and social history of the period after 1763. These courses may be taken in reverse order.

HIS 203 Historical Introduction to Latin America (3 credits)

A survey of the development of Latin American society, emphasizing the era from the independence movements of the nineteenth century to the present day. The course will focus on the changing social, economic and political structures of the region. This course has been designated as a non-western studies course under the GEP.

HIS 204 Latin American-U.S. Migration (3 credits)

This course will provide students with a deeper understanding of the processes that led migrants from Latin America and the Caribbean to the United States, and their experiences after arrival. The course focuses on three interdisciplinary topics: community formation; the variety of individual and group experiences; and current policy

questions for the hemisphere. *This course has been designated as an ethics intensive and diversity course under the GEP.*

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 Asia (3 credits)

This course will introduce students to the major political, social, and cultural movements of the East Asian Culture Area from the earliest writing to the modern period. It will emphasize major events of Chinese and Japanese history, with attention also to Korea and Vietnam. *This course has been designated as a non-western studies course under the GEP.*

HIS 207 Historical Introduction to South Asia (3 credits)

This course will survey major political, social and economic developments in the Indian subcontinent and Indian Ocean region from the emergence of the earliest cities and states to the present. *This course has been designated as a non-western studies course under the GEP.*

HIS 208 Historical Introduction to Asian Civilization (3 credits)

This course will introduce students to the culture, politics, geography, art, and religious traditions of the major countries of East and South Asia. It will also give a historical overview from earliest times to the present. We will focus primarily on the Indian Subcontinent, China and Japan, with some attention also to Korea and Southeast Asia. Throughout the course students will also learn how questions of history and culture shape identities and animate public life in contemporary Asia.

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.

HIS 210 Historical Introduction to Modern Africa (3 Credits)

This course will examine the social, political, and economic history of 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. This course has been designated as a non-western studies course under the GEP.

HIS 211 Historical Introduction to Pre-Modern Africa (3 credits)

This course will trace the development of human civilization in Africa from 'Lucy' to the European Age of Exploration in the 15th and 16th century. The Sahara desert will be used as a centerpiece for connecting not only West, East, and North

African experiences, but also connecting these experiences with Mediterranean, Islamic and Indian Ocean regions. Key themes include the Agricultural Revolution, the Bantu Migration, the spread of Christianity and Islam, trade, the varied African diaspora and state constructions.

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 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. *This course has been designated as a non-western studies course under the GEP.*

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. *This course has been designated as a non-western studies course under the GEP.*

HIS 310 Modern Germany (3 credits)

This course will enable students to assimilate historians' differing conceptions regarding exceptionalism in German history and to examine key political, economic, and cultural developments in Germany over the past two hundred years. Students will contemplate how one might go about de-provincializing German history by situating the varying iterations of German nationhood in a wider European and global context.

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 made their mark on the world both of their own time and of the present. While many know the names of great philosophers and artists, such as Plato and Sophocles, few are acquainted with the historical circumstances that often served to inspire these founders of Western civilization. Through original historical and literary texts, this course will help students better to understand the complex context of military prowess, intellectual curiosity, and artistic inspiration that created the glory that was Greece. *This course satisfies the Art/Lit requirement under the GEP.*

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 Rise of the West 400-1000 (3 credits)

In recent years, scholarly debate has raged over the effects of "The Fall of Rome"; what was once viewed as a catastrophe faces re-evaluation from historians, archeologists, and sociologists. The slow merger of Roman, barbarian, and Christian cultures created a unique civilization, focused intently on survival in this world and salvation in the next. The course will examine 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. *This course has been designated as writing intensive under the GEP.*

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 bloomed 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 Reform and Revolution in Europe 1510-1650 (3 credits)

Traditionally, the Protestant Reformation has been viewed as the first modern revolution. According to this line of thinking, the Reformation represented a fundamental break from the medieval world, and the new ideas it unleashed laid the foundation for the modern world. More recent historiography has called this paradigm into question, arguing that the Reformation should be seen as an outgrowth of late medieval piety. Through readings in primary and secondary sources, combined with weekly classroom discussions, this course will encourage students to decide for themselves how "revolutionary" the Reformation was. We will examine the historical roots of the Reformation and analyze the extent to which it was traditional and innovative. We will investigate the Reformation's impact on the religious practice of regular people during the sixteenth and seventeenth centuries, as well as the works of the Reformers and the Catholic Church's belated yet fervent response to their harsh attacks. Finally, we will look at the long-term effects of the Reformation on European society and attempt to evaluate it as a motor of modernity. By the end of the course, students should understand the historical importance of the Reformation, as well as its lingering influences on modern society. *This course has been designated as a Faith-Reason course under the GEP.*

HIS 327 Transformations in Early Modern Europe, 1400-1800 (3 credits)

This course examines some of the key transformations in European history between the years 1400-1800. This period is commonly referred to by historians as "Early Modern Europe," a term that may seem somewhat odd to us who claim to live in a "modern" world. This course will investigate the term early modern, testing what it means and whether or not it is an appropriate label to place on a period encompassing four centuries. Topics will include the Renaissance, the Reformation, the Dutch Revolt, the English Civil War, European encounters with the "New World," Absolutism and the rise of the nation state, the Scientific

Revolution, the French Revolution, and many more. By the end of the course, students will have an understanding of the major historical transformations that occurred during this crucial time period, as well as how the legacy of early modern Europe continues to shape the world in which we live.

HIS 329 Crime and Punishment in European History 1200-1840 (3 credits)

This course analyzes the development of European crime and punishment from 1200-1840. It explores the evolution of different legal traditions by comparing the growth of inquisitorial procedures in continental Europe to the practice of common law in England. It examines in detail the social role of judicial torture, physical punishment, and public execution in European society. The operation of large institutional court systems such as the Roman and Spanish inquisitions receive great attention, with students reenacting a series of trials from Spanish Inquisition courts. After investigating the legal backdrop to sensational crimes such as regicide and witchcraft, the course concludes by studying the shift away from physical punishment toward punishment by prison in the eighteenth and nineteenth centuries through the lens of Philadelphia's own relic of the criminal justice past, Eastern State Penitentiary.

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—affected people in all walks of life, and will furthermore explore the various roles English men and women constructed for themselves. In so doing, students will gain insight into the ways inhabitants of this island thought of themselves and the world around them.

HIS 337 History of Russia to 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 Rise of Muscovy; 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; World War II; the Cold War; the "thaw 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 fall 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 whom they conquered. *This course has been designated as a non-western studies course under the GEP.*

HIS 340 Stalinism (3 credits)

This course examines the Soviet Union under the leadership of Joseph Stalin from 1928 to 1953. This period was repressive, but also transformative. The course will address not only the suffering inflicted by Stalin's steep repression, but also the social, cultural, and economic impact of his policies. Course readings will focus on the experiences of ordinary people to demonstrate that Stalin's rule brought both opportunity, as well as great tragedy. Stalinism, historians argue, was more than a political ideology such as Marxism and Leninism, but a way of life and civilization distinct from anything the modern world had yet experienced.

HIS 343 African Ethnicities (3 credits)

This course is designed to inform students on not only the general schools of ethnic construction, but also Africa's unique contribution to the development of the field. There will be several case studies given in the class which represent some of the extremely varied African experiences with ethnicity. In this course you will receive a very general understanding of ethnic construction that can be used as a foundation for further inquiry

HIS 348 Witchcraft, Law, and the Supernatural in Early Modern Europe (3 credits)

This course will examine popular and educated belief in the supernatural during the early modern period in Europe, beginning with late medieval concepts of magic and finishing with the end of witchcraft trials during the eighteenth and nineteenth centuries. It will focus especially on the "witch-craze" that occurred across Europe and its American colonies during the sixteenth and seventeenth centuries. We will first investigate the cultural aspects of witchcraft belief, analyzing how both certain men and women came to be viewed as witches. We will then study witchcraft as a legal crime by analyzing the judicial machinery of witchcraft prosecutions, as well as the influence that witch trials exerted on the process of legal reform in the seventeenth century. Readings will include trial records, journals, demonology tracts, as well as secondary sources treating witchcraft as a crucial component of early modern beliefs about law, religion, and culture.

HIS 350 Exchange and Conquest in Modern East Asia (3 credits)

This course is a chronological survey of East Asian history from 1500 to the present, emphasizing the reciprocal influences of East Asia and the West. The primary focus will be on China and Japan, with attention also to Korea and Vietnam. Major topics will include the Jesuits in East Asia; approaches to modernization in China and Japan; the decline of China and the rise of Japan in the nineteenth century; colonialism and anti-colonial movements; the challenges of global culture; and debates over human rights in the late twentieth century.

HIS 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. Major topics will include Ming voyages of discovery, Ming art and literature, the Manchu conquest, War of the Three Feudatories, Taiping Rebellion, and the advent of Western imperialism. *This course has been designated as a non-western studies course under the GEP.*

HIS 353 Modern China (3 credits)

Chinese social, political, intellectual, and cultural history from 1900 to 2000. 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 the challenges of rapid economic development. *This course has been designated as a non-western studies course under the GEP.*

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 post-war Japan. *This course has been designated as a non-western studies course under the GEP.*

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)

The nation-states of India, Pakistan, Bangladesh, Sri Lanka, Bhutan, Nepal and the Maldivian Islands (and sometimes Afghanistan)—comprise incredible diversity of language, culture, religion, art, dress, architecture, and cuisine. This course places the region into historical, political and socio-economic context. It offers a thematic and chronological study of modern South Asia with thorough examinations of the British colonial period, the movements for independence and the social activism that grew out of them. The course will then examine selected topics in contemporary South Asia including gender, caste, minorities, territorial/ sovereignty conflicts, popular culture and film, development economies, and the South Asian diaspora. *This course has been designated as a non-western studies course under the GEP.*

HIS 358 Contemporary China (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. Usually offered as part of the SJU-in-China summer program.

HIS 359 India and Pakistan: From Colony to Nation (3 credits)

This course will examine the emergence of anti-imperialists and nationalist leaders and the evolution of their thinking; the politics of Indian nationalism; Muslim nationalism; the history of the partition and its reverberations and the challenges of state building after independence from Britain.

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. *This course has been designated as an ethics intensive course under the GEP.*

HIS 363 The Elections of 2016 (3 credits)

An analysis of the presidential, congressional, and gubernatorial races of 2016. The course will offer the student a basis for understanding the ongoing election cycle of 2016,

especially drawing upon the changes that have taken place in American politics since the 1980s and the history of electioneering in America, especially in the modern era. This will include discussion of partisan realignment, the growing importance of personality and interest group politics, and the role of issues in influencing electoral choice. Particular attention will be devoted to understanding the tactics and strategies of the two major parties as they position themselves for and then campaign in the Elections of 2016.

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 emphases 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 during the Revolution until the First World War. The course takes a broad approach, embracing such issues as independence, expansion, sectionalism, nationalism, idealism and imperialism.

HIS 381 The U.S. in the World, from Wilson to Reagan (3 credits)

This course covers the enhanced profile of the United States in the world from 1917 until the end of the Cold War. The nation's transformation from a hesitant embrace of international commitments to an expansive vision of global involvement is a major theme, as are the resultant crusades and conflicts this generated domestically.

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 moments of historical controversy 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. Students will also participate in the play testing of new "Reacting" games, thereby contributing to the development of an innovative interactive pedagogy.

History 389 Gender and Sexuality in Modern Europe and the United States (3 credits)

This course will introduce students to key quandaries and possibilities in the history of gender and sexuality through cross-cultural comparisons focusing on Europe and the United States during the nineteenth and twentieth centuries.

HIS 391 American Military History (3 credits)

This course assesses the development of the American military from the period of the Spanish-American War to the present. Emphasis will be placed on growth and change in the military within a broader social, political and economic context.

HIS 462 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. *This course has been designated as a writing intensive course, and an ethics intensive course under the GEP.*

HIS 470 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 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. *This course has been designated as a writing intensive course under the GEP.*

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. *This course has been designated as a writing intensive course, and an ethics intensive course under the GEP.*

HIS 473 Seminar in Eurasian 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. *This course has been designated as a writing intensive course under the GEP.*

HIS 474 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)

Lecture, readings, and discussion focusing on an announced theme in Asian history. Each student undertakes a major research project associated with the selected theme. *This course has been designated as a writing intensive course under the GEP.*

HIS 477 Seminar in African History (3 credits)

Lectures, readings, and discussion focusing on an announced theme in African history. Each student undertakes a major research project associated with the selected theme. *This course has been designated as a writing intensive course under the GEP.*

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. *This course has been designated as a writing intensive course under the GEP.*

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 484 Directed Readings In African History (3 Credits)

A Study, Under The Direction Of A Tutor, Of Significant Themes And Periods In African 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 Department Honors Research And Independent Study (6 Credits)

Independent Research Leading To The Successful Completion And Defense Of A Departmental Honors Thesis.

Honors Program

Director: *Marsilio*

Associate Director: *Sorensen*

The Honors Program Offers Qualified And Interested Students An Enriched And Challenging Alternative To Their General Education Program And An Opportunity For Intensified Independent Research Or Creative Work In Their Major Concentration.

University Honors

Honors Courses In The General Education Program (GEP) Or In Individual Majors Are Intellectually Rigorous And May Be Taught By More Than One Faculty Member, Each From A Different Department Of The University. Honors Faculty Are Selected By The Honors Director Working Closely With The Honors Committee And Department Chairs. Graduation With University 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 University 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. A faculty mentor oversees the progress of the University Scholar.

Since appointment as a University Scholar involves release from coursework, it is reserved for students of exceptional caliber who have previously demonstrated the motivation to undertake independent research of unusual depth or breadth.

Membership in the Honors Program

Membership in the Honors Program is by invitation of the Honors Director prior to the student's first year at the University. 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 University Honors, or of a Departmental Honors or University Scholar project, is noted on the student's academic transcript.

Honors Degrees

Students who successfully complete their University 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.

Honors Program Learning Objectives and Their Alignment With Goals

Goal 1: Students will pursue a program of study of interdisciplinary courses and courses offered in traditional disciplines.

Objective 1.1: Explore issues in a multiplicity of disciplines and integrate knowledge from those disciplines.

Objective 1.2: Demonstrate analytic and critical skills in examining literary, artistic, historical, philosophical, theological, sociological, political, scientific, legal, linguistic, or business texts.

Goal 2: Students will engage in rigorous thought, critical analysis, and synthesis in the context of problem solving.

Objective 2.1: Engage in independent scholarly or creative research, analysis, and synthesis that prompt them to invent written arguments that reflect the acquisition of knowledge, insights, and skills.

Objective 2.2: Demonstrate confidence and clarity in speaking in classroom presentation, discussion, and debate that demand data gathering, analysis, and critical reflection.

Objective 2.3: Address topical, social, scientific, cultural, or business issues either inside or outside the classroom, and propose original, creative, and enduring solutions to real world issues and problems.

Objective 2.4: Engage in self-reflection and self-evaluation to promote intellectual self-confidence or spiritual humility.

Goal 3: Students will produce a scholarly or creative project or capstone experience under the guidance of members of the Honors faculty.

Objective 3.1: Engage in independent scholarly or creative research, analysis, and synthesis that prompt them to invent written arguments that reflect the acquisition of knowledge, insights, and skills.

Objective 3.2: Explore aesthetic dimensions in creative works – stories, poems, plays, paintings, sculpture, architecture, film, and music – and learn the style, perspective, and techniques of a major artist or movement.

Goal 4: Students will create an intellectual environment through scholarly, creative, social, cultural, or business activities.

Objective 4.1: Engage in independent scholarly or creative research, analysis, and synthesis that prompt them to invent written arguments that reflect the acquisition of knowledge, insights, and skills.

Objective 4.2: Explore aesthetic dimensions in creative works – stories, poems, plays, paintings, sculpture, architecture, film, and music – and learn the style, perspective, and techniques of a major artist or movement.

Objective 4.3: Address topical, social, scientific, cultural, or business issues either inside or outside the classroom, and propose original, creative, and enduring solutions to real world issues and problems.

Requirements for University Honors

Successful completion of University 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 GEP requirements. At least one of these two must be in the Faith & Reason or Philosophical Anthropology area of the GEP.
- 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 (two are permitted only in extraordinary circumstances at the discretion of the Honors Director) of their upper division courses into Honors level courses, provided that they observe the following guidelines:
 - 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.
 - 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.
 - Take a final examination that is different from the regular examination which addresses the chosen area of research. Lower division GEP 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. 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:
 - A fifteen-page written summary of their study abroad course, specifying the objectives of the course and how these have been met.
 - A portfolio, including course syllabi, tests, examinations, and all other relevant assessment material.

Honors in the GEP

Many Honors courses can be used to satisfy one of several university GEP requirements. Students must notify the

Registrar's office, the Honors Program, and their academic advisor which 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 University 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 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 1, 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 mentor. By October 1, each candidate should also select 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 mentor 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 (including the second reader), normally from the disciplines in which the research has been carried out, and to the Honors Director. An oral presentation of the project to the examination committee, Honors Director, and the Associate Director will occur sometime before the end of the final examination period. The members of the examination committee are asked to sign a copy of the project which will indicate that the student has passed the oral exam. The grade for the entire research project will be determined by the mentor. A copy of the signed, completed project is to be filed with the Honors Director and the appropriate department Chair before recognition can be given at graduation.

University Scholar Requirements

University Scholars are freed from two or more of their formal course requirements each semester in senior year in order to complete reading/research/creative projects of extensive and unusual breadth or depth. A faculty mentor together with a second reader will oversee the progress of the University Scholar. Since appointment as a University Scholar involves release from coursework, it is reserved for students of exceptional caliber and future academic and professional promise, who have previously demonstrated the motivation to undertake independent major research projects. A minimum GPA of 3.75 is required. Students

seeking appointment as a University Scholar must apply to and be approved by the Honors Committee.

University Scholar Project: A Description

The University Scholar project should be ambitious, original and extensive in its conception and analysis. This may mean the discovery of new knowledge, the reinterpretation of standard methods, theories and assumptions, or the formulation of data produced from fresh investigations. University Scholars will have their work judged not only by a faculty mentor and a second reader, but in their oral examination, they will be expected to present their work to an audience that includes at least three recognized subject experts external to Saint Joseph's. These individuals will be chosen by the University Scholar, in consultation with the faculty adviser and the second reader.

The University Scholar project should be the result of serious research, original thinking and a wide-ranging grasp of the context in which this research is conducted. The project itself may take many forms: traditional narrative/analysis, in-depth study of specific texts or themes, empirical research, practical applications or a creative/inventive endeavor. Students submitting a proposal for a University Scholar project should provide evidence of background knowledge and requisite skills, together with a letter of recommendation from their chosen faculty mentor, before they begin their work. During the course of their work, they will be expected to contact subject experts in their fields—both national and international—and to consult and discuss their findings with them. It is expected that the University Scholar project will make an important contribution to its field, and that it will form the basis of future graduate or professional work. The final result will be shared in an oral presentation, as well as in a written thesis, and should place the specific topic in a scholarly context and demonstrate a thorough knowledge of the most authoritative literature and research on the subject. Length may vary according to each subject; however, it is expected that University Scholar Project will be in the range of 100-150 pages, independent of bibliography, and that they will be documented in accordance with the standards of the relevant discipline and include an abstract, title-page, table of contents, introduction, notes and bibliography. The final copy of the thesis should be clean, readable, and grammatically consistent and correct.

Procedures and Deadlines

All students electing to pursue University Scholar status must verify their eligibility with the Chair of the department in which the project is to be conducted and with the Honors Director no later than April 15 of their junior year. A GPA of 3.75 in the major is required, together with a concise ten-page outline (including bibliography) of their project and a letter of recommendation from their proposed faculty mentor. The faculty mentor, the Honors Director, and the appropriate department Chair will indicate their approval by signing the proposal no later than April 30th. Copies of this signed project description must then be filed with the Honors Director, the Chair of the appropriate department, and the Associate Dean of the appropriate college. Because these projects are very demanding, it is expected that students will begin reading in their area of research over the

summer. In disciplines that require extensive lab work or creative expression, other forms of summer preparation may be required. Students should consult their faculty mentor for guidance.

By *September 1* 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

HON 150 Epic Tradition in Literature (3 credits)

This course will be organized around major thinkers whose works address perennial questions central to our Jesuit mission (the nature of Justice, questions of Faith, the Social contract, etc.). Each author considered will be presented within a rich historical context. Also, significant emphasis will be placed on Ancient and Medieval writers, in order to provide students a foundational introduction to the Western intellectual tradition that is taken up in subsequent team-taught interdisciplinary seminars. The Homeric epics, Plato's Dialogues, Aeschylus' Oresteia, Virgil's Aeneid, the Confessions of Augustine, Dante's Divine Comedy – such works established the conceptual framework in which

questions of justice, personal freedom, and moral obligation continue to be debated today.

GEP First Year Seminar

HON 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 ENG 102 or the Art/Literature GEP requirement; GEP Writing Intensive; Honors team-taught.*

HON 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 ENG 102 or the Art/Literature GEP requirement; GEP Writing Intensive; Honors team-taught.*

HON 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 ENG 102 or the Art/Literature GEP requirement; Honors team-taught.*

HON 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. *Each course satisfies either one Math GEP or one Natural Science GEP course. For non-Mathematics and non-Natural Science majors only; Honors Team-taught.*

HON 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 GEP requirement; satisfies GEP Writing Intensive and Ethics Intensive; the upper-level requirement for history majors, the American literature requirement for English majors, and the elective requirement for American Studies minors; Honors Team-taught.*

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 GEP for all majors; Honors Team-taught. GEP Writing intensive and Diversity.*

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 Philosophy or Mathematics GEP; Honors Team-taught.*

CLA 320 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 (63 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 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 GEP and GEP Diversity. 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.

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 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 GEP for all majors; GEP Writing Intensive and Diversity.*

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 GEP Social Science course.*

LTT 461 The Franco-Afro-Caribbean Story (3 credits)

This course, taught in English, is intended to introduce students to the francophone Antilles and its complex mix of

cultures and intellectual traditions. The course will include significant ethics-intensive and cross-cultural work in the form of analyses of the colonial past (including practices like slavery and imperialism) and of post-colonial interventions in Haiti by the United States (including American support for or tolerance of the Duvalier regimes), as well as race relations, uneven economic development and less-than-democratic political structures in Martinique, Guadeloupe and Haiti today. Readings will include a variety of literary novels, polemical texts, historical texts (both primary and secondary), theoretical texts and one critical historiography. *Satisfies GEP Art/Literature; GEP Diversity, GEP Ethics-Intensive and Writing Intensive.*

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 GEP.*

MAT 139 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 GEP.*

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. *Satisfies MGT 110 for Business majors or minors.*

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 recommend for students who plan to attend law school. *Satisfies MGT 360 for Business majors or minors.*

PHL 258 Authentic Self: Augustine, Kierkegaard, and 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. All three authors are major figures in and sources for the philosophical and theological traditions of the West. *Satisfies GEP Philosophical Anthropology.*

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, 154. Satisfies GEP Ethics-Intensive.

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 GEP Faith and Reason.*

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 Jesus of history, the Christ of faith, and the Christ-idea and archetype in Western tradition. And it will give special attention to the ways in which the texts chosen both reflect and transform the cultural, philosophical and religious contexts within which they appear. *Satisfies GEP Faith and Reason.*

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 GEP Philosophical Anthropology.*

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 GEP Philosophical Anthropology.*

PHL 442 Nietzsche, Wagner and the Cult of Genius (3 credits)

An examination of the in/famous new philosophical term "genius" in the 19th century, from its origins to its emergence as a philosophical category. What does it mean for a human being to be recognized as a genius? Or to aspire to be a genius? By the mid-19th century, the controversial musical genius Wagner was highly influenced in his work by the works of Schopenhauer. He in turn influenced Nietzsche who subsequently turned violently anti-Wagner and postulated the term "Uebermensch", for a new kind of philosophical genius for the late 19th century. *Satisfies GEP Philosophical Anthropology.*

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 GEP.*

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 GEP.*

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. *Satisfies GEP Faith and Reason; GEP Writing Intensive.*

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 GEP Diversity and GEP Religious Difference; Honors team-taught.*

THE 337: Jewish/Christian Interpretations of the Bible (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 explores the ways that Jews and Christians have interpreted key texts, separately and together, over two millennia of learning from and disputing with each other. It also 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. *Satisfies GEP Religious Difference; Honors team-taught.*

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. *Satisfies GEP Globalization.*

THE 370: Religious Visions in Film and Literature (3 credits)

"Make up a story and the characters to go with it. Only then will you understand what happened, and why." These two sentences from *A River Runs Through It* express the most fundamental truth of theology -- that all notions of god, grace, community, salvation and ethics are always expressed first and foremost through narrative. Our view of the world and our place in it can never be separated from the stories we listen to and tell about it, and about ourselves. Truth and Imagination are inseparable. Through an immersion in recent films and literature, the participants in this course will come to explore some classic, western religious expressions of truth. Understanding the stories of others also always presents the risk of better understanding our own stories -- and our own lives -- as well. *Satisfies GEP Art/Literature.*

THE 376 Can Only One Religion Be True? (3 credits)

The world in which we live includes many different religions. Today—unlike the situation in previous ages—we have increased, direct contact with adherents of other religions, due to dramatic changes in mobility and communication. Many of those who are religiously different lead lives that evoke our respect, even admiration. Moreover, the religions to which they belong assert — either explicitly or implicitly— that their religion is true. But how can many religions, which have different beliefs and different practices, all be true? Isn't only one religion true? Throughout its history, Christianity has declared that it is the true religion and that there is salvation in and through no one else but Jesus the Christ. In the words of John's gospel, Jesus is proclaimed as "the way, and the truth, and the life" (John 14:6). If Christianity is the only true religion and if salvation is possible only through the mediation of Jesus, does this mean that anyone who is not Christian is consigned to hell? This course will explore these questions from the perspective of Christianity, with particular emphasis given to the Roman Catholic response. Specific topics will include: Classical and contemporary theories of truth; Criteria for establishing something as historical, scientific, philosophical, or religious truth; Truth in Christianity and the relationship of truth and salvation; Christian responses to the possibility of truth and the means of salvation in other religions: exclusivism, inclusivism, pluralism, particularism. *Satisfies GEP Faith and Reason.*

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. *Satisfies GEP Religious Difference.*

Information Technology

Director: *George J. Grevera, Ph.D.*

Overview

The Department of Computer Science at Saint Joseph's University offers the following degrees: B.S. Computer Science, B.S. Information Technology (new fall 2014), and M.S. Computer Science. The department has recently earned ABET (Accreditation Board For Engineering And Technology) accreditation of its program (viz. B.S. Computer Science). "ABET accredits 3,367 programs in applied science, computing, engineering, and engineering technology at 684 institutions in 24 nations." – abet.org. The following goals and objectives (and student outcomes) for a course in Computer Architecture are in accordance with their guidelines as well as guidelines from the ACM (Association for Computing Machinery; acm.org) and the IEEE CS (Institute

of Electrical and Electronics Engineers Computer Society; iee.org).

Departmental goals and objectives for both the B.S. Information Technology (IT) appear on <http://www.sju.edu/int/academics/catalogs/information-technology.htm>. Specific course objectives appear on <http://people.sju.edu/~ggrevera/arch/> for the course to be assessed.

B.S. Information Technology Goals and Objectives

Learning Goal 1: Graduates will succeed as practicing information technologists.

Students will be able to:

Objective 1.1: Solve business-related problems and implement their solutions in an appropriate computational environment.

Objective 1.2: Apply their knowledge of computer science and business to develop business-related software solutions.

Objective 1.3: Design systems, components, or processes to meet specified business requirements.

Objective 1.4: Work in teams to create various software systems, both large and small.

Objective 1.5: Communicate effectively, orally and in written form, individually and/or in teams.

Learning Goal 2: Graduates will adapt and evolve in complex technological environments such as those found in the workplace.

Students will be able to:

Objective 2.1: Solve business-related problems and implement their solutions in an appropriate computational environment.

Objective 2.2: Apply their knowledge of computer science and business to develop business-related software solutions.

Objective 2.3: Design systems, components, or processes to meet specified business requirements.

Objective 2.4: Work in teams to create various software systems, both large and small.

Objective 2.5: Analyze contemporary issues related to the evolving discipline of IT.

Objective 2.6: Communicate effectively, orally and in written form, individually and/or in teams.

Learning Goal 3: Graduates will have a firm foundation in the computing and business principles that support the IT discipline.

Students will be able to:

Objective 3.1: Solve business-related problems and implement their solutions in an appropriate computational environment.

Objective 3.2: Apply their knowledge of computer science and business to develop business-related software solutions.

Objective 3.3: Design systems, components, or processes to meet specified business requirements.

Learning Goal 4: Graduates are careful, precise, mature thinkers, and take with them the intellectual preparation they need to apply what they have learned, communicate it to others, and continue their education for the rest of their lives. Students will be able to:

Objective 4.1: Enter and succeed in graduate programs in computing, business, or information technology.

Objective 4.2: Solve business-related problems and implement their solutions in an appropriate computational environment.

Objective 4.3: Apply their knowledge of computer science and business to develop business-related software solutions.

Objective 4.4: Design systems, components, or processes to meet specified business requirements.

Objective 4.5: Articulate the social, professional, ethical and legal aspects of an IT environment.

Objective 4.6: Analyze contemporary issues related to the evolving discipline of IT.

Objective 4.7: Communicate effectively, orally and in written form, individually and/or in teams.

Requirements for the Information Technology Major

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

ECN 101 Microeconomics, ECN 102 Macroeconomics, and any course in CAS.

GEP Electives: six courses

Major Concentration: sixteen courses including

Fourteen Required Core Courses:

ACC 101 Financial Accounting
ACC 102 Managerial Accounting
CSC 120 Computer Science I
CSC 121 Computer Science II
CSC 201 Data Structures
CSC 202 Computer Architecture
CSC 240 Discrete Structures I
CSC 241 Discrete Structures II
CSC 310 Computer Systems
CSC 315 Software Engineering
CSC 351 Database Systems
CSC 353 Internet Applications
CSC 354 Web Technologies
CSC 495 Senior Project

Two additional electives: Any ACC, CSC, DSS, ECN, or FIN courses with advisor approval.

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.

International Relations

Director: *Fukuoka*

Committee on International Relations Major:

Baglione(POL), Balasubramaniam (ECN), Carter(HIS), Chakars(HIS), Fukuoka(POL), Pardo(ECN),

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.

Learning Goals and Objectives

Goal 1: Students will gain a general knowledge of the field of International Relations, with exposure to the three core fields of the program, global politics, international economics, and modern history.

Objective 1.1: Upon completion of the curriculum in the International Relation Program, students will be able to identify and demonstrate the knowledge of major contemporary scholars and their associated perspectives in global politics, modern history, and international economics as well as some of the major historical and contemporary events in world affairs.

Goal 2: Students will be able to read and critically assess academic literature, orally articulate ideas, conduct research, analyze data, and write research papers in International Relations, appropriate to the undergraduate level.

Objective 2.1: Upon completion of the curriculum in the International Relation Program, students will be able to apply relevant theoretical concepts in International Relations to assess real world problems.

Objective 2.2: Upon completion of the curriculum in the International Relation Program, students will be able to verbally communicate an argument in response to real world problems by analyzing and synthesizing relevant theories and concepts and analyzing and evaluating appropriate data.

Objective 2.3: Upon completion of the curriculum in the International Relation Program, students will be able to ask their own research question in International Relations and conduct well-organized, empirically-oriented, written analysis of it by identifying, analyzing and synthesizing relevant theories and concepts and collecting, analyzing, and evaluating appropriate data.

Goal 3: Students will be prepared for entry into professional careers, graduate schools and other avenues related to international relations as a discipline.

Objective 3.1: Upon completion of the curriculum in the International Relation Program, students will be able to demonstrate career preparation through experiential learning opportunities that are closely related to International Relations or a related subfield through the development of inter-personal, analytical, and problem-solving skills.

Requirements or the International Relations Major

GEP Signature Courses (See Curricula): six courses

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

Social/Behavioral Sciences:

ECN 102 Introductory Economics (Macro)

GEP Overlays (See Curricula): three courses

Major Concentration:

Foundational Courses: (4 courses) (Class of 2018)

ECN 101 Introductory Economics (Micro)
POL 113 Introduction to Comparative Politics
POL 115 Introduction to Global Politics
IRT 211 World Regional Geography

Foundational Courses: (3 courses) (Class of 2015-2017)

ECN 101 Introductory Economics (Micro)
POL 113 Introduction to Comparative Politics
POL 115 Introduction to Global Politics

and any two of the following:

HIS 202 U.S. History II
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 Civilization
HIS 207 Historical Introduction to South Asia
HIS 209 Historical Introduction to Modern Europe
HIS 210 Historical Introduction to Modern Africa
IRT 211 World Regional Geography

Core Courses: (2 courses)

IRT 250 Research and Writing in International Relations
IRT 495 IR Senior Capstone Seminar

Upper Division Courses: (8 courses) (Class of 2018)

Majors will select a total of 8 courses from the list of approved IR courses (see below). In completing this requirement, students must take (1) at least **two** upper division IR courses in **History** and (2) at least **one** upper division course in each of **Economics** and **Political Science**.

Upper Division Courses: (7 courses) (Class of 2015-2017)

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.

Economics

ECN 321 International Trade
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 460 African Economies
ECN 475 Asian Economies
ECN 477 Chinese Economy
ECN 485 Economics Of Migration & Immigration

History

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 Asia
HIS 207 Historical Introduction to South Asia

HIS 209	Historical Introduction to Modern Europe
HIS 210	Historical Introduction to Modern Africa
HIS 301	United States And Latin America
HIS 303	History Of Modern Mexico
HIS 304	Social Protest In Latin American History
HIS 310	Modern Germany
HIS 337	History of Russia to 1861
HIS 338	History of Russia and the Soviet Union, 1861-1991
HIS 340	Stalinism
HIS 343	African Ethnicities
HIS 350	Exchange And Conquest In Modern East Asia
HIS 351	Gender, Ideology, And Revolution In East Asia
HIS 353	Modern China
HIS 354	Japan Since 1800
HIS 355	Colonialism And Nationalism In Southeast Asia, 1600-1960
HIS 356	Modern South Asia
HIS 358	Contemporary China
HIS 359	India and Pakistan: From Colony to Nations
HIS 366	Progressive Era To New Deal
HIS 367	Post-War America, 1945 - the Present
HIS 380	Foundations Of American Foreign Policy, 1775 – 1914
HIS 381	The U.S. in the World, from Wilson to Reagan

Political Science

POL 305	Politics, Ideology, and Film
POL 331	Latin American Politics
POL 332	Politics of Japan
POL 333	Asian Political Systems
POL 334	Russian Politics
POL 335	Comparative Politics of the Middle East and North Africa
POL 337	Contemporary Cuban Politics and Society - - Class and Study Tour
POL 338	Democracy: Perspectives from Rome – Summer Study Tour
POL 352	Global Political Economy
POL 353	Global Security
POL 359	Contemporary International Migration
POL 364	International Relations of East Asia
POL 367	Ethics in International Affairs
POL 368	Global Gender Issues
POL 403	Senior Seminar: Nation and Nationalism in Global Society
POL 404	Senior Seminar on Contemporary Peacebuilding
POL 411	Washington Internship
POL 412	Washington Internship
POL 413	International Internship
POL 414	International Internship
POL 491	Philadelphia-Area Internship (depending on specific internship)

International Relations

IRT 493	Honors Research In International Relations
IRT 494	Honors Research In International Relations
IRT 495	Senior Capstone Seminar

GEP Integrative Learning Component:

International Relations majors must take three classes to satisfy the Integrated Learning Component of the GEP. Classes will stem from three groups or "types" of course, with two classes coming from one group and the third class coming from another group. Students may choose from which group they take two courses and which group they take a single course. The three groups are:

1. Analytical Tools
2. Foreign Languages and Literature (Modern and Classical Languages)
3. Social Justice
4. The Analytical Tools category includes:
5. Any math course (MAT) (does not include "Beauty")
6. Any computer science (CSC) course
7. Economic statistics (ECN 311—requires MAT 106 or equivalent)
8. Econometrics (ECN 410—requires ECN 311 or equivalent)
9. Logic (PHL 220)
10. Symbolic Logic (PHL 240)
11. Statistics for the Social Sciences (PSY 211—requires MAT 118 or equivalent)
12. Social Research Methods I (SOC 312)
13. Social Research Methods II (SOC 313)

The Foreign Languages and Literature category includes:
All classes in Modern and Classical Languages numbered 202 or higher. Must be in addition to the courses used to fulfill the GEP Non-Native Language Requirement

The Social Justice category includes:
Any class designated as Faith-Justice.
Students may petition the IR committee for non-Faith-Justice courses to count toward this requirement.

Minor in International Relations

Minors in International Relations will complete 6 courses that satisfy the following requirements:

- POL 115
- One course from ECN 101, ECN 102, IRT 211, POL113, or any HIS 200-level Course (except HIS 201 and 211)
- Plus 4 upper division IR courses. In completing these 4 upper division courses, students must take at least one approved ECN, HIS, and POL class.

Internships

Students majoring in International Relations are encouraged to consider participating in the Washington and Philadelphia internship programs. The Washington Internship is described under Special Programs and allows students to work in Washington for a whole semester and earn course credits (POL 411/412 Washington Internship). The Philadelphia Program is described under the Political Science Program and is listed as POL 491 Philadelphia-Area 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 211 World Regional Geography (3 credits)

World Regional Geography is a course of social and spatial inquiry; it helps students compare and contrast societies and cultures. For nearly every area of the globe, this course explores how physical geography, the environment, politics, population, culture, and economy have shaped and continue to shape the diverse lives of people living on this increasingly connected planet. Furthermore, as a geography course, special attention is paid to how issues of place and scale influence and are influenced by human activity. Thus this course not only sheds light on what is out there in the world, but also the major patterns and processes that cut across regions and explain why what is out there is where it is.

IRT 250 Research and Writing 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.

Justice and Ethics in the Law Minor

Director: *Liebell*

Advisory Board: *Close (HIS); Linehan (PHL); McCall (PHL/MGT); McDevitt (MGT); Moore (SOC); Robson (MGT); Warren (HIS).*

Objectives

The Justice and Ethics in the Law (JEL) minor emphasizes the ethical, business, social, and political structures that underlie the law. This interdisciplinary minor examines how justice is defined in legal regimes as well as the ethical issues raised by the enforcement of law, legal procedure, conflicting rights, and the making (and maintaining) of constitutions. All students will have the opportunity for an internship. JEL emphasizes skills that may be applied to academic and professional life: analytic and problem solving skills; critical reading ability of complex texts; writing skills including preparing and revising papers; oral communication and listening abilities; and research and time-management skills. Given the number of writing intensive, diversity, globalization, social science, and ethics intensive classes listed in the minor, students may satisfy much of the General Education Program through the minor.

Requirements for the Justice and Ethics in the Law Minor

Total of 6 courses:

Two core courses in legal reasoning (one each from HSB and CAS)

Two ethics-intensive courses (see approved list)

Two electives (see approved list)

Note: No more than three courses may be taken in the same department and no class may count twice as part of the minor.

Legal Reasoning:

Minors must take two courses (one each from HSB and CAS) that expose students to logical reasoning, reading cases, writing briefs, and/or research. Students may take more LR courses and count them as electives.

CAS:

POL 201 Sophomore Seminar: Law and Social Change
POL 311 Constitutional Law: Civil Rights and Liberties
SOC 345 Law and Social Policy
SOC 368 Sociology of Law

HSB:

MGT 360 Legal Environment of Business I
MGT 361/HON 361 Introduction to Law (Honors)
MGT 362 Legal Environment of Business I

Ethics Intensive and Electives listed by Department:

All students must take at least 2 ethics intensive courses. They may take more and count them as electives.

(EI = ethics intensive course)

Accounting:

ACC 101 Concepts of Financial Accounting

ACC 422 Forensic Accounting

English:

ENG 262 The Ethics of Writing
ENG 206 Public Speaking and Presentation
ENG 429 Reading & Writing the Civil Rights Movement
ENG 482 Inside/Out Exploring Crime and Justice behind the Walls
ENG 443 Writing and Environmental Justice
ENG 444 Writing through Race, Class, and Gender
ENG 490 English has three internships (ENG 490
ENG 491 Journalism Internships, ENG 491 Community
ENG 492 Service Internships, and ENG 492 Writing and
Editing Internships) that could accommodate
ethics, justice, and law work.
ENG 262 The Ethics of Writing

Environmental Sciences:

ENV 102 Environmental Theory and Ethics Seminar (EI)

History:

HIS 204 Latin American-US Migration (EI)
HIS 319 Revolutions 1517-1648
HIS 327 Transformations in Early Modern Europe
HIS 329 Crime and Punishment in History
HIS 384 Civil Rights Movement in America
HIS 348 Witchcraft, Law, and the Supernatural in Early
Modern Europe
HIS 390 Environmental Justice (EI)
HIS 472 Justice and Rights in Europe: 500-1527 (EI)
HIS 472 Sem. in European History: The Inquisition (EI)

History has internships offered through independent study that may accommodate law, justice, and ethics work.

Honors:

HON 336/PHL 336 Violence & Non Violence (EI)
HON 361/MGT 361 Introduction to Law
HON 312 Civil Rights: Law and Society

Interdisciplinary Health Services

IHS 251 Health Care Law & Ethics
IHS368/THE 368 Just Health Care Developing Nations Study
Tour (EI)

Linguistics:

LIN 260 Language and the Law

Management:

MGT 360 Legal Environment of Business I
MGT 361/HON 361 Introduction to Law
MGT 362 Legal Environment of Business II
MHC 360 Employment and Labor Law
LEO 210 Business Stakeholders and Ethics (EI)
LEO 310 Breaking News in Business Ethics (EI)
IBU 363 International Business Law
FBE 360 Entrepreneurial Law

Marketing:

MKT 352 Sports Law

Philosophy:

PHL 311 Philosophy of Law
PHL 262 Freedom, Citizenship, Culture (EI)
PHL 220 Logic
PHL 240 Symbolic Logic
PHL 330 Social and Political Philosophy (EI)
PHL 338 Violence & Reconciliation in N. Ireland (EI)
PHL 336 Violence & Non Violence (EI)
PHL 334 Ethics and Criminal Justice (EI)
PHL 320 Business, Society, and Ethics (EI)
PHL 342 Inside/Out Exploring Crime and Justice behind the
Walls

Political Science:

POL 150 Law, Student Liberties, and the Supreme Court
POL 201 Sophomore Seminar: Law and Social Change
POL 311 Constitutional Law: Civil Rights & Liberties
POL 351 International Law & Organization
POL 367 Ethics of International Affairs (EI)
POL 407 Theories of Justice in the Twentieth Century
POL 411-412 Washington Center (semester or summer in
Washington D.C. some credits may apply to minor)
POL 491 Philadelphia Area Internship

Psychology:

PSY 236 Ethics in Psychology (EI)

Sociology:

SOC 345 Law and Social Policy
SOC 246 Criminal Justice Ethics & Legal Responsibility
SOC 251 Gender and the Law
SOC 264 Criminal Courts and Criminal Procedure
SOC 368 Sociology of Law
SOC 377 Inside-Out: Exploring Crime and Justice behind the
Walls

Sociology has internships offered through independent study that may accommodate law, justice, and ethics work.

Theology:

THE 366 Christian Medical Ethics (EI)
THE 368/IHS368 Just Health Care Developing Nations Study
Tour (EI)

Latin American Studies

Director: *Hennes*

Latin American Studies Advisory Board: *Brown (SOC), Clark (TRS), Daniel (MCL), Faccini (MCL), Gioioso (POL), Neiva (MGT), Nikoloutsos (MCL), Shenk (MCL), Warren (HIS)*

Students in the Latin American Studies Program explore the region through a variety of lenses, which they develop through an individualized and multi-disciplinary course of study leading to a Minor or a Certificate. Students select from courses primarily in history; language, literature and culture; and political science, as well as economics, theology, sociology and art history. This multi-disciplinary approach to the region prepares students for graduate study or careers in government, nonprofit, education, and business environments. Students should consult the Program Director to assess which option--the minor or the certificate--is appropriate. Study abroad in Latin America is strongly encouraged.

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 Modern and Classical Languages beyond the Intermediate I (201) 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 Latin American Studies Advisory Board to receive credit for courses not listed below.

The Certificate

Students complete the Certificate in Latin American Studies with nine courses. The study of language, literature and culture is emphasized. Students are required to complete four appropriate courses from the Department of Modern and Classical Languages at or beyond the 202 level. Any five additional courses from the list below must also be completed.

Sample Course Offerings

Students may petition the Latin American Studies Advisory Board to receive credit for appropriate courses not listed below. Please note: Students may count a maximum of two of the following courses towards the Minor in Latin American Studies: SPA 202, SPA 301, SPA 302, SPA 303, SPA 310, SPA 410, SPA 411.

ART 106	The Art of Colonial Latin America
ECN 370	Economic Development
ECN 482	Latin American Economies
EDU 357	Education and the Jesuit Mission in Latin America
FRE 461	Caribbean Francophone Literature
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
LTT 461	Franco-Afro-Caribbean Story
POL 331	Latin American Politics
POL 337	Contemporary Cuban Politics and Society
POL 352	Global Political Economy
SPA 202	Intermediate Spanish II
SPA 301	Spanish Conversation
SPA 302	Spanish Composition

SPA 303	Spanish for Heritage Speakers
SPA 310	Introduction to Literatures of the Spanish-Speaking World
SPA 320	Current Events in the Spanish-Language Media: Latin America
SPA 350	Introduction to Latin American Cultures
SPA 355	Río de la Plata: Study Tour
SPA 360	Faith, Justice and Spanish-Speaking Communities
SPA 401	Topics in Latin American Cultures
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 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	Imagery of the Conquest: Indigenous and Mestizo Perspectives
SPA 426	Culture in Revolution
SPA 430	Commonplaces of Colonial Experience
SPA 431	Narratives of European Exploration and Conquest in America
SPA 466	Spanish Dialectology
SPA 467	Language Contact and Politics in the U.S.
SOC 271	Sociology of Migration
THE 356	Liberation and Political Theologies
THE 358	Faith, Justice and the Jesuit Mission in Bolivia
THE 368	(IHS 368) Just Health Care in Developing Nations

Provisional Courses

The following courses may count toward the minor in Latin American Studies, depending on course content in a given section/semester, including the student's final project. Students who would like to include these courses in their Latin American Studies program of study should consult with the current Program Director in advance.

ECN 321	International Trade
ECN 350	International Macroeconomics
POL 341	Revolution and Development
POL 342	Nationalism
POL 407	Seminar on Democracy and Democratization
SOC 316	From Co-op to Cup: Fair Trade Coffee in Nicaragua
SPA 456	Women's Voices in 20th Century Spanish and Latin American Fiction
SPA 470	Topics in Spanish Linguistics

Linguistics

Linguistics Program Director: *Dr. Jennifer Ewald*
Faculty: *Dr. Elaine Shenk*

The Linguistics Program

The SJU Linguistics Program is designed to heighten students' awareness of the complex nature of language and communication and their important, but often overlooked role, in daily life. Linguistics courses aim to increase students' knowledge and understanding of human communication and to understand the nature of language in general, bringing students to a point where they can apply this knowledge in particular fields such as criminal justice, education, forensics, languages, law, psychology, sociology, speech therapy, or translation. Linguistics students will be prepared to become language professionals, pursue graduate studies in linguistics or TESOL, or to practice the skills of a linguist in a variety of professional fields.

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. Contact the Linguistics Program Director, Dr. Jennifer Ewald (jewald@sju.edu), for more information and visit the Linguistics Program website at <http://www.sju.edu/academics/cas/linguistics/index.html>.

Program Goals/Learning Objectives

Goal 1: Students will know what the field of linguistics is and understand how language works.

Objective 1.1: Identify the main areas of linguistic analysis.

Objective 1.2: Explain how linguistic analysis is used to describe how language works.

Goal 2: Students will know how to perform linguistic research.

Objective 2.1: Conduct original linguistic research according to standards within the field.

Goal 3: Students will discuss linguistic topics and apply what they learn to real-life settings.

Objective 3.1: Communicate effectively in oral presentations and discussions on linguistic-related topics.

Objective 3.2: Analyze linguistic issues or problems (qualitatively or quantitatively) in real-life settings and formulate creative responses.

Goal 4: Students will be aware of and appreciate language differences that exist among speakers of the same or different languages in light of their own language background.

Objective 4.1: Identify particular aspects of linguistic beauty and creativity in their various forms (i.e., sounds, instances of lexical variation, acquisition stages, morphological irregularities, etc.).

Objective 4.2: Identify their own language beliefs and values as well as those of others and respectfully discuss linguistic differences that characterize speakers from various linguistic backgrounds.

The Linguistics Program, housed within the Department of Modern and Classical Languages, offers two majors and two minors.

Majors offered:

1. Linguistics
2. Linguistics-TESOL concentration

Minors offered:

1. Linguistics
2. TESOL

Course requirements for the Linguistics Major include a general introduction to the field and at least one course in several of the main areas of linguistics (applied linguistics, sociolinguistics, phonetics, and pragmatics). Specific course requirements and options are listed below. Course requirements for the Linguistics Major-TESOL concentration include a general introduction to the field of linguistics, an English grammar course, a course on language acquisition, a language teaching methods course, phonetics, and a required internship in English language teaching. Below are the requirements for each of these specializations. Please note that students may also choose to combine a major in Linguistics with a minor in TESOL (a total of at least 13 courses*) or to complete a double minor in both Linguistics and TESOL (a total of at least 9 courses*). (Please contact Dr. Jennifer Ewald jewald@sju.edu for more information.)

Linguistics Major (10 courses)

LIN 101 Introduction to Linguistics
LIN 260 or LIN (Pragmatics options)
340
LIN 280 or LIN (Applied Linguistics options)
301
LIN 317 or LIN (Sociolinguistics options)
401 or SOC 317
LIN 320 or SPA (Phonetics options)
466 or SPA 468

and, any 5 additional courses from the following:

LIN (any course number)
ENG 381
PHL 220, 240, 474, 475
SOC 260
SPA* 375, 380, 460, 461, 466, 467, 468, 480
ILCs (any 3 of the following chosen in consultation with the LIN Major Advisor):
EDU 151 Development, Cognition and Learning

EDU 246	Literacy, Language and Culture
ENG 206	Public Speaking and Presentation
IHS 331	Statistics and Research Methodology
IHS 465	Introduction to Autism Spectrum Disorders
LAT 411	Advanced Latin Grammar
PSY 120	Lifespan Development
PSY 222	**Neuropsychology
SPA 342	Advanced Spanish Grammar
MCL 101-102	language courses in a language other than that used to satisfy the GEP language requirement (e.g., American Sign Language, Chinese, French, German, Greek, Italian, Latin, Spanish)

* Please note that students who are double majoring/minoring may count a maximum of 3 courses toward requirements in each area.

** Please note that this course has a prerequisite (PSY 100 Introductory Psychology) and also requires the instructor's permission for registration for non-PSY students. Students who are interested in taking PSY 222 should take PSY 100 to satisfy their GEP Social Science requirement.

Linguistics Major- TESOL Concentration (10 courses)

LIN 101	Introduction to Linguistics
LIN 201	English Grammar for TESOL
LIN 280	Language Acquisition and Learning
LIN 301	Teaching Languages at Home and Abroad
LIN 320	Phonetics
LIN 490	TESOL Internship and, any 4 additional courses from the following:
LIN	(any course number)
EDU	246
ENG	345, 381
PHL	220, 240, 474, 475
SOC	260, 317
SPA*	375, 380, 460, 461, 466, 467, 468, 480

1: MCL 101-102 language courses in a language other than that used to satisfy the GEP language requirement (e.g., American Sign Language, Chinese, French, German, Greek, Italian, Latin, or Spanish)

2: EDU 151 (Development, Cognition and Learning); ENG 206 (Public Speaking and Presentation); HIS 203, 206, 207, 210 (all Historical Introductions to geographical areas of the world); IRT 201 (Geography); LAT 411 (Adv. Latin Grammar), POL 113 (Introduction to Comparative Politics), POL 115 (Introduction to International Politics), SPA 342 (Adv. Spanish Grammar)

3: Other MCL linguistics courses as approved by advisor

*Please note that students who are double majoring/minoring may count a maximum of 3 courses toward requirements in each area.

Minor in Linguistics

A student may minor in Linguistics by taking six courses: LIN 101 and five additional preapproved courses. Those approved include all courses taught in Linguistics (LIN) and some courses in English, French, Philosophy, Psychology, Sociology, and Spanish. Contact the Linguistics Program Director, Dr. Jennifer Ewald (jewald@sju.edu), for more information and visit the Linguistics Program website at <http://www.sju.edu/academics/cas/linguistics/index.html>.

Students who are interested in English language teaching may also want to consider adding a second minor in TESOL (Teaching English to Speakers of Other Languages). For more information, visit the TESOL website at <http://www.sju.edu/majors-programs/undergraduate/minors/teaching-english-speakers-other-languages-tesol>.

Minor in TESOL (Teaching English to Speakers of Other Languages)

Teaching English to Speakers of Other Languages (TESOL) is a six-course minor that provides essential training for the challenging task of teaching the English language at home or abroad in private language schools, community centers or bilingual programs, and in other contexts that do not require state certification. A minor in TESOL incorporates important pedagogical training that prepares students to teach English with both cultural and linguistic sensitivity. This minor opens doors to opportunities to travel, live, and work around the globe. Students who are interested in TESOL might also be interested in studying linguistics, including areas such as dialectology and forensic linguistics. While completion of a TESOL minor does not certify students to teach English as a second or foreign language, it does offer undergraduate students numerous professional and volunteer opportunities. TESOL can be combined with any number of majors or minors and enhances students' applications for fellowships such as the Fulbright. The coursework also provides general background for related graduate study and equips students to serve as English language teachers in the United States and in other countries.

Visit the TESOL website (<http://www.sju.edu/majors-programs/undergraduate/minors/teaching-english-speakers-other-languages-tesol>) for more information. Students who minor in TESOL may also want to consider adding a second minor in Linguistics. For more information, contact Dr. Jennifer Ewald (jewald@sju.edu) and visit the Linguistics Program website (<http://www.sju.edu/int/academics/cas/linguistics/index.html>)

A TESOL minor consists of 6 courses (18 credits) including the following

LIN 201	English Grammar for TESOL
LIN 301	Teaching Language At Home and Abroad
LIN 490	Linguistics Internship (except in exceptional cases, students must

complete 4 LIN courses, including LIN 30, before enrolling in this English language teaching internship)

And any 3 additional courses selected from the following options:

LIN 101	Intro to Linguistics
LIN 150	First Year Seminar in Linguistics
LIN 280	Language Acquisition and Learning
LIN 320	Phonetics
LIN 340	Communication in Social Contexts
LIN 317	Sociolinguistics or LIN 401 Bilingualism & Language Diversity
EDU 246	Literacy, Language and Culture

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, Sociology, and TESOL. 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, teachers, translators and interpreters. For that reason, several courses in other SJU programs count toward a major or minor in Linguistics while fulfilling requirements in their respective programs:

EDU 246	Literacy, Language and Culture
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 260	Language and the Law
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	FRE/GRM/ITA 470

Linguistics in the GEP

These GEP requirements are fulfilled by the following courses:

Art/Lit

LIN 101 Introduction to Linguistics

Ethics-Intensive Overlay

LIN 260 Language and the Law

Social Sciences

LIN 317 Sociolinguistics

LIN 340 Communication in Social Contexts: "Can You Hear Me Now?"

Diversity Overlay

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. *This course fulfills the GEP Art/Lit requirement.*

LIN 150 First-Year Seminar in Linguistics (3 credits)

There are two First-Year Seminars offered by the Linguistics Program:

Language, Linguistics and the Real World is a 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. *This course fulfills the First-Year Seminar requirement of the GEP and counts toward the Linguistics major/minor and the TESOL minor.*

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 major/minor and the TESOL 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 201 English Grammar for TESOL (3 credits)

To prepare current and future English language teachers, this course explores aspects of English grammar that are particularly challenging for ESL/EFL learners. This course is beneficial to TESOL minors and to Linguistics majors/minors who plan to teach English at any level.

LIN 220/PHL 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. See PHL 220. *This course does not fulfill the GEP Philosophical Anthropology requirement.*

LIN 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—independence of axioms, expressive and deductive completeness, and consistency. See PHL 240. *This course does not fulfill the GEP Philosophical Anthropology requirement.*

LIN 260 Language and the Law (3 credits)

This course is an introduction to linguistic issues that influence interaction in a variety of legal contexts. It explores the role of language used in court cases and police investigations while paying special attention to particular discourse contexts such as courtroom talk, interpreter interactions and police interrogations/ interviews. Particular emphasis will be placed on recognizing and understanding ethical issues related to linguistic sources of disadvantage before the law for both educated and uneducated native speakers, minority speakers and non-native speakers of a given language. This course will help prepare students for careers in which a particular sensitivity to, and understanding of, the use of language is vital. By looking closely at areas studied by linguists, we will seek to uncover the role and the ethical nature of oral and written interactions that take place in the legal field. These linguistic issues affect the concept of justice as well as its application in the legal system and also influence how humans are perceived and, in turn, treated by those who apply the law (police officers, lawyers, judges, etc.). *This course fulfills the GEP Ethics-Intensive overlay requirement; it also fulfills a requirement in the Sociology and Criminal Justice majors/minors. This course is open to*

students from all academic majors and there is no prerequisite.

LIN 280 Language Acquisition and Learning (3 credits)

This course focuses on the study of existing approaches to explaining first and second language acquisition and learning. Drawing on current research in the field of linguistics, we will explore various aspects of language (e.g., negation, questions, references to the past) as well as particular factors (e.g., age, motivation, anxiety, personality, learner beliefs) that affect the acquisition and learning of specific languages. Paying particular attention to English language learning, we will devote significant course time to understanding L2 developmental sequences as they relate to theories of acquisition and learning based on social, psychological, and educational frameworks. Students will also be challenged to consider the relationship between their understanding of and experiences with language acquisition and learning as well as the relationship between language learning theories and language teaching. *This course is open to students from all academic majors and there is no prerequisite.*

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 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 course fulfills the GEP Social Science and the GEP diversity overlay requirements. It also counts for a Sociology major/minor. See SOC 317. *This course is open to students from all academic majors and there is no prerequisite.*

LIN 320 Phonetics (3 credits)

This course explores the repertory of sounds found in human language. As a field of study, phonetics includes three areas: (a) articulatory phonetics (how humans create speech sounds); (b) acoustic phonetics (how sounds are transmitted through the air); and (c) perceptual phonetics (how humans perceive sounds based on changes in air pressure). In this class we will focus primarily on the first area, along with an introduction to the second. To this end we will examine the anatomy of the human vocal tract to understand how speech sounds are created. We will also study the International Phonetic Association (IPA) transcription alphabet, create broad and narrow transcriptions, and practice producing and classifying sounds of various world languages. Time will also be spent on prosodic characteristics of human speech, including pitch, stress, tempo, and loudness. Finally, we will discuss how the study of phonetics is applied within fields such as Speech-Language Pathology (SLP), Teaching English to Speakers of Other Languages (TESOL), or teaching languages (e.g., Mandarin, French, Japanese, etc.).

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.

LIN 340 Communication in Social Contexts: "Can You Hear Me Now?" (3 credits)

This course analyzes how people communicate with each another 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. *This course fulfills the GEP Social Science 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 socio-political 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. *This course is open to students from all academic majors and there is no prerequisite. This course fulfills the GEP Diversity overlay 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 automata. 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? We could restate these questions in a somewhat different way. Does language hold thought on a leash? Does thought hold language on a leash? *This course does not fulfill the GEP Philosophical Anthropology requirement. See PHL 474.*

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. *This course does not fulfill the GEP Philosophical Anthropology requirement. See PHL 475.*

LIN 490 TESOL Internship (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 majors or TESOL minors who have completed the other course requirements.

LIN 491 Linguistics Internship (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 majors/minors who have completed the other course requirements.*

LIN 493 Independent Research in Linguistics I (3 credits)

This will allow the student to round out the major/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 major/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), Fillebrown, Gowdy (Emeritus), Hecker, Klingsberg, Rash, Smith (Chair), Tapp

Associate Professors: Berezovski, Cavaliere, Costello (Emeritus), Foley (Emeritus), Hall, Laison, Lurie, Regis

Assistant Professors: Terry

Visiting Assistant Professors: Bobo, DeLiberato, Manco

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.

B.S. in Mathematics

Program Goals and Objectives

Learning Goal 1: Students will gain a general knowledge of the field of mathematics including knowledge of the application of mathematics to other fields.

Objective 1.1: Students will know the mathematical theory underlying fundamental developments in mathematics.

Objective 1.2: Students will understand the nature of mathematical proof.

Objective 1.3: Students will have knowledge of the diverse branches of mathematics.

Objective 1.4: Students will have knowledge of areas closely related to mathematics including Computer Science and at least one branch of the Natural Sciences.

Learning Goal 2: Students will master specific skills in mathematics.

Objective 2.1: Students will be able to perform basic computations such as calculating derivatives, integrals and various operations with matrices.

Objective 2.2: Students will be able to identify and apply the appropriate method to solve a specific mathematical problem.

Objective 2.3: Students will be able to identify and apply the appropriate proof technique to prove a mathematical statement.

Requirements for the Mathematics Major

GEP Signature Courses (See Curricula): six courses

GEP 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

GEP Overlays (See Curricula): three courses

GEP Integrative Learning Component: three courses

Natural Science:

one semester of any lab-based major-level natural science course

Open ILC courses:

Any two additional CAS courses that relate to the major. Advisor and Chair approval required in advance.

GEP Electives: seven courses

Major Concentration: fifteen courses

CSC 120	Computer Science I (or CSC 110 Virtual Worlds and Robots)
MAT 162	Calculus II
MAT 180	Theory of Numbers
MAT 213	Calculus III
MAT 225	The Fundamental Ideas of Mathematics (<i>or CSC 140 with permission</i>)
MAT 226	Introduction to Linear Algebra
MAT 403	Abstract Algebra
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.

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 or receive AP credit for six courses at the level of MAT 161 or higher. The course being used to satisfy the GEP math requirement may not be used toward the minor. The grade in each course must be C+ or better, or the average of the six classes must be at least 2.7.

The Five-Year Combined B.S. in Mathematics, M.S. in Secondary Mathematics Education Option

Program Director: *Dr. Fillebrown*

This program offers students the opportunity to complete an undergraduate major in mathematics, receive Commonwealth of Pennsylvania Secondary Teacher Certification in mathematics, and earn 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. A cumulative grade point average of 3.0 or better is normally 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.

Students interested in the five year program should speak to Dr. Fillebrown as early in their academic careers as possible.

Five-year BS/MS in Mathematics and Mathematics Education**Program Goals and Objectives**

Students in the Five-year BS/MS in Mathematics and Mathematics Education Program complete all requirements of the undergraduate Mathematics major in the first four years and all requirements of the Secondary Education major by the end of the fifth year. In addition to the goals and objectives for those two programs, students in the 5-Yr Math and Math Education program will meet the following.

Learning Goal 1: Students will demonstrate knowledge of the mathematical content required for teaching secondary mathematics.

Objective 1.1: Students will know how to solve mathematical problems using multiple representations and using multiple mathematical approaches.

Objective 1.2: Students will understand the nature of proof and the sequence of observing examples, making conjectures and proving or disproving mathematical statements in a variety of mathematical disciplines.

Learning Goal 2: Students will be able to plan and align curriculum and assessment according to Pennsylvania State standards, Common Core State Standards and the standards put forth by the National Council of Teachers of Mathematics.

Objective 2.1: Students will be aware of current issues in and the evolving nature of mathematics education including the use of technology.

Objective 2.2: Students will be able to draw on a variety of resources including the research literature in mathematics education to enhance their teaching and examine curricular change.

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, double major in Mathematics and Secondary Education. Their primary major is Mathematics. 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.

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. Lurie. 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.

Overlapping Course Groupings

MATH Students may not take overlapping courses for credit. Please note the following five overlapping course groupings.

1. MAT 106 MAT 119 MAT 123 MAT 155 MAT 161
2. MAT 156 MAT 162
3. MAT 118 MAT 128
4. MAT 225 CSC 140
5. MAT 139 MAT 150
Art, Poetry,
Mathematics
and Society

Mathematics Courses

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. This course does not fulfill the GEP Mathematics requirement.*

MAT 118 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. *This course does not fulfill the GEP Mathematics requirement. Students may NOT receive credit for this course and for MAT 128.*

MAT 119 Applied Business Calculus (4 credits)

Review of mathematical models using polynomial, rational, exponential and logarithmic functions with business applications. Introduction to calculus including limits, rates of change and the derivative, optimization using the derivative, integration. *This course does not fulfill the GEP Mathematics requirement. Students may NOT receive credit for both this course and for any of the following courses: MAT 106, MAT 123, MAT 155, or MAT 161.*

MAT 120 Mathematics Used in Modeling (3 credits)

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. *This course does not fulfill the GEP Mathematics requirement.*

MAT 121 Mathematical Modeling for Middle School Teachers (3 credits)

Designed for students who will become middle school teachers, this course will explore mathematical topics in the context of building of building models to solve problems. The emphasis will be on using multiple representations to develop mathematical models that describe some phenomena and learning the mathematical techniques necessary for working with the model in order to use effectively to answer questions about the situation being modeled. Students will interpret results given the context of the model and develop their communication skills for explaining mathematics. *This course does not fulfill the GEP Mathematics requirement.*

MAT 123 Differential Calculus (3 credits)

Review of mathematical models using polynomial, rational, exponential and logarithmic functions with business applications Introduction to differential calculus including limits, rates of change and the derivative, optimization using the derivative. *This course does not fulfill the GEP Mathematics requirement. Students may NOT receive credit for both this course and for any of the following courses: MAT 106, MAT 119, MAT 155 or MAT 161.*

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. *This course does not fulfill the GEP Mathematics requirement. Students may NOT receive credit for both this course and for MAT 118.*

MAT 130 The Whole Truth About Whole Numbers (3 credit)

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. *This course fulfills the GEP Mathematics Requirement.*

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. *This course fulfills the GEP Mathematics Requirement.*

MAT 132 Mathematics of Games and Politics (3 credits)

This course will focus on both computational and theoretical aspects of probability theory, game theory and social choice theory. Topics include expected value, counting methods and conditional probability, dominant strategies, combinatorial games, Nash equilibria, social dilemmas and, for zero sum games, saddle points and the Minimax theorem. Social choice theory topics include voting methods, weighted voting, fairness criteria and impossibility theorems.

This course fulfills the GEP Mathematics Requirement.

MAT 134 Mathematics of Uncertainty: Counting Rules and Probability (3 credits)

This course provides students with an in-depth introduction to probability and its many real-life applications. Students will study counting techniques including permutations, combinations, binomial coefficients, occupancy problems and runs within random orderings and will prove combinatorial identities. Students will study topics in probability including sample spaces, DeMorgan's Laws, conditional probability, independent events, Bayes Theorem, random variables and expected value. Students will examine many of the classical problems in probability theory including Prisoner's Dilemma, Gambler's Ruin and the Birthday Problem as well as lotteries, card games and random walks.

This course fulfills the GEP Mathematics Requirement.

MAT 135 Sounding Number: Music and Mathematics from Ancient to Modern Times (3 credits)

Music has many connections to mathematics. The ancient Greeks discovered that chords with pleasing sounds are related to simple ratios of integers. Other connections include equations describing the sounds of musical instruments, the mathematics of digital recording, the use of symmetry in composition, and the systematic exploration of patterns by African and Indian drummers. This course introduces basic concepts in trigonometry, set and group theory, and combinatorics and investigates their applications in the analysis, recording, and composition of music. Along the way, we consider the role of creativity in mathematics and the ways in which mathematics has inspired musicians. The course will involve hands-on laboratory work in audio engineering and music composition.

This course fulfills the GEP Mathematics Requirement.

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.

This course fulfills the GEP Mathematics Requirement.

MAT 137 Ethnomathematics (3 credits)

This course aims to strengthen and expand students' understanding of fundamental mathematics - number systems, arithmetic, geometry, combinatorics, and mathematical reasoning - through study of the mathematics of world cultures. In addition, the course is designed to explore the connections between mathematics and the arts, to engage students' imagination and creativity, and to increase the diversity of offerings in the mathematics classroom.

This course fulfills the GEP Mathematics Requirement.

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.

This course fulfills the GEP Mathematics Requirement.

MAT 139 Mathematics, Culture and Society (3 credits)

The course considers the relationship of mathematics to other areas of human thought and culture and to the society in which it develops. Several periods in the history of mathematics will be considered, from the beginnings of mathematics to modern times. This course fulfills the GEP Mathematics Requirement. *Students may NOT receive credit for both this course and for MAT 150 - Art, Poetry, Mathematics and Society (First Year Seminar).*

MAT 150 Art, Poetry, Mathematics and Society (First Year Seminar; 3 credits)

This course will consider several periods of human history and pre-history, and for each of them discuss the relationship of artistic and mathematical production to each other, to the dominant modes of thought of the society, and to the social and economic base of the society. Periods will include: Paleolithic society in Africa; the Bronze Age in Egypt, Babylonia, China, and India; ancient Greece from Pythagoras to Plato; Medieval Arabic Society; Renaissance and early modern times in Europe; the Romantic period in Europe; the early twentieth century and the impact of Modernism. *This course does not fulfill the GEP Mathematics requirement. Students may NOT receive credit for both this course and for MAT 139- Mathematics, Culture and Society*

MAT 150 Fractals and Infinity (First Year Seminar; 3 credits)

Fractals are mathematical objects that exhibit self-similarity at different scales. They can be used to model many naturally occurring phenomena such as trees, mountain ranges, circulatory systems and river tributaries. They also occur frequently in pop-culture and some images such as the Mandelbrot Set, the Sierpinski Triangle and the Koch Snowflake decorate many calendars, t-shirts and book jackets. In this first year seminar we will study the mathematics behind these, and other, fractal images. Fractals are intimately related to the concept of infinity and so we will necessarily also spend some time examining

exactly what do mathematics mean when they talk about quantities that are infinitely small or infinitely large or infinitely long. This course does not fulfill the GEP Mathematics requirement.

MAT 150 From Chaos to the 4th Dimension (First Year Seminar; 3 credits)

This course investigates several beautiful topics within modern mathematics, including: prime numbers, the different sizes of infinity, the symmetry of the Platonic solids, the fourth dimension, fractals, chaos, probability, the math of voting and how to get rich. Students will develop sharper analytic skills and experience mathematics as an artistic endeavor which requires both imagination and creativity. *This course does not fulfill the GEP Mathematics requirement.*

MAT 150 Great Mathematical Discoveries - Elucidated by Reading and Writing (First Year Seminar; 3 credits)

This course introduces students to some of the great ideas in mathematics and to the mathematicians who made these great discoveries or created new theories. Students will read articles or chapters from an extensive reading list relevant to a variety of topics, including, but not limited to, historic information, modern applications of mathematics, biographies, careers using mathematics and other topics. Students will write summaries of or reflections on the articles. These topics vary from year to year and are chosen to match the interests and level of preparation of the students. Examples of topics include designing secret codes, optimal scheduling problems, algorithms and prime numbers. *This course does not fulfill the GEP Mathematics requirement.*

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. *This course fulfills the GEP Mathematics Requirement. Prerequisite: MAT 120 or adequate performance on calculus readiness test. Students may NOT receive credit for both this course and for any of the following courses: MAT 106, MAT 119, MAT 123 or MAT 161*

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. This course does not fulfill the GEP Mathematics requirement. Students may NOT receive credit for both this course and for MAT 162.*

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. *This course fulfills the GEP Mathematics Requirement.*

Prerequisite: MAT 120 or adequate performance on calculus readiness test.

Students may NOT receive credit for both this course and for any of the following courses: MAT 106, MAT 119, MAT 123 or MAT 155.

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. This course fulfills the GEP Mathematics Requirement. Students may NOT receive credit for both this course and for MAT 156.

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. *This course fulfills the GEP Mathematics requirement but is at a more advanced level than courses in the MAT 130 - MAT 139 range.*

MAT 213 Calculus III (4 credits)

Vector geometry in R^2 and R^3 ; polar coordinates; introduction to the calculus of vector-valued functions (velocity, speed, acceleration, curvature, parametric equations); differentiation of functions of several variables (partial derivatives, the differential, chain rules, directional derivatives); applications of differentiation (linear approximation, optimization, the method of Lagrange multipliers); integrals of functions of several variables; applications of integration. Also, if time permits, cylindrical and spherical coordinates; some surface integrals; the Change of Variable theorem. *This course fulfills the GEP Mathematics Requirement.*

Prerequisite: a grade of C or better in MAT 162 or permission of department chairperson.

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. Students may NOT receive credit for both this course and for CSC 140.

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 225 or permission of the chair of Mathematics.

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 1511 or equivalent). Students with exceptional performance in Calculus I (or AP) and musical training will be admitted on a case-by-case basis as determined by the chair of Mathematics.

MAT 232 Chaos, Fractals and Dynamical Systems (3 credits)

Introduction to dynamical systems: one dimensional dynamics; attracting, repelling, periodic and chaotic orbits; bifurcation; dynamics in the complex plane, Julia sets, the Mandelbrot set; two dimensional dynamics. Introduction to fractals: self-similarity, iterated function systems, fractal dimension.

Prerequisite: MAT 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 the chair of Mathematics.

MAT 238 Differential Equations (3 credits)

Solution of ordinary differential equations using analytic, numerical, and qualitative techniques. Modeling via differential equations, systems of differential equations. Laplace transforms; discrete dynamical systems. Use of a computer software package is required.

Prerequisite: MAT 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. Concurrent enrollment in or prior 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 the chair of Mathematics.

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 the chair of Mathematics.

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 332 Geometry (3 credits)

An axiomatic treatment of the foundations of geometry. Axioms of incidence, order, congruence, Bolyai-Lobachevsky

parallel axiom, angle of parallelism. A rigorous development of selected topics in non-Euclidean geometry.

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, Prüfer's Theorem); directed Euler circuits; Pólya-deBruijn theory; Möbius 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 insolvability 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 the chair of Mathematics.

MAT 415 Differential Geometry (3 credits)

Tangent vectors and directional derivatives; mappings and differential forms on E^3 ; Frenet fields; covariant derivatives; frame fields; Cartan structural equations; orientation; Euclidean geometry; surfaces in 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)

Open and closed sets, closure and interior, continuity, metric spaces, connectivity, compactness; the Heine-Borel and Bolzano-Weierstrass Theorems. The Classification of Surfaces may also be covered.

Prerequisite: MAT 409 or equivalent.

MAT 370-470 Special Topics (formerly Independent Study) (3 or 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 Program

Directors: *Patterson and Powell*

Advisory Board: *Burr (MCL), Close (HIS), Grimes (MCL), Krahmer (TRS), Lewin (HIS) St. Amour (PHL)*

The Medieval, Renaissance and Reformation Studies program includes courses offered by the departments of History, Fine and Performing Arts, English, Modern and Classical Languages, Philosophy, Political Science and Theology.

Courses taken to satisfy requirements of this program may also serve to satisfy GEP or major requirements, including Integrative Learning courses where appropriate. Participants choose a minimum of six courses from those listed below, with at least one from each group and no more than three from any one department. Substitutions may be approved upon request to the directors. Students who successfully complete the program requirements earn a Minor in Medieval, Renaissance, and Reformation Studies.

History Group

HIS 317 The Rise of the West, 400-1200
 HIS 318 The Italian Renaissance, 1000-1500
 HIS 319 Revolutions, 1517-1648: Religious, Social, and Scientific
 HIS 327 Transformations in Early Modern Europe, 1400-1800
 HIS 329 Crime and Punishment
 HIS 330 England from Danes to Tudors: 700-1485
 HIS 331 Tudor-Stuart England
 HIS 339 The Mongol Empire, 1100-1500
 HIS 348 Witches, Law and Supernatural in Early Modern Europe
 HIS 382 Colloquium in European History

HIS 372 Directed Readings: The Italian Renaissance
 HIS 472 Seminar in European History (with appropriate topic)

Language, Literature and Fine Arts Group

ART 202 Early Christian and Medieval Art and Architecture
 ART 203 Architecture Renaissance Art and Architecture
 ENG 301 Middle English Literature
 ENG 302 Renaissance Non-Dramatic Literature
 ENG 303 Renaissance Drama
 ENG 401 Chaucer and the Medieval World
 ENG 402 Shakespeare: Early Works
 ENG 403 Shakespeare: Later Works
 ENG 404 English, Irish, Anglophone Authors (with pre-1700 focus)
 FRE 330 France: Medieval to Early Modern
 FRE 421 Love and Desire in Medieval French Literature
 GRM 401 Medieval German Literature
 ITA 315 Italy through Art
 ITA 380 Italian Journeys
 ITA 425 The Artist and the Madman in the Renaissance & Reformation
 ITA 445 The Medici Court: Poetry, Patronage and the Art of Power
 ITA 460 Dante, Petrarch, Boccaccio and the Dawn of the Renaissance
 SPA 441 Love, Courtship and Violence in Medieval Literature

SPA 442 Passions of the Heart and the Soul in Imperial Spain
 SPA 443 Staging Gender, Sexuality and Social Conflict in Spain's Golden Age
 SPA 444 Don Quijote
 SPA 445 The Literary Age of Ignatius Loyola

Philosophy and Theology Group

PHL 360 The Philosophy of God in Aquinas
 PHL 410 Medieval Philosophy
 PHL 412 The Philosophy of Aquinas
 REL 241 Islam
 THE 335 Gender and Christian Spirituality
 REL 335 Christian Origins
 THE 333 Knowledge and Love of God in the Middle Ages
 THE 334 16th Century Protestant and Catholic Debates
 THE 371 The Beauty of God
 THE 377 Beauty and Consciousness at the Movies

Modern and Classical Languages

Professor: *Marsilio*

Associate Professors: *Burr, Ewald, Faccini, Giuli, Grimes, Hennes, Shenk*

Assistant Professors: *Buckley (Department Coordinator), Daniel (Chair), Nikoloutsos, Téllez-Espiga*

Spanish Language Program Coordinator: *Zmurkewycz*
Program Coordinator in Chinese: *Yu*

Art/Literature through Modern and Classical Languages in the GEP (See Curricula)

Students who wish to satisfy the Literature/Fine Arts portion of the University Distribution component of the GEP by completing a course in Modern and Classical Languages 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 352 Francophone America
 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 452	Francophone America
FRE 461	Caribbean Francophone Literature
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 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 423	The German Short Story
GRM 470	Topics in German [when appropriate]

Italian

ITA 306	The Roman Experience
ITA 309	I giovani e l'Italia di oggi
ITA 310	Dalla lettura alla creatività: Texts, Contexts and Style in Italian Literature
ITA 315	Italy through Art
ITA 340	Italian Culture and Civilization
ITA 345	Art Into Fashion: La Moda italiano
ITA 360	Modern Italian Culture
ITA 365	Italian Society and the Media
ITA 370	Topics in Italian (when appropriate)
ITA 380	Italian Journeys: From Marco Polo to the Age of Global Tourism
ITA 402	L'italiano al cinema: from Post-Neorealism to the Present
ITA 420	From Novel to Film: From Italian Unification to the Present
ITA 425	The Artist and the Madman in the Renaissance and Reformation
ITA 430	Images of Rome in Literature and Film: From Papal Rome to Present
ITA 435	Rebels, Revolutionaries, and Romantics: Italian Literature and Society from the Baroque to Risorgimento (1600-1850)
ITA 440	Profane and Sacred Love in Medieval and Renaissance Literature
ITA 445	The Medici Court: Poetry, Patronage and the Art of Power
ITA 455	Women's Voices in Twentieth Century Italian Fiction
ITA 460	Dante, Petrarch, Boccaccio and the Dawn of the Renaissance

Japanese

JPN 310	Selections in Japanese Literature
JPN 330	Japanese Film and Culture

Linguistics

LIN 101	Introduction to Linguistics
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Spanish

SPA 310	Introduction to Literatures of the Spanish-Speaking World
SPA 355	Rio de la Plata: Study Tour
SPA 356	Spain: Study Tour
SPA 370	Topics in Spanish (when appropriate)
SPA 410	From the Old World to the New in Hispanic Literature
SPA 411	From the Modern World to the Present in Hispanic Literature
SPA 420	Major Latin-American Authors
SPA 421	De Brujas, Náufragos y Sicarios: Short Modern Latin American Novel and Film
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	Imagery of the Conquest: Indigenous and Mestizo Perspectives of the Conquest
SPA 443	Staging Gender, Sexuality and Social Conflict in Spain's Golden Age
SPA 447	The Generation of 1898 and Modernismo: The Old World and the New
SPA 448	The Posguerra Generation: Repression and Retaliation
SPA 449	Spanish Literature and Film
SPA 450	Spain into the 21st Century: Twenty-five Years of Democracy
SPA 455	Women in Spanish Literature: Literature by and about Women in the Spanish-Speaking World
SPA 470	Topics in Spanish (when appropriate)

Major in French, German, Italian, Italian Studies, Linguistics 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

GEP Electives: a varying number of courses, typically nine to twelve.

Major Concentration: Generally speaking, the major comprises ten courses, organized in a general progression that begins by strengthening students' language skills and knowledge, then continues by developing more advanced-level skills and by introducing them to more challenging theoretical, historical, literary and/or cultural content, culminating in advanced readings, discussions and research of a specialized nature. For more specific information about majors in specific areas, see the appropriate sections below.

Minor in Chinese, French, German, Italian, Linguistics, Spanish or TESOL

With the approval of the Department of Modern and Classical Languages, a student may elect to minor in French,

German, Italian, Linguistics, Spanish or TESOL by taking six courses at the appropriate level. (See individual language programs for details.) For additional information about the minor in Spanish, see the Spanish language section below.

Minor in Spanish

Requires 6 SPA courses (18 credits) including:

- SPA 202 *Intermediate Spanish II* (depending on placement)
- SPA 301 Spanish Conversation or Spanish for Heritage or 303 Speakers
- SPA 302 *Spanish Composition* (Heritage speakers of Spanish having completed SPA 303 take a SPA elective in place of SPA 302.)

The remaining SPA credits must include SPA courses at the 3xx or 4xx levels. See Dr. Enrique Téllez-Espiga 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 or TESOL. See the Advisor for Linguistics and TESOL 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. Modern and Classical Languages faculty also offer Study Tour Courses to Argentina/Uruguay and Spain. Study Tours offered by other departments have included destinations such as Bolivia, Cuba, the Dominican Republic and Nicaragua. Study Tours offered by other departments do not count toward the Spanish major or minor, (except as Integrative Learning courses for the major) 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 Modern and Classical 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, and visit the Linguistics Program website at <http://www.sju.edu/academics/cas/linguistics/index.html>.

Minor in TESOL (Teaching English to Speakers of Other Languages)

With the approval of the Department of Modern and Classical Languages, a student may elect to minor in TESOL by taking six courses. See the Advisor for TESOL Minors, Dr. Jennifer Ewald, for more information.

Advisory Option—Teacher Certification in French, German, Italian, and Spanish

Students majoring in Modern 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 Modern 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 double major 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 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.

Non-Native Language Courses outside the University

Students wishing to study a non-native language on either the introductory or intermediate level not offered at Saint Joseph's University may be permitted to pursue such study at a four-year college or university of their choice. Permission will come from the appropriate academic Dean with the approval of the chair of the Department of Modern and Classical Languages.

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. A total of three courses taken abroad may count for the minor.

Honorary Societies

French Honor Society

The department has an active chapter of Pi Delta Phi, the National French Honor Society. A yearly initiation ceremony is held during the spring semester. Qualified students are encouraged to apply; please contact the French faculty for more information.

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.

Italian Honor Society

The department has an active chapter of the National Italian Honor Society, Gamma Kappa Alpha. A yearly initiation ceremony is held during the spring semester. For more information, including requirements and an application, please visit the Italian Program homepage: <http://www.sju.edu/academics/cas/mcl/languages/italian/honors.html>.

Spanish Honor 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

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.*

Completion of GEP non-native language requirement

Chinese

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.

Minor in Chinese Language and Culture

Requirements for the new minor are: 6 courses (18 credits), including CHN 102, 201, 202, 301 (and higher), with one course in Chinese culture, which may be taken in English, from a pre-approved list.

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 I (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. *Prerequisite: CHN 202 or equivalent.*

CHN 302 Chinese Conversation and Composition II (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. *Prerequisite: CHN 301 or equivalent.*

CHN 306 Advanced Chinese (3 credits)

This course is designed for students who have reached the intermediate level of language proficiency and who are interested in continuing advanced training in vocabulary, sentence structure, and rhetoric. This course aims to expand students' vocabulary by introducing about 350 new characters, to enhance their understanding of Chinese sentence patterns by focusing on more advanced linguistic structures, and to further develop their conversation and composition skills. This course aims to develop students' Chinese language proficiency to the advanced level and to enhance students' understanding of Chinese culture and current issues. The differences between the "written style" (书面语 *shūmiànyǔ*) and the "spoken style" (口头语 *kǒutóuyǔ*) Chinese will be emphasized and practiced. Students are expected to complete a significant, relevant project including both written and oral components. *Prerequisite: CHN 302 or equivalent.*

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 GEP. 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-culture awareness in business will be discussed in-depth. *Pre-requisite CHN 301 and/or 302; or by permission of instructor.*

French

Two areas of concentration in French are available to students: the French minor, and the French major.

Minor in French

Completing the French Minor requires taking six courses (18 credits) numbered FRE 202 or higher. For further information, please contact Dr. Kristin Burr.

Major in French

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:

- Three courses numbered 202 to 320
- Seven courses numbered 321 or higher

Students in French are strongly encouraged to participate in a study abroad program in France; Quebec, Canada; or Senegal (or another Francophone country). Please see Study Abroad. Courses from other institutions must be pre-approved by the Associate Dean of Humanities in consultation with Dr. Burr, the study abroad coordinator in French.

Learning Goals and Objectives for the Major in French

Mission

In a complex, increasingly interdependent world community, the French program helps students become articulate, knowledgeable and culturally aware global citizens in accordance with the values and traditions of Saint Joseph's University and of the Society of Jesus. We actively pursue this mission by:

- Fostering proficiency in French
- Promoting an appreciation for the richness and complexity of language in general
- Deepening students' understanding of cultural diversity
- Encouraging student engagement in active, collaborative and critical learning in the French-language classroom
- Emphasizing learner-centered pedagogy and care for the individual

Learning Goals and Objectives On completing the major in French, students will:

Goal 1: Communicate effectively in spoken and written French at the Advanced Low level of proficiency (by ACTFL proficiency guidelines)

Learning Objective 1.1: Students will narrate and describe in spoken French in all major time frames using connected discourse of paragraph length with general clarity of lexicon and a moderate level of detail.

Learning Objective 1.2 Students will compose written texts in French that summarize, evaluate or describe concrete or abstract items, notions, events or persons, in major time frames in paragraph length discourse, with a lexicon relevant to the topic.

Learning Objective 1.3 Students will engage in conversation with native speakers of French about familiar topics and those that extend beyond daily life.

Learning Objective 1.4 Students will participate in communities or collaborate in groups, using French as the primary means of communication

Goal 2: Have reasonably comprehensive knowledge of the grammatical structure of modern French.

Objective 2.1 Students will narrate and describe in spoken French with general clarity of grammatical structures.

Objective 2.2: Students will compose written texts in French with general clarity of grammatical structures

Goal 3: Employ modes of analysis and critical and interpretive thinking that are applicable to real-world situations.

Objective 3.1: Students will interpret the main ideas and summarize and/or comment on the relevant facts, important details or significant features of authentic French language texts that are expository, polemical or creative in nature and that employ a range of standard linguistic conventions for written expression.

Objective 3.2: Students will pursue research, gather data, do analysis and report results by using French as a tool of investigation and as a means of communication.

Objective 3.3: Students will apply knowledge, language skills and conceptual frameworks by formulating potential responses to real-world problems

Goal 4: Possess moderate knowledge of significant French cultural productions (including literary texts) and of the historical contexts in which they arose.

Objective 4.1: Students will speak and write knowledgeably about significant French cultural productions (e.g. literary texts, films, intellectual institutions and practices)

Objective 4.2: Students will comment on fundamental characteristics of French cultural identity

Goal 5: Be familiar with contemporary French culture and with significant current events in the francophone world

Objective 5.1: Students will understand and explain in French significant cultural phenomena of the francophone world, including the value of French as a world language.

Objective 5.2: Students will show familiarity with significant current events as reported in major French-language news media.

Goal 6: Demonstrate knowledge of and respect for cultural diversity.

Objective 6.1: Students will accurately describe in French, in moderate detail, significant cultural aspects of the francophone world (where "culture" refers to perspectives, products, and/or practices)

Objective 6.2: Students will compare and contrast in French important facets of U. S. culture(s) with pertinent examples from the francophone world.

Honors in French

In addition to the above courses, two semesters of independent study (FRE 493-494) during which a senior thesis on an appropriate topic is to be written under the guidance of a director.

Study Abroad Courses

For summer study at the Université Laval in Quebec, Canada; and semester-long programs in Paris, France; and Dakar, Senegal, 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. *Pre-req: FRE 101 or equivalent.*

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. *Pre-req: 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. *Pre-req: 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. This course is aimed at developing the intermediate mid/high level according to ACTFL – American Council on the Teaching of Foreign Languages. *Counts toward the French Studies Program. Pre-req: 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. *Pre-req: completion of the GEP language requirement in French. Fulfills the GEP Writing-Intensive Overlay requirement.*

FRE 309 Love and Hatred (3 credits)

Love and hatred are emotions that are at once universal and complicated. Studying these two themes will allow us to discover Francophone literature from diverse genres and time periods. In addition, the course will incorporate videos, music and art to enhance our understanding of the roles played by love and hatred in the Francophone world across the centuries. *Satisfies the GEP Art/Lit requirement.*

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 GEP. *Pre-requisite FRE 301 or FRE 302 or placement. Counts toward the French Studies Program.*

FRE 315 The Francophone World

This course is an introductory course for the Francophone Studies major (which is on hiatus in 2014-2015), while serving simultaneously as a language and culture course for French majors organized around the notion of "Francophonía." There are four major intellectual components to the course: 1) the historical background of French and Belgian colonization (through research and readings), with particular reference to North America, to the Caribbean, to North Africa and to Subsaharan Africa; 2) a sampling of critiques of French colonialism; 3) select texts in postcolonial theory; 4) an

overview of the contemporary Francophone world. *Fulfills the Art/Literature requirement of the GEP.*

FRE 322 French Women Writers of the Middle Ages & 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. *Pre-requisite FRE 301 or FRE 302. Fulfills the Art/Literature requirement of the GEP, Diversity course, European Studies course, Gender Studies course, Medieval, Ren & Reform Studies.*

FRE 325 Comparative Stylistics and Translation (3 credits)

Students will compare the linguistic structures and modes of expression in English and in French, doing exercises in translation (English-French and French-English) as a means of acquiring a better understanding of both languages and improving their expression in written and spoken French.

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 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 FRE 302 or permission of the instructor. Fulfills the Art/Literature requirement of the GEP. Counts toward European Studies.*

FRE 352 Francophone America (3 credits)

In this course, we focus on the question of identity: What does it mean to be a part of a Francophone community in the United States? By exploring the culture, history, and literature of Louisiana and New England—as well as the places where we see French influence in Philadelphia and at SJU—students will deepen their appreciation of the richness of Francophone communities in the United States and enhance their understanding of the challenges facing members of a group whose language and heritage sets them apart. *Fulfills the Art/Lit requirement of the GEP. Pre-requisite FRE 301 or FRE 302.*

FRE 366 Current Events in French-Language Media (3 credits)

This course is intended to give students a better understanding of the contemporary French-speaking world and its cultures through analysis and discussion of current events covered in the Francophone news media, both in France and elsewhere. The course will develop listening and reading skills, as well as writing and speaking skills. *Pre-requisite FRE 301 or FRE 302.*

FRE 370 Topics in French (3 credits)

The purpose of this course is to explore specific topics within the literatures and/or cultures of the French-speaking world. Topics will vary according to the semester in which the class is offered; check the semester listing for current topic. *Pre-requisite FRE 301 or FRE 302.*

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 FRE 302 or departmental approval.*

FRE 409 Love and Hatred (3 credits)

Please see the description for FRE 309. Students taking 409 will have additional reading and projects to do. If you have taken at least three 300-level courses, you should enroll in 409. *Fulfills the Art/Lit requirement of the 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(s) of study will be selected by the professor. *Fulfills the Art/Literature requirement of the GEP.*

FRE 412 Telling Tales: Short Narratives in Francophone Literature (3 credits)

Reading, discussion, and analysis of short stories and folktales from a variety of French-speaking areas, including Europe, North America, Africa, and the Caribbean. We will seek to define the genres and examine how their content and form change over time and by region, which will foster an understanding of how the tales reflect the culture(s) in which they were produced. *Fulfills Art/Lit requirement of the GEP. Pre-requisite FRE 301 or FRE 302.*

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 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 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 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. *Pre-requisite FRE 301 or FRE 302. Fulfills the Art/Literature requirement of the GEP, Diversity course, European Studies course, Gender Studies course, Medieval, Ren & Reform Studies.*

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 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 Gerard de Nerval. Although principal emphasis will be placed on the study of the major genres, developments in music and the visual arts during the period will also be studied. *Fulfills the Art/Literature requirement of the 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 GEP.*

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-scene will be examined. *Fulfills the Art/Literature requirement of the GEP.*

FRE 452 Francophone America (3 credits)

Please see the description for FRE 352. Students taking 452 will have additional reading and projects to do. If you have taken at least three 300-level courses, you should enroll in 452. *Fulfills the Art/Lit requirement of the GEP. Pre-requisite FRE 301 or FRE 302.*

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 GEP. Counts as an Africana Studies course. Pre-requisite FRE 310 or instructor approval.*

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 GEP.*

FRE 466 Current Events in the French Language Media (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. *Pre-requisite FRE 301 or FRE 302.*

FRE 470 Topics in French (3 credits)

The purpose of this course is to explore specific topics within the literatures and/or cultures of the French-speaking world. Topics will vary according to the semester in which the class is offered; check the semester listing for current topic. *Pre-requisite FRE 301 or FRE 302.*

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 490/491 Internship

FRE 493 Independent Reading and Research in French (3 credits)

FRE 494 Independent Reading and Research in French (3 credits)

FRE 396-399 Course(s) taken abroad/transfer courses

FRE 496-499 Course(s) taken abroad/transfer courses

German

Two areas of concentration in German are available to students: the German Minor and the German Major/Double Major. For further details and scholarship opportunities, please contact the Dr. Thomas Buckley.

Minor in German

Requirements for the German Minor are: six courses beginning at the intermediate level GRM 201 or higher.

These courses are chosen in consultation with the German advisor. For further details and scholarship opportunities, please contact Dr. Thomas Buckley.

Major in German

Requirements for the German 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 Major has 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 concentrate on German culture, literature, film, and business. All courses are offered in German. The approval of the Department of Modern and Classical Languages is needed both for the Minor and the Major. For further details and scholarship opportunities, please contact Dr. Thomas Buckley.

Learning Goals and Objectives for the Major in German

In an increasingly interdependent world community, the mission of the German program is 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 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 and critical learning
- Emphasizing a learner-centered pedagogy and care for the individual

Learning Goals

After completing the major in German, students will be able to:

Goal 1: Communicate effectively in both spoken and written German

Objective 1.1: Students will be able to narrate and describe in spoken German in all major time frames using connected discourse of paragraph length with general clarity of lexicon and a moderate level of detail.

Objective 1.2: Students will be able to compose written texts in German summarizing and describing in major time frames in paragraph length discourse, and lexicon relevant to the topic.

Objective 1.3: Students will be able to manage in German uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school recreation, particular interests, and areas of competence.

Goal 2: Demonstrate knowledge of the grammatical structure of modern German

Objective 2.1: Students will be able to narrate and describe in spoken German with general clarity of grammatical structures

Objective 2.2: Students will be able to compose written texts in German with general clarity of grammatical structures

Goal 3: Develop modes of analysis and ways of critical and interpretive thinking that may be applied to a variety of career paths

Objective 3.1: Students will be able to interpret the main ideas, relevant facts and details of authentic German language texts that are narrative and/or descriptive and that employ standard linguistic conventions for written expression.

Objective 3.2: Students will be able to pursue research, gather data, do analysis and report results by using German as a tool of investigation and as a means of communication

Goal 4: Demonstrate significant knowledge of developments in German-speaking countries from the mid-19th century to the present

Objective 4.1: Students will be able to demonstrate knowledge of major German historical, political and literary developments from the 19th century to the present

Goal 5: Demonstrate knowledge of contemporary German culture and current events

Objective 5.1: Students will be able to understand and explain in German, and with more sophisticated expression in English, significant contemporary cultural phenomena of the German-speaking world;

Goal 6: Respect diversity and difference both in the context of their own culture and globally

Objective 6.1: Students will be able to accurately describe in German with moderate detail some aspect of the cultures (perspectives, products, and/or practices) of the German-speaking world.

Objective 6.2: Students will be able to compare and contrast similarities and differences between American culture and those of the German-speaking world in German, and with more sophisticated expression and detail in English.

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 a German-speaking country either within an academic program or as an intern in a German company or other organization.

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 low/mid-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 novice mid/high 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. *Prerequisite: GRM 101.*

GRM 201 Intermediate German I (3 credits)

Proficiency-based instruction will encourage the development of speaking, reading, writing and listening comprehension. A review of 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. A review of 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: GRM 201 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 302 German Composition (3 credits)

This course is designed to improve students' ability to communicate in written German and to develop the writing skills they will need to succeed in advanced German 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: GRM 301 or permission of the instructor.*

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 GEP. 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 301 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 GEP.*

GRM 310 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 GEP.*

GRM 311 Topics in German Culture (3 credits)

The course will survey the most significant aspects of German culture through time. It is designed to give a broad overview of important cultural movements and personalities. We will discuss the highlights of selected areas in the culture of the German-speaking countries: in art, architecture, literature, music, history, politics and science. In particular, we will study representative figures of these areas, especially those who have had an impact on European and world culture.

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 GEP.*

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) using a variety of online news sources as well as German TV culture. The focus will be on contemporary culture and current events. *Prerequisite: GRM 301 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 confronting the German business world. Contemporary vocabulary and syntax used in German business will be emphasized. A variety of German business texts will be analyzed and discussed. *Prerequisite: GRM 301 or departmental approval.*

GRM 331 German Business II: German Business World and Its Language (3 credits)

It is true that the world is increasingly more globalized, particularly with respect to business and economic issues. Therefore, it is essential, even for those not directly involved in the business world, to be familiar with its workings and language. Yet it is equally true, despite globalization, that linguistic, cultural and economic differences persist and play an important role in the business world. It is the aim of this course to offer students insights into Business German from a micro point of view. Initially, we will have a general overview of the German economy, before embarking on a more detailed exploration of German business writing (cover letter, resumes, business correspondences), as well as common German business practices. Particular emphasis will be placed on vocabulary building.

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, and the necessary oral proficiency skills required for successful commercial transactions. *Prerequisite: GRM 301 or departmental approval.*

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 GEP.*

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 both of a series of literary texts, as well as background readings on the time period. *Fulfills the Art/Literature requirement of the GEP.*

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 GEP.*

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 GEP.*

GRM 406 Phantoms, Spirits and the Uncanny: The Fantastic in German Literature from Romanticism to the Present (3 credits)

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. *Fulfills the Art/Literature requirement of the GEP.*

GRM 420: Multikulti Perspectives: Contemporary German Migrant Literature (3 credits)

This course focuses on themes and texts of important "migrant authors" of Germany from the 20th and 21st centuries. Students will meet authors and texts that embody the struggles and successes of immigrants to Germany. It is designed to expose students to an array of selected German texts that are relevant to today's way of life in Germany. Students will learn to analyze and interpret several works of literature, in relation to the historical and social events of the time. *Fulfills the Diversity requirement.*

GRM 423 The German Short Story

Readings, discussion and analysis of representative short stories in the post-45 German-speaking world. *Fulfills the Art/Lit requirement of the GEP*

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

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. The Italian Major and the Italian Double Major have become popular in combination with either a Minor or Major in the Arts, in the Sciences or in Business. They offer a variety of international career

opportunities. All courses for the Italian Minor and Major/Double Major concentrate on Italian culture, literature, film, art and business. All courses are offered in Italian. *The approval of the Department of Modern and Classical Languages is needed both for the Minor and the Major/Double Major.*

Major 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.

Learning Goals and Objectives for the Major in Italian

In an increasingly interdependent world community, the mission of the Italian program is to help students become articulate, knowledgeable and culturally aware, in accordance with the values and traditions of Saint Joseph's University and the Society of Jesus. We 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 and critical learning
- Emphasizing a learner-centered pedagogy and care for the individual

Learning Goals and Objectives

After completing the major in Italian, students will be able to

Goal 1: Communicate effectively in both spoken and written Italian

Objective 1.1: Narrate and describe in spoken Italian in all major time frames using connected discourse of paragraph length with general clarity of lexicon and a moderate level of detail.

Objective 1.2: Manage in Italian uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.

Goal 2: Demonstrate knowledge of the grammatical structures of modern Italian

Objective 2.1: Narrate and describe in spoken Italian with general clarity of grammatical structures

Objective 2.2: Compose written texts in Italian with general clarity of grammatical structures

Goal 3: Develop modes of analysis and ways of critical and interpretive thinking that may be applied to a variety of career paths

Objective 3.1: Interpret the main ideas, relevant facts and details of authentic Italian language texts that are narrative and/or descriptive and that employ standard linguistic conventions for written expression.

Objective 3.2: Pursue research, gather data, do analysis and report results by using Italian as a tool of investigation and as a means of communication

Goal 4: Demonstrate knowledge of major Italian cultural artifacts (e.g. literary, artistic) and the historical contexts in which they are created

Objective 4.1: Demonstrate knowledge of major Italian texts and artworks from the middle ages to the present

Goal 5: Demonstrate knowledge of contemporary Italian culture and current events

Objective 5.1: Understand and explain in Italian significant cultural phenomena of the Italian speaking world, including the value of Italian as a world language

Goal 6: Respect diversity and difference both in the context of their own culture and globally

Objective 6.1: Accurately describe in Italian with moderate detail some aspect of the cultures (perspectives, products, and/or practices) of the Italian speaking world.

Objective 6.2: Compare and contrast in Italian similarities and differences between American cultures and those of the Italian speaking world

2 of the following courses in the Culture subject area:

ITA 302	Italian Composition
ITA 303	Advanced Italian Conversation and Composition
ITA 306	The Roman Experience
ITA 310	Dalla lettura alla creatività: Texts, Contexts and Style in Italian Literature
ITA 315	Italy through Art
ITA 320	Italian through Film
ITA 330	The Italian Business World and its language
ITA 340	Italian Culture and Civilization
ITA 350	Topics and Methods for Teaching Italian

1 of the following courses in the Medieval/Early Modern subject area:

ITA 380	Italian Journeys: from Marco Polo to Global Tourism
ITA 425	The Artist and the Madman in the Renaissance and Reformation
ITA 440	Profane and Sacred Love in Medieval and Renaissance Literature
ITA 445	The Medici Court: Poetry, Patronage and the Art of Power
ITA 460	The Dawn of the Renaissance: Dante, Petrarch, Boccaccio

2 of the following courses in the Modern subject area:

ITA 309	I giovani e l'Italia di oggi
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ITA 360	Modern Italian Culture
ITA 370	Italian Society and the Media
ITA 401	Early Italian Cinema: from the Stage to the Screen
ITA 402	L'italiano al cinema: Neorealism to the Present
ITA 420	From Novel to Film
ITA 430	Images of Rome: Papal Rome to the Present
ITA 435	Rebels and Revolutionaries
ITA 450	Italy in the Age of the Grand Tour
ITA 455	Women's Voices in 20th. Century Italian Fiction

The remaining ITA credits must include ITA courses at the 300 or 400 levels.

Major in Italian Studies

Learning Goals and Objectives for the Major in Italian Studies

In an increasingly interdependent world community, the mission of the Italian program is to help students become articulate, knowledgeable and culturally aware, in accordance with the values and traditions of Saint Joseph's University and the Society of Jesus. We pursue this mission by:

- Fostering language competence
- Promoting an appreciation for the richness and complexity of language
- Deepening students' understanding of cultural diversity
- Encouraging student engagement in active, collaborative and critical learning
- Emphasizing a learner-centered pedagogy and care for the individual

Learning Goals and Objectives

After completing the major in Italian Studies, students will be able to

Goal 1: Communicate effectively in both spoken and written Italian

Objective 1.1: Successfully manage in spoken Italian a variety of uncomplicated communicative tasks in straightforward social and academic situations

Objective 1.2: Write compositions and summaries related to work and/or school experiences; narrating and describing in different time frames when writing about everyday events and situations.

Goal 2: Demonstrate knowledge of the grammatical structure of modern Italian

Objective 2.1: Narrate and describe in spoken Italian with general clarity of grammatical structures

Objective 2.2: Compose written texts in Italian with general clarity of grammatical structures

Goal 3: Develop modes of analysis and ways of critical and interpretive thinking that may be applied to a variety of career paths

Objective 3.1: Interpret the main ideas, relevant facts and details of authentic Italian language texts that are narrative and/or descriptive and that employ standard linguistic conventions for written expression.

Objective 3.2: Pursue research, gather data, do analysis and report results by using Italian as a tool of investigation and as a means of communication

Goal 4: Demonstrate familiarity with theoretical frameworks that help to integrate the study of Italy and Italian culture into research in other fields.

Objective 4.1: Demonstrate knowledge of a selection of Italian texts and cultural artifacts (specific to their chosen area of concentration from classical times to the present) and the historical contexts in which they were created

Goal 5: Demonstrate knowledge of contemporary Italian culture and current events

Objective 5.1: Understand and explain significant cultural phenomena of the Italian-speaking world, including the value of Italian as a world language

Goal 6: Respect diversity and difference both in the context of their own culture and globally

Objective 6.1: Accurately describe with moderate detail -- simply in Italian and with a more sophisticated expression in English -- some aspect of the cultures (perspectives, products, and/or practices) of the Italian-speaking world.

Objective 6.2: Compare and contrast --simply in Italian and with a more sophisticated expression and greater level of detail, in English--- similarities and differences between American cultures--- and those of the Italian speaking world.

The requirements for the Italian Studies major are 10 courses, of which 6 must be ITA courses at the 200, 300, or 400 level (conducted entirely in Italian). The remaining 4 courses may be conducted in English, and are interdisciplinary courses spanning a variety of disciplines, including Art, English, History, Music, Linguistics, Philosophy and Classics, including the following:

- ART 203 Renaissance Art and Architecture
- CLA 302 The Art and Archaeology of Italy
- CLA 307 Ancient Greece and Rome in Film
- CLA 320 The Golden Age of Rome (Honors)
- MTF 158 Music History: 1750 to the Present Day
- HIS 316 The Grandeur That Was Rome: 709 BCE-476 CE
- LTT 150 Italian Journeys
- PHL 402 Plato and Aristotle
- POL 302 Machiavelli v. the World

(This list is illustrative, not exhaustive; for more information, please consult the faculty in Italian.)

Study Abroad Courses

For study at SJU in Rome and Florence, Italy, see Study Abroad.

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. This course satisfies the GEP writing-intensive requirement.

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. 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 Rome, and newspaper articles on local cultural and social issues. While visiting sites described in the readings, interviewing the denizens on local issues, and observing the art and architecture that has left its imprint on western civilization as we know it, students will be asked to comment on their observations both in writing and in group conversation. They will acquire a very personal appreciation of the meraviglie di Roma and will formulate oral and written analyses on social, historical and artistic subjects. Conducted in Italian. *Prerequisite: ITA 301 or permission of the instructor. Satisfies the GEP Art/Lit Requirement.*

ITA 309 I giovani e l'Italia di oggi (3 credits)

This course offers a unique perspective on contemporary Italy by placing the young generation at the center of study. Students will improve their communication skills while exploring a variety of narratives — songs, short stories, film, music, poems and newspaper articles—written by, for, or about Italian culture; the course will therefore introduce the analytical tools necessary for literary and film analysis. Political engagement, school life, adolescence, and generational conflicts are among the themes we will discuss. Class activities will provide students the opportunity to express and debate their personal views, which will guide the development and refinement of oral and written proficiency. The expansion of vocabulary and the study of grammar will be incorporated in the discussion of the trends and habits of the young Italian generation. Requirements include a variety of presentations, role-play dialogues, and creative and collaborative projects. Conducted in Italian. *Prerequisite: ITA 301 or permission of the instructor. Satisfies the GEP Art/Literature requirement.*

ITA 310 Italian Stylistics (3 credits)

ITA 311 Italian Conversation and Composition (3 credits)

This course is designed to help students improve their oral communication skills in Italian by engaging them in a variety of interactive tasks. In more concrete terms, it is designed for students who would be categorized as Intermediate-mid level according to the guidelines provided by the American Council on the Teaching of Foreign Languages (ACTFL) with the goal of helping these students progress along the continuum toward the Advanced level.

As a skills course, Italian Conversation is student-centered and is designed to maximize student participation at the individual, small group and whole group levels. Italian is the primary language of instruction, and it is expected that students will communicate with the instructor and with one another in Italian.

ITA 315 Italy through ART (3 credits)

In this language and culture course students refine their skills while learning about Italy through the medium of art. The approach encourages the development of a critical understanding of individual works by introducing students to the visual language of art. As a survey course, the subject content is chronologically wide ranging, extending from Magna Grecia to the Novecento, and includes a variety of media, including painting, sculpture and architecture. Among the artists covered are Cimabue, Giotto, Donatello, Masaccio, Piero della Francesca, Botticelli, Leonardo, Raffaello, Michelangelo, Cellini, Giorgione, Tiziano, Tintoretto, Caravaggio, Canaletto, Guardi, Canova, Modigliani, and De Chirico. By analyzing a variety of cultural artifacts, students will build vocabulary and use advanced grammatical structures. We will also read critical articles on art history and study the University's Art collection, which includes replicas of Michelangelo's most famous sculptures. The course is complemented visits to the Barnes Foundation and the Philadelphia Museum of Art. Conducted in Italian. *Prerequisite: ITA 301 or permission of the instructor. Satisfies the GEP Art/Lit Requirement*

ITA 320 Italian Through Film (3 credits)

Course 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 instructor.*

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 GEP Art/Literature requirement.*

ITA 345 Art into Fashion: la moda italiana

This content-based course offers a unique perspective on modern Italian culture by focusing on the meanings of fashion and style according to different historical contexts. We will study a variety of texts related to clothing, identity and their cultural meanings, examining how fashion—as a system of recognized social codes—and dress—as individual act—function in a continuous state of interplay. Students will improve their communication skills while exploring different aspects of fashion and how it has evolved through the years. We will view recent documentary films illustrating how clothing reflects social changes from the end of 19th century through the 20th century with particular emphasis on the relationship between fashion and nationalism, modernity and social class. Course texts (including magazine and newspaper articles, blogs, films, songs, poems and excerpts from autobiographies, plays, novels, and short stories) will portray the relationship between clothing and identity and the socio-cultural implications of both. Requirements include a variety of presentations, role-play dialogues, and creative and collaborative projects. Conducted in Italian. *Prerequisite: ITA 301 or 302 or instructor's permission. Satisfies the GEP Art/Lit requirement.*

ITA 350 Topics and Methods for Teaching Italian

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 30 or permission of the instructor.*

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 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 GEP Art/Literature requirement.*

ITA 370 Topics in Italian (3 credits)

The purpose of this course is to explore specific topics within the literatures and/or cultures of the Italian-speaking world. Topics will vary according to the semester in which the class is offered; check the semester listing for current topic. *Prerequisite ITA 301 or permission of the instructor. Satisfies the GEP Art/Literature 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 global 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 GEP Art/Literature requirement.*

ITA 401 Early Italian Cinema-From the Stage to the Screen (3 credits)

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, Scola, Risi, Monicelli) and "nuovi registi" (Bellocchio, Giordana, Muccino). We will analyze typically Italian historical drama, "commedia all' italiana" and postmodern pastiche and explore contemporary social issues such as regional, ethnic and gender diversity. We will read literary sources, screenplays and film criticism. Conducted in Italian. *Prerequisite ITA 301 or permission of the instructor. Satisfies the GEP Art/Lit 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, Rosi, Fratelli Taviani), and the literary works on which they are based, including works by D'Annunzio, Pirandello, Levi, and Sciascia. While comparing cinematographic and literary techniques, we shall explore ideological and cultural currents, such as Romanticism, Risorgimento, Realism and 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 GEP Art/Literature 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 GEP Art/Literature 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 1960's, to the socio-political problems of a new multicultural city in the 80's and 90's. Conducted in Italian. *Prerequisite ITA 301 or permission of the instructor. Satisfies the GEP Art/Literature 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 GEP Art/Literature 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, novelle. The works studied belong to the tradition of Courtly Love, Neo-Platonic love and the literature of the Renaissance courtesans and follows the evolution of concepts of sacred and profane love in Italian literature from the thirteenth to the sixteenth centuries. The course considers a variety of subtexts and interdisciplinary relationships especially with history and art history. Audio-visual materials (videos, movies, cd roms) will be used to bring home to the students the sights and sounds of this vibrant age. Conducted in Italian. *Prerequisite ITA 301 or permission of the instructor. Satisfies the GEP Art/Literature 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, Donatello, Botticelli, Poliziano and Michelangelo]. Tracing the rise and fall of the dynasty, we will consider how the Medici fashioned an enduring image of princely power through 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 GEP Art/Literature requirement.*

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 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 "crowns" of Italian literature: Dante Alighieri [1265-1321], Francesco Petrarca [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 crowns 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 crowns of Florence. Conducted in Italian. *Prerequisite* ITA 301 or permission of the instructor *Satisfies the GEP Art/Literature requirement.*

ITA 470 Topics in Italian (3 credits)

The purpose of this course is to explore specific topics within the literatures and/or cultures of the Italian-speaking world. Topics will vary according to the semester in which the class is offered; check the semester listing for current topic. *Prerequisite* ITA 301 or permission of the instructor. *Satisfies the GEP Art/Literature requirement.*

ITA 490-491 Internship

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

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 high/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.*

JPN 310 Selections in Japanese Literature (3 credits)

Introduction to Japanese Literature and its history. Selected readings of plays, essays, novels, short stories and poetry. Taught in Japanese. *Satisfies the GEP Art/Lit requirement.*

Literature in Translation Courses

LTT 150 Language, Culture, Identity

This First Year Seminar is taught in English and will introduce 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. The focus will be on the Francophone world, moving from the development of French language and culture, and the construction of "Frenchness," through the colonial and post-colonial periods, ending with French-speaking communities as they function in today's global environment. The ideas of French sociologist Pierre Bourdieu will also be studied. Does not normally count for the French Minor or Major. The course is appropriate for students interested in pursuing a minor in Faith-Justice or Africana Studies. *Satisfies the GEP diversity overlay requirement.*

LTT 150 The German Experience in America (3 credits)

This first-year seminar explores the history of German immigration to the United States and its impact on the country's history and culture. In addition, we will reflect on the question of cultural identity in America, considering the dichotomy assimilation/integration vs. multiculturalism.

LTT 150 Italian Journeys (3 credits)

Taught in English, this interdisciplinary First Year Seminar is designed for students who wish to gain knowledge of Italian culture and history as explored through the medium and metaphor of travel. We will investigate Italy's dual role as the home of legendary travelers and the destination for tourists over the centuries. Through a variety of texts we will explore notions 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 global tourism (ca. 1800-present). As we evaluate narratives and interpret the figure of the traveler, students will be encouraged to be "travelers" themselves. In particular, the seminar will be geared toward helping students become aware of issues of identity and power in the contact between cultures. Accordingly, the course pushes them to reflect critically on their own cultural assumptions, as well as those of others. Supplementary cultural experiences will include guest lectures and a trip to the Philadelphia Museum of Art.

LTT 360 Non-Western Literature in Translation

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.

LTT 361 French-Caribbean Literature (3 credits)

This course will teach students to read and appreciate contemporary francophone literature of Martinique, Guadeloupe and Haiti, translated to English, by familiarizing them with the colonial and post-colonial history of the region, its cultural richness and its literary modes. As background, students will learn about the colonization of Amerindian lands by Europeans, the history of slavery in the Caribbean and the development of creole dialects and culture. The primary focus of the course will be on recent cultural and intellectual history, particularly the development of two twentieth-century literary movements that have profound social, psychological and political implications, Négritude and Créolité. Students will read entire works or substantive excerpts of works by major authors of the French Caribbean. The course is appropriate for students pursuing minors in Faith-Justice or Africana Studies. *Satisfies the GEP diversity overlay requirement.*

LTT 370 Special Topics: Literature from the Middle East - From Independence to the Arab Spring: Diverse Perspectives and Voices in Literature from the Middle East.

Students read and examine a selection of twentieth century literature from the Middle East. The goal of this course is to enhance appreciation of Middle Eastern literature and to broaden our understanding of Middle Eastern culture as we explore the rich social, cultural and political history that provides background and context for the works we study.

LTT 461 The Franco-Afro-Caribbean Story (3 credits)

This course is intended to provide an English-language introduction to the history of the French-speaking Antilles and its complex mix of cultures. It will also allow students to read selected writers from Haiti, Martinique and Guadeloupe (in translation). The fundamental characteristics of the course are: 1) A primary focus on historical events, literary modes and the cultures of the francophone Antilles, including the Atlantic slave trade and its aftermath, race and racism, communal relationships, persistent social injustices and forgotten or silenced histories; 2) paying attention to marginalized voices and modalities, in literature and in historiography; 3) emphasizing the rich cultural traditions and intellectual movements arising from (or resonating in) the French Caribbean, including story-telling and orality, creoles, vaudou, opposition to Duvalierism, négritude, antillanité and créolité; 4) critically viewing the relationships between this region and the francophone world at large. Course content includes historical and theoretical readings that will focus on the exercise of power and on persistent forms of injustice and resistance. The course is appropriate for students pursuing minors in Faith-Justice or Africana Studies. *Satisfies the GEP Art/Lit, diversity, writing-intensive and ethics-intensive overlay requirements.*

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.

Learning Goals and Objectives for the Major in Spanish

In an increasingly interdependent world community, the mission of the Spanish program is to help students become articulate, knowledgeable and culturally aware global citizens. We pursue this mission by fostering language proficiency, promoting an appreciation for the richness and complexity of language, and deepening students' understanding of cultural and dialectal diversity.

Learning Goals

After completing the major in Spanish, students will be able to:

Goal 1: Communicate effectively in spoken Spanish

Objective 1.1: Students will be able to narrate and describe in spoken Spanish employing major time frames using connected discourse of paragraph length with general clarity of lexicon and grammatical structures and a moderate level of detail (*Intermediate High level*, ACTFL Proficiency Guidelines for speaking).¹

Goal 2: Communicate effectively in written Spanish

Objective 2.1: Students will be able to compose written texts in Spanish, summarizing and describing in major time frames in paragraph-length discourse, with general control of basic grammatical structures and lexicon relevant to the topic. (*Advanced Low level*, ACTFL Proficiency Guidelines for writing)

Goal 3: Develop modes of analysis and ways of critical and interpretive thinking about works of literary, cinematic and/or artistic expression from the Spanish-speaking world

Objective 3.1: Students will be able to interpret the main ideas, relevant facts and many details of authentic Spanish-language texts that are narrative and/or descriptive in nature and that employ standard linguistic conventions for written expression. (*Advanced Mid-level*, ACTFL Proficiency Guidelines for reading)

Goal 4: Demonstrate knowledge of contemporary cultures and current events of the Spanish-speaking world

Objective 4.1: Students will be able to describe accurately in Spanish with moderate detail some aspect of the cultures (perspectives, products, and/or practices) of the Spanish-speaking world.

Goal 5: Appreciate the linguistic structure and diversity of the Spanish language

Objective 5.1: Students will be able to Analyze linguistic aspects of the Spanish language (e.g., phonetics, morphology, lexicon, syntax, semantics, and pragmatics).

¹ACTFL is the primary professional organization in the field of foreign language teaching in the U.S. and has established

detailed standards for assessing language proficiency in speaking, reading, writing and listening.

Major in Spanish

Requires 10 SPA courses (30 credits) including:

SPA 202	Intermediate Spanish II (depending on placement)
SPA 301 or 303	Spanish Conversation or Spanish for Heritage Speakers (depending on placement)
SPA 302	Spanish Composition (Heritage speakers of Spanish having completed SPA 303 complete a SPA elective in place of SPA 302.)
SPA 310	Introduction to Literatures of the Spanish-Speaking World
SPA 380	Introduction to Spanish Linguistics

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

*A student may count only one of these two courses toward the major or minor.

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
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2 of the following courses:

LIN 201, 280, 301, 317, 320, 340, 401, 470, 490 Any approved Latin American Studies course outside of Modern and Classical Languages

Other courses that specifically focus on some aspect of the Spanish-speaking world may be approved as an IL course if deemed appropriate by the Spanish major advisor. Beginning with the class of 2016, Spanish majors will be required to complete an ACTFL certified proficiency test. A fee (to be paid directly to the testing service) will be required. For more information, see <http://www.languagetesting.com/academic.cfm>. See Dr. Heather Hennes or Dr. Carmen Faccini for more information about the major.

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. 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 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 111 Adult Learner 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 PLS students with no experience with the Spanish language. *This course is not open to native or heritage speakers of Spanish.*

SPA 112 Adult Learner Beginning 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 the classroom. This course is aimed at developing the novice mid/high level according to ACTFL – American Council on the Teaching of Foreign Languages. This course is reserved for PLS students with no experience with the Spanish language. *Prerequisite: SPA 111 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 novice high/intermediate low 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, 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: SPA 201 or equivalent. This course is not open to native or heritage speakers of Spanish.*

SPA 210 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 classroom. This course is aimed at 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: SPA 111 or equivalent.*

SPA 211 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 the intermediate low/mid-level according to ACTFL – American Council on the Teaching of Foreign Languages. *This course is reserved for PLS students. 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. This course is not open to native or heritage speakers of Spanish. *Prerequisite: SPA 202 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 satisfies the GEP Writing Intensive requirement component.*

SPA 303 Spanish for Heritage Speakers (3 credits)

This course is designed for Hispanic/Latino students whose family origin is a Spanish speaking country and who speak Spanish in their household. The course aims to build

vocabulary and will develop oral and writing skills through the study of culture and topics of current interest from throughout the Spanish-speaking world. This course is open only to native and heritage speakers of Spanish.

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. This course is part of the Latin American Studies Program and as such will present a majority of works from Latin America. *Prerequisite: SPA 302 or 303. Satisfies the Art/Lit requirement.*

SPA 320 Current Events in the Spanish-Language Media: Latin America (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 in Latin America, as 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 Spanish-language online journals, radio and television broadcasts. *Prerequisite: SPA 302 or 303.*

SPA 330 Spanish for Business (3 credits)

This course will acquaint the student with business 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 among the business practices of 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 303.*

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 302 or permission of instructor.*

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 302 and 303 (the latter as pre or co-requisite) or SPA 303. This course satisfies the Non-Western Area 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 302 and 303 (the latter as pre or co-requisite) or SPA 303. Students may not count both 351 and 356 for credit toward a Spanish major or minor. Both may be taken but only one may count for major/minor credit. The other may count for elective credit, and SPA 356 can satisfy the GEP Art/Lit requirement.*

SPA 355 Río 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 Iguazú 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. *Prerequisite: SPA 301 or 303 or permission of the instructor. Satisfies the GEP Art/Literature requirement.*

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 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. *Prerequisite: SPA 301 or 303 or permission of the instructor. Students may not count both 351 and 356 for credit toward a Spanish major or minor. Both may be taken but only one may count for major/minor credit. The other may count for elective credit, and SPA 356 can satisfy the GEP Art/Lit requirement. Satisfies the GEP Art/Literature requirement.*

SPA 360 Spanish in the Community (Service Learning Course) (4 credits)

This service-learning course focuses on cultural, social, historical, linguistic, and political issues relevant to Latin@communities in Philadelphia. The course is designed to promote solidarity with Latin@s, learn about cultural norms and values, reflect on issues of social justice prevalent in these communities, and develop oral and written proficiency in Spanish. Class materials include both written and community texts, presentations, film and news media. Active participation in both the community and the classroom are key components of the course. In addition to classes on campus, each student will carry out three hours per week of work at a designated service placement site in a Latin community in or near Philadelphia. This class focuses on learning how to "read the texts" of your service experience, how to read the texts of concepts and theories and how to make connections between the two. *Prerequisite: SPA 302 or 303. This is a Service Learning course.*

SPA 370 Topics in Spanish 3 credits (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 302 or 303.*

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 (dialectology) 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 399 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 303 and at least one other SPA course at the 300 or 400 level. It would be helpful though not required that the student have some kind of introduction to Latin America prior to or concurrent with this course.*

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 303 and at least one other SPA course at the 300 or 400 level. It would be helpful though not required that the student have some kind of introduction to Spain prior to or concurrent with this course.*

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-19th 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. 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, Onetti, R. Castellanos, E. Garro, Sabato, Fuentes, Vargas Llosa, Carpentier, García Márquez, Rulfo, Benedetti, M. Traba, Peri Rossi, Cortázar, Galeano, T. Mercado, Giardinelli, A. Gorodischer, L. Heker, S. Molloy, G. Gambaro, I. Verolín, among others. Prerequisites: SPA 302 or 303; and either 310 or 350, 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 aesthetical discourses of the dictatorship period between 1973 and 1985, in the Latin American Southern Cone. According to the theories of Jameson and Terdiman, among others, we consider these discourses as an arena of social and ideological struggle. We will elucidate the ways in which these cultural texts register and articulate that struggle in relation to the social and political situation of the region. In addition, we will consider the different ways social imaginary is refracted in those aesthetical products, reconstructing the ideologies within their subtexts. Some of the following cultural expressions of the period are selected to be studied in this course: Movies/Videos: Un lugar en el mundo, Los ojos de los pájaros, Missing, La historia oficial (The Official History), La noche de los lápices, Death and the Maiden, School of Assassins, Machuca. Literary Texts: narrative by Partnoy,

Galeano, Traba, Benedetti, Valenzuela, Dorfman; poetry by Benedetti, Rosencof, Gelman, La canción de los presos (Anonymous). Lyrics: by D. Viglietti, M. Sosa, V. Jara, L. Gieco, Sting, among others. *Prerequisite: SPA 302 or 303; and either SPA 310 or 350. 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 nouvelle within the boundaries of a social and ideological framework. The (re)construction of national identities through modern narrative discourse and the development of a Latin American identity in general will be discussed in this course. Authors: Darío, Quiroga, Felisberto Hernández, Borges, Bioy Casares, Mujica Láinez, Cortázar, Onetti, Poniatowska, Rulfo, Carpentier, García Márquez, Galeano, Haroldo Conti, L. Padura Fuentes, R. Arenas, Irma Verolín, M. L. Valenzuela, R. Ferré, Zoé Valdés, A. Somers, Benedetti, Peri-Rossi, etc. Students' tasks may include: journal of critical readings; mid-term and final exams; final research paper. *Prerequisite: SPA 310. 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 aesthetical-ideological perspective. We will analyze this poetic discourse beginning with Modernism on through the Transitional Period and the Vanguard, ending with the poetry of social issues of the 70s. *Prerequisite: SPA 310. 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 will present a Eurocentric version of American reality. This course will explore Amerindian and mestizo 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 303 and at least one other SPA course at the 300-400 level. It would be helpful though not required that the student have some kind of introduction to Latin America prior to or concurrent with this course. *This course satisfies the Art/Lit and the Non-Western Studies requirements.*

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 brief historical introduction to these periods, we will focus specifically on the cultural policies of the new regimes, with particular emphasis on the literacy 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 303; and either SPA 310, 350 or 355 or permission of instructor. This course fulfills the GEP 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. 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. *Prerequisites: SPA 302 or 303 and at least one other SPA course at the 300 or 400 level. It would be helpful though not required that the student have some kind of introduction to Latin America prior to or concurrent with this course. This course satisfies the Art/Lit and the Non-Western Area 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. 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. 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. 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. 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. 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. 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. 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.*

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 303; 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 302 or 303.*

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 a 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. *Prerequisite: SPA 302 or 303. Satisfies Diversity requirement.*

SPA 468 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 303.*

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 302 and at least one 300-level SPA course in culture or literature (such as 310, 350, 351, 355 or 356) or instructor's approval.*

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 303.*

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 will 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 302 or 303.*

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 will 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 302 or 303.*

SPA 493 Independent Research in Spanish I (3 credits)

Prerequisites: SPA 301 or 303; and 310; and 350, 351, 355 or 356; and 380. Also, non-heritage speakers of Spanish need to have taken SPA 302.

SPA 494 Independent Research in Spanish II (3 credits)

Prerequisites: SPA 301 or 303; and 310; and 350, 351, 355 or 356; and 380. Also, non-heritage speakers of Spanish need to have taken SPA 302.

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)

Music, Theatre and Film

Associate Professors: *Albright, Dobson, Sorkin (Chair)*

Assistant Professors: *Morgan, Wellenreiter*

Ensemble and Technical Directors: *Carovillano, Green, Juneau*

Program Overview and Mission

Built on the praxis of analysis and creation, the Department of Music, Theatre & Film offers a wide range of courses in two major degree programs – the B.A. in Music, and the B.A. in Theatre & Film (with a concentration in either Theatre, Musical Theatre, or Film). In addition, the Department offers stand-alone minors in Music, Theatre Studies, and Film Studies, as well as being a partner department in the Music Industry minor and Communication Studies major and minor. At the core of all degree programs are the shared values of historical insight, analytical rigor, technical proficiency, and creative expression.

Within each of its disciplines, the Department offers a breadth of courses that not only equip students with the tools to understand and evaluate an existing body of work, but also teach the necessary technical skills to bring their own work to fruition while fostering both creativity and engagement in the world around them. The curriculum aims to prepare students for careers in their respective fields or for further study at the graduate level, but perhaps more importantly, to give graduates a foundation of organizational, analytical, technical, and creative tools from which they might launch any future endeavor.

Departmental Educational Goals and Objectives

Goal 1: Development of Creative Voice and Abilities

Objective 1.1: Students will develop the ability to create performing arts works that express their creativity and unique voices.

Objective 1.2: Students will acquire skills in creative inquiry, analysis and self-reflection.

Goal 2: Development of Critical and Rhetorical Skills

Objective 2.1: Students will develop the ability to craft well-organized, reasoned, critical, and thoroughly-researched written and oral work.

Goal 3: Knowledge and Analysis of Significant Works

Objective 3.1: Students will develop an awareness and analytical understanding of significant and diverse creative and theoretical works within the performing arts, and the cultural and historical contexts in which they were produced.

Goal 4: Knowledge of Professional Practices

Objective 4.1: Students will acquire the creative, technical, and analytical tools to begin professional work in the field or to pursue graduate studies.

Goal 5: Development of Social and Ethical Awareness

Objective 5.1: Students will develop an understanding of social issues, ethics and inclusivity within the performing arts.

Goal 6: Development of Collaborative and Service Skills

Objective 6.1: Students will engage, share and collaborate as creative citizens by completing performing arts projects that include campus, local, national and/or international communities.

Requirements for the Music Major

GEP Signature Courses (see Curricula); 6 courses

GEP Variable Core Courses (see Curricula); 8-10 courses

GEP Integrative Learning Courses (see below); 3 courses

GEP Electives: 10-12 to courses, depending on how many required courses in variable core and choice of major concentration

The Music Major (11 courses plus 4 semesters of performance)

Music Theory Core: Three Courses

MTF 151 Music Fundamentals*

MTF 251 Music Theory I

MTF 351 Music Theory II

*If a student places out of Music Fundamentals, this requirement is met by taking Music Theory I, II, and III

Music History Core: Three Courses

MTF 157 Music History: Antiquity through 1750

MTF 158 Music History: 1750 to the Present Day

and choose one of the following:

MTF 156 Introduction to World Music

MTF 257 American Music

Music Theory Upper Level: One Course

choose one of the following:

MTF 252 Music Composition I

MTF 357 Music Theory III

Music History Upper Level: one course

MTF 370 Special Topics in Music History

Music Capstone: one course

MTF 495 Senior Thesis, Composition, and/or Recital

Performance: Four Semesters

A combination of four semesters of participation in a department-sponsored performance ensemble or private studio

Ensembles include: Jazz Ensemble, University Singers, Concert Choir, Chamber Music

Private Studios include: Guitar, Piano and Voice

Music Electives: Two Courses

- MTF 142 History of Rock and Pop
- MTF 156 Introduction to World Music (if not selected above)
- MTF 159 Contemporary Music
- MTF 241 Basic Conducting
- MTF 242 Music and Gender
- MTF 252 Music Composition I (if not selected above)
- MTF 253 Choral Music Literature
- MTF 254 Jazz in Performance
- MTF 257 American Music (if not selected above)
- MTF 258 Major Composers
- MTF 268 Musical Theatre Performance
- MTF 352 Music Composition II
- MTF 353 Advanced Vocal Performance
- MTF 354 Advanced Piano Performance
- MTF 355 Advanced Ensemble Performance
- MTF 357 Music Theory III (if not selected above)
- MTF 358 Advanced Composition
- MTF 370 Special Topics In Music History

The ILC for the Music Major

The Integrated Learning Component for the Music Major (3 courses).

All students are required to take one course in Art History.

In addition students must choose two courses from the following list of options

- Any course in Modern and Classical Languages at or above 300.
- Any course in History at or above 200.
- Any course in English at or above 200.
- Any course in Sociology at or above 200.
- Any course in Philosophy at or above 200.
- Any course in Political Science at or above 300

Math

- MAT 180 Theory of Numbers
- MAT 231 Mathematics of Music

Students are encouraged to discuss their academic goals with their advisor and to make a plan for fulfilling the ILC which meets their specific objectives. Other CAS courses will be accepted with the approval of the Department Chair.

The Music Minor

The Music Minor (6 courses plus one semester of performance)

Students wishing to minor in Music may do so by fulfilling the following requirements:

MTF 151 Music Fundamentals*

*If a student places out of Music Fundamentals, with a score of 4 or 5 on the AP Music Theory exam, he/she will enroll in Music Theory I to meet this requirement.

Five additional Music courses selected from the offerings in Theory, Composition, History, and Advanced Performance.

One Semester participation in a department-sponsored performance ensemble or private studio.

Requirements for the Theatre & Film Major

GEP Signature Courses (see Curricula); 6 courses

GEP Variable Core Courses (see Curricula); 8-10 courses

GEP Integrative Learning Courses (see below); 3 courses

GEP Electives: 11-13 courses, depending on how many required courses in variable core and choice of major concentration.

The Theatre & Film Major (10 courses)

Each student is required to take the following five Theatre & Film common courses:

- MTF 161 Introduction to Theatre
- MTF 263 Acting I
- MTF 191 Introduction to Film
- MTF 284 Digital Filmmaking
- MTF 495 Senior Project*

*see course description below for explanation of the department's capstone experience.

Students then select a Track in which to complete the major.

Track 1 – Theatre Track (5 courses)

- MTF 267 Theater Design
- MTF 264 Acting II
- MTF 266 Theatre History
- MTF 261 Performance Practicum
- MTF 265 Directing for the Stage OR MTF 268 Musical Theatre History & Performance

Track 2 – Musical Theatre Track (5 courses)

- MTF 151 Musical Fundamentals
- MTF 251 Music Theory I
- MTF 264 Acting II
- MTF 268 Musical Theatre History & Performance
- MTF 269 Musical Theatre Dance Styles

Track 3 – Film Track (5 courses)

- MTF 282 Screenwriting I
- TWO Electives Production Workshop courses (see list below)
- TWO Electives Cinema Studies courses (see list below)

*note: If a student will be writing a Thesis for their Senior Project, s/he is required to take MTF 391- Film Theory and Criticism; if s/he will be writing a feature screenplay, s/he is required to take MTF 382 – Screenwriting II.

Film Concentration Courses:

Advanced Production Workshops

MTF 281	Producing & Business of Film
MTF 381	Producing II
MTF 382	Screenwriting II
MTF 383	Film Directing
MTF 384	Digital Cinematography
MTF 385	Audio for Digital Media
MTF 386	Editing & Digital Post Production
MTF 387	Studio & Post-Production Audio
MTF 388	Documentary Workshop
MTF 389	Animation Workshop
MTF 393	Professional Film Production Workshop

Cinema Studies Courses

MTF 292	European Cinema (rotating)
MTF 293	Asian & Pacific Cinema (rotating)
MTF 294	World Cinema (rotating)
MTF 291	American Film (rotating)
MTF 295	Major Figures in Film (rotating)
MTF 391	Film Theory and Criticism
MTF 392	Special Topics in Film (rotating)

The Integrated Learning Component for the Theatre & Film major (3 courses)

As part of the GEP, all majors in Theatre & Film will select one course each from three of the following categories:

ART	One Art Studio Course
ART	One Art History Course
COM	One Communications Studies Course
ENG	One Dramatic Literature Course
ENG	One Playwriting or Dramaturgy Course
CAS	One chair-approved CAS course in Cinema Studies presented from the perspective of an independent discipline (i.e. Sociology, Psychology, Political Sciences, etc.)

The Film Studies Minor (6 courses total)

Students wishing to minor in Film Studies may do so by fulfilling the following requirements:

Required courses:

MTF 191	Introduction to Film
MTF 282	Screenwriting I
MTF 294	Digital Filmmaking
Elective courses	Three other film courses of the students choosing

The Theatre Studies Minor (6 courses total)

Students wishing to minor in Theatre Studies may do so by fulfilling the following requirements:

Required Courses

MTF 160	Introduction to Theatre
MTF 260	Acting I
MTF 265	Directing for the Stage
Electives Courses	Three other theatre courses of the student's choosing

Music Courses

MTF 142 History of Rock and Pop (3 credits)

This course examines the history of popular music in the English-speaking world from the mid twentieth century to the present day. Genres examined include swing, doo-wop, rock and roll, soul, funk, disco, heavy metal, and punk.

MTF 151 Music Fundamentals (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.

MTF 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.

MTF 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 and permission of the instructor is required.

MTF 154 Piano Performance (1 credit)

Students will receive one individual piano lesson each week, between 30 and 60 minutes in length. This course may be repeated for credit.

Prerequisite: Students must be able to read music. An audition and permission of the instructor are required.

MTF 155 Instrumental Performance (1 credit)

Students will receive one individual instrumental lesson each week, between 30 and 60 minutes in length. This course may be repeated for credit.

Prerequisite: Students must be able to read music. An audition and permission of the instructor are required.

MTF 156 Introduction to World Music (3 credits)

This course introduces students to the traditional music of cultures around the world, including music of India, Indonesia, Latin America, Africa, and the Middle East. Students will learn to listen critically and to articulate their observations about the music of numerous regions and societies.

MTF 157 Western Music History: The Middle Ages to 1750 (3 credits)

This course considers the history of Western music from the Middle Ages to the end of the Baroque Period, focusing on the relationship between historical, social, and cultural currents and the development of music. Students will acquire a framework for thinking critically about music and articulating their observations, and they will learn to

recognize the musical characteristics of important styles, genres, and historical periods.

MTF 158 Western Music History: 1750 to the Present Day (3 credits)

This course considers the history of Western Music from the second half of the eighteenth century to the present day, focusing on the relationship between historical, social, and cultural currents and the development of music. Students will acquire a framework for thinking critically about music and articulating their observations and learn to recognize the musical characteristics of important styles, genres, and historical periods. *This course welcomes students who have not taken MTF 157.*

MTF 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.

MTF 241 Basic Conducting (3 credits)

This course will focus on the basic technical aspects of conducting a musical ensemble. Emphasis will be placed on learning how to communicate musical ideas to an ensemble using traditional conducting gestures. Included in the course will be the study of patterns, phrasing, and rehearsal techniques.

Prerequisite: MTF 251 Music Theory I.

MTF 242 Music and Gender (3 credits)

This course examines issues concerning gender and music making in many different historical periods and cultures. Among the topics studied are representations of men and women in opera and other musical works, feminist music criticism, androgyny and music, and the roles of men and women in the production, performance, and consumption of music. The musical traditions covered include current American popular music, Chinese opera, Western art music from the Middle Ages to the present day, jazz and the blues, and American musicals.

MTF 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: MTF 151 Music Theory I or permission of the instructor. Students must demonstrate to the instructor a familiarity with treble and bass clef notation and basic rhythmic notation.

MTF 252 Music Composition 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: MTF151 Music Theory I or permission of the instructor. Students must demonstrate to the instructor a familiarity with treble and bass clef notation and basic rhythmic notation.

MTF 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: Participation for one semester in University Singers prior to enrollment.

MTF 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 Jazz Band in the fall semester prior to enrollment.

MTF 257 American Music (3 credits)

This course examines music produced in the United States from the early Colonial period to the present day. Students will consider a variety of styles, with an emphasis on folk, art, and African-American music.

MTF 258 Major Composers (3 credits)

Major composers courses are semester-long studies of a single composer and his or her contributions to music history. Students read a biography of the composer and study several of his or her pieces in detail. Examples of courses in the Major Composers series include Ludwig van Beethoven and Johann Sebastian Bach.

MTF 351 Music Theory II (3 credits)

This course serves as a continuation of MTF 251 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: MTF 251 Music Theory I.

MTF 354 Advanced Piano Performance (3 credits)

In this course, which is open to advanced pianists who have already completed three semesters of lessons in a piano studio at SJU, students dedicate themselves to concentrated piano study. They study works from at least three historical periods, which they present formally at their end-of-semester jury, and take one or more private lessons each week, practicing an average of fourteen hours per week. Students perform in the studio recital at the end of the semester and give one off-campus, outreach performance in a hospital, nursing home, local school, or similar community venue.

Prerequisite: enrollment in MTF 154 Piano Performance for (3) semesters and permission of the instructor are required.

MTF 357 Music Theory III (3 credits)

This course serves as a continuation of MTF 351 Music Theory II. Topics include borrowed chords, modulation to distant keys, enharmonic relationships, and chromatic harmonic. Emphasis on part-writing, composition, and analysis.

Prerequisite: MTF 351 Music Theory II.

MTF 370 Special Topics in Music History (3 credits)

Special Topics courses are upper-level classes on a variety of subjects in Music History. These courses synthesize score analysis, close reading of musicological literature, critical listening, and discussion in a stimulating seminar environment. *Prerequisites: MTF 251 Music Theory I, MTF 157 Music History: Antiquity through 1750 and MTF 158 Music History: 1750 to the Present Day.*

Theatre Courses**MTF 161 Introduction to Theatre (3 credits)**

This course examines 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.

MTF 261 Theatre Performance Practicum (3 credits)

Rehearsal and performance of a campus theatre production (produced by SJU Theatre Company 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. 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.*

MTF 263 Acting I (3 credits)

Study of the fundamentals of the acting process based upon Stanislavsky's system of acting. Course culminates in scene study preparation and performance of contemporary scenes.

MTF 264 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: MTF 263 Acting I.

MTF 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.

MTF 266 Theatre History (3 credits)

This course examines the history of theatre from the Ancient Greek period through contemporary theatrical forms of the 21st century, focusing on major periods of theatre development including the Italian Renaissance, the Elizabethan age, Restoration Drama as well as the modern European and American theatre movements.

Prerequisite: MTF 161 Introduction to Theatre.

MTF 267 Theatre Design (3 credits)

An introduction to theatrical production design. Instruction on the development of a basic ground plan and a basic light plot. Lighting and scenic design will be discussed and demonstrated. *Prerequisite: MTF 161 Introduction To Theatre.*

MTF 268 Musical Theatre History and Performance (3 credits)

A study of the history of musical theatre from its early influences in vaudeville and operetta 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.

MTF 269 Musical Theatre Dance Styles (3 credits)

A performance/studio course in dance in which a variety of basic technique in musical theatre dance styles are examined including basic jazz as well as stylistic interpretations of select prominent music theatre choreographers (Jerome Robbins, Bob Fosse, Michael Bennett, etc.).

Prerequisite: MTF 268 Musical Theatre History and Performance or permission of the instructor.

MTF 363 STYLES OF ACTING (3 CREDITS)

An advanced acting course that explores scene study performance of complex scenes including classic works (Shakespeare, Moliere) and plays from the modern period (August Strindberg, Tennessee Williams and Sam Shepard). *Prerequisite: Acting II (MTF 264) or permission of the instructor.*

Filmmaking and Cinema Studies Courses**MTF 181 Filmmaking Methods (3 credits)**

An introduction and overview to the complete production cycle. 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.

MTF 191 Introduction to Film (3 credits)

This course is an introduction to the study of cinematic form and style, taking cinema to be located at the confluence of art, industry and technology. This course examines the cultural meanings of cinema as well as its aesthetic construction, including such elements as narrative structure, cinematography, design, editing and sound. Selections from

historical and contemporary films will be viewed and analyzed.

MTF 192 History of Narrative Film (3 Credits)

Providing an overview of canonical works from around the world, this course is a survey of the significant films, movements and makers from the first century of filmmaking that elevated the medium from side-show novelty to "the seventh art" - from the birth of cinema and the silent era through the CGI-driven productions of today.

MTF 281 Creative Producing (3 credits)

This hands-on course addresses the inner workings of creative producing: business structures, project origination, building a team, acquiring production resources, budgeting and scheduling, managing day-to-day production and incorporating marketing tools. Additionally, the course will address how different business models may affect films' content, style, themes and inclusiveness.

MTF 282 Screenwriting I - The Short (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 rehearsal and performance of draft scene-work, students will develop their own short pieces, culminating in a revised script and a visualized shooting plan ready to move into production.

MTF 284 Digital Filmmaking (3 credits)

An introductory creative film production workshop that focuses upon visual storytelling, camera operation, digital editing and sound. Students will develop their personal creativity as they complete film projects in narrative and documentary modes, incorporating elements and techniques from music and theatre. Students will also view relevant selections from historical and contemporary films.

MTF 285 Short Film Production (3 credits)

Building on the skills developed in Digital Filmmaking (MTF 284), this course is a collaborative workshop in producing the short film. Working in small groups, students will rotate crew positions on various projects, while still retaining significant creative input into each work. Possible projects include narrative, documentary, music video and non-profit client-based work. *Prerequisite: MTF 284*

MTF 291 American Film: Genres, Histories & Issues (3 credits)

Taking up a significant genre, era, or issue in American Filmmaking, this course is a selected study of the interplay of technology, commerce, art, idea and audience – and specifically how American cinema has reflected the broader cultural milieu. Examples of course focus include Classic Hollywood Cinema, The Silent Era, Musicals, The 1970s, Westerns, American Indies and the War Film.

No Prerequisites, MTF 191 recommended. May be repeated for credit under rotating iterations.

MTF 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, MTF 191 recommended. May be repeated for credit under rotating iterations.

MTF 293 Asian & Pacific 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, MTF 191 recommended. *May be repeated for credit under rotating iterations.*

MTF 294 Global Cinemas (3 credits)

A selected study of emerging cinematic movements and filmmakers from around the globe, that have pushed beyond the boundaries of established cinematic norms and innovated what film can be in its relation to culture and society. Possible areas of study include the cinemas of the Middle East, Africa and Latin America. No Prerequisites, MTF 191 recommended. *May be repeated for credit under rotating iterations.*

MTF 295 Major Figures in Film (3 credits)

A critical and analytical examination of the work of selected directors and producers who have had a profound impact on the evolution of contemporary cinema. Possible figures of study include Chaplin, Welles, Hitchcock, Ford, Truffaut, Kurosawa, Hawks, Kubrick, Spielberg and Scorsese. No Prerequisites, MTF 191 recommended. *May be repeated for credit under rotating iterations.*

MTF 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 the Maysles and Wiseman and the contemporary work of Michael Moore and Errol Morris. *No Prerequisites, MTF 191 recommended.*

MTF 382 Screenwriting II - The Feature (3 credits)

Building on the work of Screenwriting I (MTF 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: MTF 282.*

MTF 383 Film Directing (3 credits)

An advanced workshop in the practices and techniques of screen directing. Students will explore script breakdown,

visualization and storyboarding, casting and working with actors, blocking and set-direction through the analysis, direction and production of class projects. Course may be taken as an Independent Study. *Prerequisite: MTF 282 and 284.*

MTF 384 Lighting, Camera and Design (3 credits)

An advanced workshop in shaping the aesthetics of the image. Considering the image as a confluence of both production design and cinematography, students will explore how what is in front of the camera creates meaning as much as how it is lit and captured. Alongside the theoretical and technical skill of lighting and camera operation, students will perform script analysis for aesthetic direction and design, as well as working beyond illumination toward the art of cinematography. *Prerequisite: MTF 284.*

MTF 385 Sound Design (3 credits)

An advanced workshop in the skills of film sound recording, editing and mixing. This course examines the fundamentals of sound gear and technology, location and soundstage recording techniques, and the creation of film soundtracks, including dialogue editing, sound effects, automated dialogue replacement (ADR), music editing and mixing to picture. *Prerequisite: MTF 284.*

MTF 386 Editing & Digital Post-Production (3 credits)

An advanced workshop in the necessary skills of post-production and the required workflow of moving a project toward delivery. Topics include advanced techniques in non-linear editing, the demands of various video formats, digital video effects, compositing, color correction and delivery across multiple platforms. Course may be taken as an Independent Study. *Prerequisite: MTF 284.*

MTF 388 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. *Prerequisite: MTF 284.*

MTF 389 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. *Prerequisite: MTF 284.*

MTF 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. *Prerequisite: MTF 191.*

MTF 393 Professional Film 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

MTF 170, 270, 370, 470 SPECIAL TOPICS & INDEPENDENT STUDY (3 CREDITS EACH)

Student majors may pursue investigation of topics beyond those listed in the catalog. Major GPA of 3.0 required, as is prior approval by the chair and faculty mentor. *Course number dependent on relevant level of coursework.*

MTF 491, 492 Internships in Music, Theatre, and Film I & II (3 credits)

Junior and Senior MTF majors may broaden their perspective by completing an approved internship in Music, Theatre, or Film. 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.

MTF 493, 494 Independent Projects in Music, Theatre, and Film I & II (3 credits)

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.

MTF 495, 496 Senior Project I & II (3 credits)

A student majoring in either Music or Theatre & Film, must execute a supervised senior project which acts as a capstone experience on their work in the department. Working closely with their faculty mentor, the student will prepare a major piece of creative or critical work (composition, performance, film, screenplay, or thesis) inclusive of a public presentation in an appropriate venue. Depending on the scope and nature of the project, students will complete the work in either one or two semesters decided in consultation with the faculty mentor and with permission of the chair.

Philosophy

Professors: *Godfrey, S.J., Kearney (Emeritus), McCall, McCarthy, Moody, Wachterhauser*

Associate Professors: *Boettcher, Brokes, Linehan, R.S.M., Lombardi, S.J., Payne, St. Amour (Chair)*

Assistant Professors: *Corabi, Hebbeler, G. Hoffman, McDonald, Wills*

Visiting Assistant Professors: *Fleeger, E. Hoffman, Studd, S.J.*

Program Overview and Mission

Philosophy is a creative and critical exploration of the meanings and values by which we live our lives. Philosophers inquire, in a disciplined yet free and unrestricted manner, into matters indispensable to our humanity and to human flourishing in society, politics, and culture. By attempting to understand reason itself, and in specifying the conditions under which reality can be known truly, philosophers examine the fundamental presuppositions and the normative foundations of human practices such as language, law, science, art, education, ethics, and religion. To enter into philosophy is to find a new way of wondering and speaking about those things that matter most to us as human beings—love and friendship, work and creativity, suffering and death, identity and diversity, God and the mystery of evil, freedom and responsibility, and the possibility of living a good and meaningful life.

Philosophy Department

Program-level Goals and Learning Objectives

Goal 1: Students will develop the skills of identifying, analyzing, evaluating, and constructing philosophical arguments

Learning objectives

Objective 1.1: Students will be able to recognize arguments that appear in written texts by identifying philosophical conclusions and the premises that support them

Objective 1.2: Students will be able to evaluate the premises of arguments

Objective 1.3: Students will be able to construct arguments in order to express philosophical ideas both orally and in writing

Goal 2: Students will demonstrate knowledge of logic (at a level appropriate for undergraduate majors)

Objective 2.1: Students will recognize basic deductive and inductive argument forms as well as different types of informal fallacies

Objective 2.2: Students will be able to apply basic logical concepts, such as validity and soundness and strength and cogency, in their evaluation of arguments

Goal 3: Students will gain an appreciation for the history of philosophy, including major figures and texts

Objective 3.1: Students will be able to explain (in writing, or through oral communication, or on examinations) some of the main ideas, problems, theories, methodologies, or schools of thought from the ancient or medieval periods of Western philosophy

Objective 3.2: Students should be able to explain (in writing, or through oral communication, or on examinations) some of the ideas, problems, theories, methodologies, or schools of thought from the modern or contemporary periods of Western philosophy

Goal 4: Students will display, at a level appropriate for undergraduate majors, the skills required for engaging in philosophy as a specialized academic discipline

Objective 4.1: Students will successfully complete an advanced, seminar-style class which features the construction and evaluation of arguments for specific philosophic positions and a focused examination of a particular philosophical problem(s), area, or text

Objective 4.2: Students will complete a final paper or research project, typically in the context of completing an advanced, seminar-style class

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, and 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. This course is a prerequisite for any Ethics Intensive course as well as for the required course in the Philosophical Anthropology area.

Variable GEP Course: PHL xxx: Philosophical Anthropology

Course Area (3-Credits)

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.

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 works ever written. In the classroom they will partake in lively discussions of life-changing ideas. Majors will develop their capacity to think clearly and creatively, to argue logically and express their thoughts persuasively, to criticize rationally and converse openly, to uncover assumptions and recognize implications and to raise those important questions that are often overlooked.

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 and social and political philosophy). Majors are challenged to grapple with perennial philosophical problems (e.g., free will, skepticism, objectivity, the nature and existence of God) and are introduced to methods 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 provides an excellent opportunity 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 xxx	Faith and Reason Course Area (see course list)
XXX 150	First Year Seminar

GEP Variable Requirements (6-9 Courses)

ENG 101	Craft of Language
THE xxx	Religious Difference
PHL xxx	Philosophical Anthropology (see list of courses)
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. PHL elective course
5. PHL elective course
6. NON-GEP PHL elective
7. PHL 495 Senior Seminar or PHL 395 Junior Seminar
8. CHOOSE ONE BELOW:

GEP Faith and Reason (if taken in Philosophy) or PHL elective 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.E.
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 of 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 21 st 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** from among the following:

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

Arts and Humanities Track:

Philosophy majors pursuing the **Arts and Humanities track** should select **three courses** from among the following:

I. Honors Courses

CLA 321 Sexuality and Gender in the Ancient World
 Classical Mythology
 LTT 461 The Franco-Afro-Caribbean Story
 THE 326 Letters of Paul
 THE 333 Knowledge and Love of God in the Middle Ages
 THE 359 Religion, Violence, and Terrorism
 THE 370 Religious Vision in Film and Literature

II. Art/Music/Film Courses

MTF 151 Music Fundamentals
 MTF 157 Music History: Antiquity to 1750
 MTF 158 Music History: 1750 to the Present
 MTF 251 Music Theory
 MTF 258 Major Composers: Beethoven
 ART 101- Art History courses
 107
 ART 180 Mystery: Sacred Time, Sacred Space
 ART Any Studio Course
 FLM Film courses
 291-296
 FLM 391 Film Theory and Criticism

III. Classics

CLA 201 Classical Mythology
 CLA 202 Classical Epic
 CLA 203 Classical Tragedy
 CLA 204 Ancient Comedy
 CLA 321 Sexuality and Gender in the Ancient World

IV. Literature (English Department)

ENG Any English Course

301-331
 ENG 381 History of the English Language
 ENG 382 Literary Theory: Plato to Post-structuralism
 V. Literature (Modern Languages)
 CHN Selections in Chinese Literature
 310
 FRE 410- Any course in French literature/film
 462
 GRM Any course in German literature/film
 305-406
 JPN 310 Selections in Japanese Literature
 SPA 310 Introduction to Literatures of the Spanish-
 Speaking World
 SPA Any course in Spanish literature/film
 410-456

Philosophy of Religion Track:

Philosophy majors pursuing the **Philosophy of Religion track** should select **three courses** from the following:

One Theology/Religious Studies course beyond the GEP and two courses from the list below:

POL 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
 Latin or Greek (1 or more in the SAME language).

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 xxx 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 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 and 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 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. An introduction to symbolic logic is provided. Techniques are developed for translating arguments in ordinary language into a canonical language that highlights their logical form. The predicate and propositional calculi are used to establish the validity of simple arguments.

Does not fulfill the philosophy GEP.

PHL 240 Symbolic Logic (3 credits)

The study of the semantic and syntactic properties of propositional and predicate logics- natural deduction systems of the first order. Some results in meta-logic (such as the soundness and completeness proofs for particular systems) may be addressed, and attention may also be paid to the properties of axiomatic deductive systems in contrast to systems of natural deduction. The usefulness of formal systems for studying the property of validity in natural language arguments will also be addressed, in part by learning techniques for "translating" arguments from one language to the other. *Does not fulfill the philosophy GEP.*

Philosophical Anthropology Course Area

The following courses may be taken to satisfy the GEP variable course requirement in the Philosophical Anthropology 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 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 early writings of Karl Marx. Topics to be stressed include the metaphysical roots of Marx's concept of human beings, the causes and effects of alienation, economic determinism, and the rise of philosophical communism.

PHL 253 Darwin, Marx, and Freud (3 credits)

This course takes up four radical thinkers—Hume, Darwin, Marx, and Freud—men who revolutionized the zeitgeist of their respective eras in different ways, but all having to do with reconsidering the role of reason in describing human nature. For Hume, we will focus on the turn to empiricism and theory of causality. For Darwin, we will see how his theory of evolution by natural selection challenged the theory of intelligent design popularized by William Paley. For Marx, we will focus on his reconception of human nature in economic terms, and for Freud, we will investigate the shift

from reliance on conscious introspection as the source of knowledge to a theory of unconscious motivation. We will ask, how did each figure go against the knowledge tradition of his time, and further, how are these figures connected to one another beyond being skeptics of what they themselves were taught?

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.

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 257 Philosophy and Liberation (3 credits)

What do we mean by "liberation"? Liberation from what? Liberation for what? What role does philosophy play in the quest for liberation? This course will explore the meaning of liberation in a variety of contexts (biological, psychological, economic, political, spiritual), paying special attention to what it might mean for students and the university. In particular, we will be looking for those places where the philosophical, the political, and the spiritual intersect in the event of liberation. Among our guides on this journey of reflection will be Plato, Aristotle, Kant, Marx, Kropotkin, Goldman, Zubiri, Foucault, Kristeva, Cone, Singer, Dussel, Ellacuria, and Caputo. Some non-Western views will be considered as well.

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.

PHL 260 Philosophy of Human Nature (3 credits)

In this course we shall inquire into the nature of human beings by reading and discussing major philosophical texts from the western intellectual tradition along with essays written by contemporary philosophers. In particular we shall explore such topics as the nature of human rationality, knowledge and belief, immortality, virtue, free will, self-

deception, the mind-body problem, and physicalism vs. dualism with respect to human persons.

PHL 262 Freedom, Citizenship, Culture (3 credits)

This course will survey recent trends in political philosophy with special attention to competing conceptions of political freedom, civic identity and responsibility, and the political significance of community and cultural diversity. Does our political freedom depend primarily upon securing the negative liberties celebrated in the classical liberal tradition? Does it also require adequate social rights, democratic self-determination and/or active and ongoing participation in the political process? How should claims of freedom be balanced alongside the need to promote the common good, political solidarity and unity, and a sense of common belonging? How should the demands of citizenship be weighed against commitments arising from membership in sub-state cultural groups and other forms of human community?

PHL 264 Topics in Moral Psychology (3 credits)

This course will explore human moral judgment, decision making, and behavior. Included are examinations of issues about whether the psychological processes involved in human moral practice are innate, about the respective roles of emotion and reasoning in moral judgment, and about the extent to which cultural forces shape our moral beliefs. Following the lead of much of the field in recent years, our focus will be primarily on working out the philosophical implications of recent scientific investigation on the topics.

PHL 266 Philosophy and Religion in American Identity (3 credits)

From the founding of the American nation under the influence of Puritanism to the rise of Transcendentalism in the nineteenth century, philosophic and religious propositions have decisively shaped the American character. This course examines several important episodes in American thought in order to determine what makes Americans different from other sorts of people, what habits of thought inform their decisions, and what principles govern their understanding of the relation between religion and public life. This course typically involves making two off-campus visits to historical sites in Philadelphia.

PHL 268 The Self: East and West

Philosophers East and West, ancient and modern, have struggled with the question: What does it mean to be a Self? What does it mean to be genuinely myself in the world in which I find myself? And what are important erroneous as well as "accurate" ideas that have practical consequences in the experience of myself? The course is intended to be an introduction to, and survey of, four philosophical notions of the Self, from East and West, from antiquity to recent times: Buddhism, Confucianism, Stoicism and Existentialism.

PHL 272 Human Intelligence: A Philosophical Exploration (3 credits)

There are few things in the modern developed world that get as much attention as human intelligence. Yet, for all the attention that intelligence receives, most people have

thought surprisingly little about it: What is intelligence? Can it be learned? Is it possible for us to measure intelligence, and if so how? This course will examine these issues in depth, consider empirical findings, and explore philosophical issues that these findings and a variety of everyday practices surrounding intelligence raise

PHL 274 From Athens to Philadelphia (3 credits)

This course investigates how a city like Philadelphia was built and to consider how a city can be built justly. This involves inquiring into the nature of cities and city life in the United States and attempting to formulate criteria for a just city. Attention will be given to topics of urban planning, to philosophical theories of justice, and to the Great Migration, the movement in the 20th century of African-Americans from the rural south into cities of the northern states. Students will be required to make several trips into Center City in Philadelphia as part of this course.

PHL 276 Philosophy of Cornel West (3 credits)

The purpose of this course is to familiarize the student with the thought of Cornel West who has been recognized as one of the most important African American intellectuals since W. E. B. DuBois. West epitomizes the synthesis of scholarship and political activism. His work is consistent with the Jesuit imperative that we be "men and women for others." In this course we will not only examine the philosophic foundation of the work of Cornel West, we will also situate the work of West in the context of democratic struggles. Any appropriate analysis of the thought of Cornel West requires an engagement with Marxism, existentialism, pragmatism, humanism, and Black Prophetic Christianity. All of these traditions contribute to West's work as a philosopher and cultural critic. In the spirit of Karl Marx, our task is to learn how philosophy not only contributes to our understanding of the world but also to our mission to change it. This course will also familiarize the student with the black intellectual tradition

PHL 278 Philosophy of Martin Luther King (3 credits)

While much attention has been given to King as an activist, little has been written about his philosophical development and the further implications of his philosophical positions. Much of what King preached, wrote, taught, believed, and lived has its origin in his engagement with philosophy. In his writings one can see him struggle with such thinkers as Marx, Hegel, Kant, Nietzsche and others as he attempts to make sense of and transform the human condition. King's struggle against the dehumanization of African Americans and the poor often led him to an interesting synthesis of theology and philosophy. For this reason we must also address the philosophical and emancipatory aspects of the works of Paul Tillich, Reinhold Niebuhr, Howard Thurman, and Walter Rauschenbusch.

PHL 280 Life and Death (3 credits)

The focus of the course is primarily metaphysical. The course begins with an examination of what it means to be alive. Historically, this is a question that has had philosophical and scientific roots, and we will examine both. Early ideas about life included the view of life as breath, a view that

persists etymologically in words such as "spirit". We will survey these ideas leading up to Enlightenment debates between vitalism and mechanism. After completing this survey, we will consider what is meant by a life, as a process extended in time. This leads directly to a consideration of human life, and the life of a person. In the death part of the course, we will deal with some fairly standard issues, including the Harm Thesis, and the question of whether it is ever or always rational to fear (or at least want to avoid) death. In addition, conceptions of the afterlife will be considered, in light of points previously made concerning the nature of a life in general. The conditions that would make for a meaningful afterlife will be considered in light of the question of what makes for a meaningful life in the first place.

PHL 282 People, Animals, and Ethics (3 credits)

This course will evaluate the ethical issue of whether humans have a moral obligation to protect the rights and welfare of nonhuman animals. Determining this will require a philosophical exploration of whether nonhuman animals have any rights in the first place and, if so, what these are. The course will also explore the nature and origin of ethics in human societies (including the possibility that precursors to ethical behavior can be found in some animal groups), and thereby raise the question of whether human moral practices constitute a radical departure from so-called natural behaviors.

PHL 284 Philosophy and Personal Relationships (3 credits)

This course is a philosophical exploration of relationships between individuals, particularly friendship and love, but including sex, marriage, and family, as well as any other ways in which individuals relate. Building on theories of philosophers and other thinkers, this course may consider, for example, what makes personal relationships valuable, how personal life relates to social context, how personal relationships like love and friendship have changed over time, how gender, race, age and other differences figure in personal relationships.

PHL 286 Philosophy of Mental Illness (3 credits)

This course will explore philosophical questions at the heart of the fields of psychiatry, clinical psychology, and other mental health professions. Broadly, we will identify and critically evaluate assumptions that underlie labeling and treating certain individuals as "insane"/"mentally ill"/"mentally disordered." We will use conceptual tools within the philosophy of mind, philosophy of science, philosophy of medicine, and moral philosophy to consider questions such as: What is insanity? Is it a disease or illness, "just like diabetes"? What is a disease in the first place? How do we define a "good" or "healthy" human life? What are the ethical implications of labeling people as mentally disordered? Might so-called mental disorders be better described as forms of "neurodiversity," to be celebrated instead of cured?

PHL 288 Minds and Souls (3 credits)

This course surveys both the main issues and theories in contemporary philosophy of mind as well as traditional and

contemporary conceptions of the soul. It philosophically examines the difference between these distinct approaches, and will inquire: Why have soul theories been largely eclipsed by other approaches until relatively recently? Why are a few philosophers taking another look at soul theories? How do broader worldview considerations inform the debates? The topic of "singularity" will also be covered.

PHL 302 Philosophy of Race (3 credits)

Race plays a prominent role in our social existence, even in what some have called a "post-racial society," and has for centuries. In this course, we will take a philosophical approach to understanding a set of related questions about race. What is the origin and basis for racial concepts? Is race socially constructed, or does it have a biological basis? Does racial discourse serve to further entrench racial divisions? How does racial oppression relate to other forms of oppression such as class- and gender-based oppression? What is "privilege"? What could it mean to say that a person has moral obligations deriving from harms which s/he has not personally brought about, and do persons ever have such obligations? We will also investigate issues such as affirmative action, racial solidarity, and the ways in which racial oppression differentially affects men and women.

PHL 308 Asian Philosophies (3 credits)

See course description under Non-Western courses.

PHL 328 Philosophy and Evolution (3 credits)

See course description under Topics courses.

PHL 330 Social and Political Philosophy (3 credits)

See course description under Topics courses.

PHL 342 Dimensions of Freedom (3 credits)

See course description under Topics courses.

PHL 434 German Existentialism (3 credits)

See course description under History courses.

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 proverbs and the implications of Africa's history for philosophy, with applications to Western thought. Selected Readings from modern African novels, essays in anthropology, traditional philosophical, religious and literary texts, and essays by contemporary African philosophers.

PHL 308 Asian Philosophies (3 credits)

This course will examine the concepts of self, nature, and society in the Asian philosophical paradigms as they have been articulated in the philosophy of India, China and Japan, and contemporary Asian Philosophies.

Topics Philosophy Courses

PHL 310 Philosophy of Art (3 credits)

An examination of the philosophical questions arising from the human activity of creating and appreciating art (of all kinds: visual, musical, literary, etc.). Questions can include: the relation of perception and aesthetic appreciation to knowledge; the relation between emotion and belief; the relation between artist/creator, audience/spectator, and art work. How is art distinguished from nature as possible object of aesthetic appreciation? Must art even be aesthetic? If not, how is the category 'art' defined, and by whom?

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. *May be taken to satisfy the Ethics Intensive course requirement.*

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? *May be taken to satisfy the Ethics Intensive course requirement.*

PHL 320 Business, Society, and Ethics (3 credits)

This course will discuss ethical issues in the practice of business. Topics will typically include ethical issues in marketing, finance, human resources, the environment, product liability, global sales and labor practices, etc. The course will address these issues in business practice through the lenses of traditional ethical theories. *May be taken to satisfy the Ethics Intensive course requirements.*

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 326 Philosophy of Sport (3 credits)

This course will investigate a variety of philosophical issues surrounding sports. The main focus will be on ethical topics such as the use of performance enhancing drugs, the appropriateness of institutions surrounding college athletics, and the use of government funds to subsidize stadiums and arenas for professional sports franchises. These issues will be investigated by employing common methods in moral philosophy, informed by empirical research in economics and a variety of other scientific disciplines.

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 pre-modern, modern and contemporary periods, the course will address basic philosophical questions about the individual, 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 justice? What are the necessary social conditions for realizing freedom, justice and human flourishing?

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 334 Ethics and Criminal Justice (3 credits)

This course will address ethical issues in the criminal justice system at both the theoretical and applied levels. Typical theoretical issues addressed might include the following: the relationship between law and morality; theories of punishment; conditions for the moral and/or legal responsibility of individuals; notions of procedural justice. Typical applied ethics issues might include the following: limits on the police use of deception and of deadly force; search and seizure rules; plea bargaining; mitigation and excuse defenses (e.g. insanity); mandatory sentencing, especially life without parole; capital punishment.

PHL 336 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 might include political legitimacy, human rights, private property and distributive justice, just and unjust war, cosmopolitanism and patriotism, global justice, social unity and solidarity, toleration, multiculturalism, and the role of religion in politics.

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 requirement 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 petitionary prayer, guarantee human freedom, and resolve the problem of evil. The course will also discuss the senses in which belief in God's existence can and should be rationally justified.

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 appeal to "faith," which some construe as belief without good reason. It is therefore important to ask what counts as good reason for holding a belief, and whether all beliefs are subject to the same standard. If two individuals hold contradictory beliefs, then certainly one of them is wrong, but might both be justified in holding those beliefs? If so, does this imply that truth is relative? This course deals with the general topic of rational belief formation in a world that is religiously, ideologically, and culturally diverse.

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, testimony, belief, human destiny, evil,

knowledge of and language and arguments 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 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 as 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.

PHL 358 Contemporary Atheism and the Problem of God (3 credits)

After a study of the classical arguments concerning God's existence, the course examines examples of 19th century atheism (Feuerbach, Marx, Nietzsche) and belief (Kierkegaard, Dostoevsky), and 20th century atheism (Sartre, Camus) and belief (Rahner, Marcel).

PHL 359 Existence of God (3 credits)

This course will focus on arguments for and against the existence of God. It will begin by examining the ontological, cosmological, and design arguments for the existence of God. Included will be a discussion of purported evidence for the existence of God from modern biology and cosmology. It will then examine arguments against the existence of God based on human and animal suffering, followed by arguments against the existence of God arising from the scarcity of credible miracle claims.

PHL 360 Philosophy of God in Aquinas (3 credits)

This course will examine the philosophical writings of Thomas Aquinas on the existence and nature of God. Topics include the procedure of philosophical theology, the

methodological problem of attaining true knowledge of God, Aquinas's "five ways" of demonstrating the existence of God, and arguments for the various "attributes" of God: simplicity, perfection, goodness, infinity, ubiquity, unchangeableness, eternity, and oneness. Aquinas's innovative method of analogical predication will be employed to offer a philosophical interpretation of core theistic assertions that God has life and knowledge that God wills and loves, that God exercises providence both justly and mercifully, that God is all-powerful and perfect happiness. [This course may be taken to satisfy the major requirement for a course in the ancient or medieval period.]

PHL 361 God in 19th Century Philosophy (3 credits)

An investigation of major thinkers and texts of the Enlightenment and post-Enlightenment periods on the controversial topic of religion, and specifically Christian religion. As such it is the intellectual history of an attempt by 18th century philosophers to undermine Christianity and then by turn-of-the-century philosophers to "save" it intellectually. Authors read include Hume, Lessing, Jefferson, Rousseau, Kant, Hegel, and Kierkegaard.

PHL 362 Faith and Reason in the Kantian Philosophy (3 credits)

This course begins with an examination of two types of traditional arguments for the existence of God: those based on putative grounds of reason and those based on putative grounds of experience. The questionable success of such proofs will raise several questions: what is the nature of human reason, what is the nature of faith as a distinct epistemic attitude, and how should we think about the relation between them? We shall then pursue Kant's systematic answers to these questions with the hope that they will give us a workable and empowering alternative to the arguments studied earlier in the course. Possible further topics for the course include (1) the possibility of understanding the history of arguments for God's existence as a progressive development of reason's awareness and articulation of its needs, and (2) the application of Kant's analysis of reason to some fundamental claims and themes of the Christian religion in order to show how they can be understood as having a basis in reason.

PHL 364 God, Evil and Hiddenness (3 credits)

This course will examine recent arguments against the existence of God based on the problem of evil and the problem of divine hiddenness. (The problem of evil is the problem of reconciling God's existence with the presence and severity of suffering in the world, and the problem of divine hiddenness is the issue of understanding why God would provide so few clear and dramatic signs of his presence.) Although no prior mathematical knowledge will be presupposed, as part of the process of understanding the arguments students will also be expected to master some basics of probability theory.

PHL 365 Christianity and Evidence (3 credits)

This course will investigate several topics surrounding Christianity and evidence. The course is divided into two sections. The first is an exploration of the question of

whether we have good evidence for Christianity. Included in this first unit will be a discussion of both scriptural evidence and the evidence provided by purported miracles in the modern world. The second section will examine the relationship between belief and evidence, in an attempt to understand whether Christian belief (and religious belief more generally) should be based on evidence in the same way as many other kinds of beliefs.

PHL 366 God, the Self, and Despair (3 credits)

The process of self-realization is often plagued by feelings of uncertainty, anxiety, melancholy, and despair. Does belief in the existence of God have anything to do with these feelings? We will investigate the feeling of despair in relation to the process of self-realization and attempt to discover its possible causes and solutions. In order to approach our investigation of this experience from a variety of perspectives, we will be reading philosophical, religious and literary texts from Christian and atheist authors. In doing so we will explore the role that the belief in the existence or non-existence of God plays in our understanding of the self.

History of Philosophy Courses

PHL 401 Ancient Philosophy (3 credits)

What is the nature of ultimate reality? What standards must our beliefs meet if they are to qualify as knowledge? Is the soul distinct from the body, and what sort of trait is virtue? These are among the most basic questions of philosophy, and they took shape originally in the ancient world of Greece and Rome. This class provides a critical survey of the questions and possible answers provided by the founders of the western philosophical tradition. Philosophers discussed include the Presocratics, Socrates, Plato, Aristotle, the Stoics.

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 408 Augustine, Politics and the Self (3 credits)

Fifteen centuries after his death, Augustine of Hippo (354-430) remains one of the most influential figures in the western philosophical tradition. As a philosopher and rhetorician who later became a Christian bishop, Augustine did a great deal of thinking and writing about social and political questions. What is the place of the individual in society? What does it mean to be a Christian and a citizen? How is politics related to the common good of society? How should we think about issues like justice, war, and peace? This course will examine these themes and others as they appear in two of Augustine's major works, the *Confessions* and the *City of God*, as well as some shorter letters concerned with social and political questions. Coming to understand more fully the historical context of Augustine's work will be one of the goals of the course, but no prior knowledge of his life and times is required. This course may

be taken to satisfy the Philosophical Anthropology requirement of the GEP.

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)

An introduction to medieval philosophy through a study of its most important thinkers (e.g., Augustine, Boethius, Anselm, Aquinas) and its central questions (e.g., the existence and nature of God, the problem of evil, the compatibility of human freedom and divine foreknowledge, the limitations of human reason, the immortality of the soul, happiness, virtue, natural law).

PHL 412 The Philosophy of Aquinas (3 credits)

A close examination of Thomas Aquinas's writings on topics such as proofs for the existence of God, the nature of God, creation, providence, the relation of body and soul, immortality of the soul, human knowing, happiness, virtue, natural law

PHL 420 Modern Philosophy (3 credits)

A critical analysis of the rationalist and empiricist movements of the 17th and 18th centuries. Emphasis will be placed on the epistemological and metaphysical theories of the following thinkers: Descartes, Spinoza, Leibniz, Locke, Berkeley, and Hume.

PHL 428 The Enlightenment and its Critics (3 credits)

This course provides a survey of the "critical tradition" in philosophy – a tradition seeking to ascertain the nature and limits of human reason in the hopes of moving toward social and cultural progress. The course will begin with the critical tradition's roots in the thinkers of the French and German Enlightenment of the 18th century, continue with three of the Enlightenment's major critics – Marx, Nietzsche, and Freud – and culminate in the critical social theories of the Frankfurt School and Michel Foucault in the 20th century. In the end, the course will consider the tenability of the Enlightenment project and its hopes for the future as well as the status of critical social theory today.

PHL 430 Kant's Critique of Pure Reason (3 credits)

In this course we shall pursue a close study and critical assessment of Kant's highly original theory of transcendental idealism as it is presented in his seminal work, the *Critique of Pure Reason*. Specific topics will include, but are not limited to, the nature of human reason, the nature of experience, the possibility of synthetic a priori knowledge, the relation between mind and world, the limits of human knowledge,

transcendental idealism vs. transcendental realism, varieties of skepticism and responses to them, self-knowledge, the problem of free will, and philosophical method. We shall begin the course by sketching some of the problems that Kant inherited from early modern philosophy and to which he is responding.

PHL 432 German Idealism (3 credits)

In this course we shall explore the views of the major thinkers of the German idealist period—namely, Kant, Fichte, Schelling, and Hegel—with respect to such topics as the nature of human reason, knowledge and the self, the relation between mind and world, the unconditioned, freedom and morality, the nature and role of art, God and religion, and reason in history. We shall begin the course by sketching the philosophical context and a set of problems that helped motivate the movement as a whole. Some attention may also be paid to some of the lesser-known figures of the period, such as Reinhold, Jacobi, and Maimon.

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 otherness.

PHL 442 Nietzsche, Wagner and the Cult of Genius (3 credits)

An examination of the in/famous new philosophical term "genius" in the 19th century, from its origins to its emergence as a philosophical category. What does it mean for a human being to be recognized as a genius? Or to aspire to be a genius? By the mid-19th century, the controversial musical genius Wagner was highly influenced in his work by the works of Schopenhauer. He in turn influenced Nietzsche

who subsequently turned violently anti-Wagner and postulated the term "Uebersensch", for a new kind of philosophical genius for the late 19th century.

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, Royce, Dewey, and Whitehead. Central concerns: the meaning of experience; scientific inquiry as a model of knowing; the meaning of religion and religious experience; the problems of value (moral and aesthetic); the problem of community.

PHL 461 Contemporary Thomism (3 credits)

St. Thomas Aquinas, one of the greatest philosopher-theologians of the Middle Ages, employed both faith and reason to conceive a remarkably comprehensive and nuanced understanding of reality. Recently, some philosophers have been returning to the works of Aquinas and attempting to transpose his vision to meet the distinctive intellectual challenges of our own quite different age. After providing an introduction to Aquinas' thought, this course will examine in depth the writings of one or more contemporary Thomists (e.g., Bernard Lonergan, Jacques Maritain, Etienne Gilson, Karl Rahner, Pierre Rousselot, Joseph Marechal, Josef Pieper).

PHL 481 Analytic Philosophy (3 credits)

See course description under Advanced Non-GEP courses.

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 key problems in contemporary epistemology. Problems relating to the analysis of knowledge and justification will be examined. Topics may include: knowledge and warrant; knowledge closure; skepticism of various forms; foundationalism, coherentism, reliabilism, contextualism; virtue epistemology; internalism

and externalism; the role of formal (probabilistic) models in epistemology.

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 automata. 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, ethology, 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 370 Special Topics in Philosophy (3 credits)

PHL 170 Special Topics in Philosophy (3 credits)

PHL 270 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 395 Junior Seminar (3 credits)

On occasion, a seminar will be offered for juniors. Seminar topics will vary.

PHL 495 Senior Seminar (3 credits)

Readings, research, and discussion concerning a common theme; a paper is required. Senior majors; minors with chair's permission. *Does not fulfill the philosophy GEP.*

Physics

Associate Professors: *Angiolillo (Chair), Habdas, Kurtze*

Assistant Professor: *Gu*

Laboratory Coordinator: *Hennessy*

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 Mathematical Methods of Physics taught by the physics faculty. 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 level palette of courses includes the study of advanced mechanics, classical and statistical thermodynamics, electricity and magnetism, quantum mechanics, and experimental methods of physics. Elective material includes solid state physics, biophysics, nuclear and particle physics, computational physics, and physics of fluids. advanced quantum mechanics.

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 10-week Summer Scholars Research Program and students in physics, through the generosity of its alumni, Dean and Provost, have 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

low-cost 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.

Learning Goals and Objectives

Goal 1: The student will develop the skills to be able to analyze phenomena quantitatively, be able to build scientific models, and use the scientific method to test those models, and as such, experimentation will be a central part of the student's curriculum.

Students will be able to:

Objective 1.1: Be conversant with fundamental laboratory methods including developing skills in experimental design, the use of electronic equipment, and analysis of data including computational methods of processing and analyzing data.

Objective 1.2: be able to translate problems in the natural sciences, especially those related to the physical world, into mathematical formulations utilizing calculus, differential equations, and linear algebra.

Goal 2: The student will gain an appreciation and understanding, and pursue a mastery of the foundations of physics including Newtonian mechanics, classical electricity and magnetism, thermodynamics, and quantum theory.

Students will be able to:

Objective 2.1: Solve problems using classical Newtonian mechanics

Objective 2.2: Solve problems in classical electricity and magnetism including wave phenomena and optics.

Objective 2.3: 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.

Objective 2.4: Understand the development of classical thermodynamics and in conjunction with quantum theory,

appreciate the need for a statistical approach to thermodynamics.

Goal 3: The student will gain an appreciation for, and integrate 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.

Students will be able to:

Objective 3.1: Competent in articulating ideas and laboratory research using oral and written forms of communication, especially as they pertain to disseminating these to the general public.

Objective 3.2: Able to integrate the discipline of physics into a broader worldview, one that is able to see the developments in physics as useful to humankind.

Goal 4: The student will gain an appreciation for the central themes of physical thought as they apply to other areas of the natural sciences, the applied sciences, and technology.

Objective 4.1: Through the General Education Program and, in particular, the Integrated Learning Courses, students in physics will develop their knowledge of the other areas of the natural sciences.

Requirements for the Physics Major

GEP Signature Courses (See Curricula): six courses

GEP 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

GEP Overlays (See Curricula): three courses

GEP Integrative Learning Component: three courses

Students will take two of the following four courses in addition to MAT 213 (Calculus III):

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.

GEP 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 300-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, materials science engineering, medical physics, and biophysics.

Minor in Physics

A student may elect to minor in Physics by taking PHY 105/105L, 106/106L, 251, and three other PHY electives. 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

Pennsylvania's Secondary (referred to as "secondary" or "7-12") preparation program guidelines require a Professional Core of courses, early and varied field experiences, 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:

EDU Schools in Society (may fulfill the GEP First 150/150F* Year Seminar requirement)

OR

EDU 160/160F* EDU 157*	Adolescent Development (may fulfill the GEP Social Science requirement)
EDU 247 SPE 160/160F* SPE 203/203F SPE 310/310F	Literacy in the Content Areas Introduction to Special Education Teaching in Inclusive Environments Assessment: Iden & Progress Monitoring
EDU 246 EDU 418/418F* EDU 497	Literacy, Language & Culture (ELL) Instructional Techniques- Science 7-12 Student Teaching (12 credits)

**You must register for EDU 999 with any "F" course.*

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

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 110-115 require calculus as a pre- or corequisite.

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 on the GEP curriculum

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 110	Physics: Concepts and Applications
PHY 111	The Astronomical Universe
PHY 112	Energy: Problems and Promises
PHY 114	Technological Breakthroughs of the 20 th Century

Non-science majors Physics GEP lab-based courses:

PHY 113	Exploring the Physical World
PHY 115	Investigations in Astronomy

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, fluids, waves, optics, electricity and magnetism and optics.
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 101 for PHY 101L; PHY 102 for PHY 102L.

PHY 105-106 University Physics I, II (6 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 105 for PHY 105L; PHY 106 for PHY 106L.

PHY 110 Understanding the Natural World (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 GEP.*

PHY 111 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 GEP.*

PHY 112 Energy: Problems and Promise (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 GEP.*

PHY 113 Exploring the Physical World (4 credits)

In this lab-based course, students build up the basic principles of geometrical optics, electricity, thermodynamics, and/or classical mechanics by carrying out guided experiments and interpreting their results. Mathematics, at the level of geometry and simple algebra, is introduced when and as it is needed. *Successful completion of this course and lab satisfies the Natural Science requirement for students under the GEP.*

PHY 114 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 GEP.*

PHY 115 Investigations in Astronomy (4 credits)

This course, designed for the non-science major, provides an introduction to the science of astronomy. Topics include the

roles of observation, theory, philosophy, and technology in the development of the modern conception of the Universe. The Copernican Revolution, the birth and death of stars, our Milky Way galaxy, time, and our ancestral heritage in the cosmos will be discussed and explored. No previous science, nor mathematics beyond the level of high school algebra, is required. *Successful completion of this course and lab satisfies the Natural Science requirement for students under the GEP.*

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 hydrogen, fundamental aspects of quantum mechanics, the quantum 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 106.

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 162 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 or permission of the Department of Physics Chair.

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: 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, PHY 257

PHY 308 Waves and Optics (4 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, PHY 257

PHY 311 Experimental Methods of Physics I (2 credits)

Laboratory intensive with some lecture. A broad exposure to instrumentation and techniques of experimental physics. Focus on electromagnetism, electronics, optics, and fundamental ideas from modern physics. Emphasis placed on written and oral communication skills and team work. *One four-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. *One four-hour laboratory meeting per week.*

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 213.

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, PHY 257 or permission of the Physics Department Chair.

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 Physics Department Chair.

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, PHY 257 or permission of the Physics Department Chair.

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 semi-conducting 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 Physics Department Chair.

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 213, or permission of the Physics Department Chair.

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 213 or permission of the Physics Department Chair.

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, PHY 257, or permission of the Physics Department Chair.

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, PHY 257 or permission of the Physics Department Chair.

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 106, PHY 257 or permission of the Physics Department Chair.

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)*

Associate Professor: *Fukuoka, Liebell,*

Assistant Professors: *Gioioso, Scola*

Description:

Political Scientists study power and how it operates at different levels – among individuals, within and between institutions and individuals, and between countries, international organizations, corporations, societal groups, and individuals in the international arena. Our department hopes you will connect the classroom with the wider issues in global, national, and local politics by attending our many events, trips, study tours and internships.

Learning Goals and Objectives

The Political Science Department requires its students to learn, think, and apply.

Goal 1: Learn Fundamental Knowledge: Students will gain foundational knowledge in the major sub-fields of political science and understand the content and core concepts and theories within each sub-field.

Objective 1.1: Students will identify, define, or analyze the content and core concepts and theories within the sub-fields.

Goal 2: Think and Make Arguments: Students will think critically and develop arguments based on evidence.

Objective 2.1 Students will articulate verbally or in writing an argument which defines, analyzes or synthesizes relevant theories and concepts.

Objective 2.2 Students will apply relevant theoretical concepts to assess real world issues.

Goal 3: Think and Apply their Skills to Analysis: Students will evaluate arguments based on empirical evidence and assertions rooted in the discipline.

Objective 3.1 Students will apply a variety of tools methods, and perspectives to investigate and interpret issues relevant to the discipline

Goal 4: Apply their Skills to the "Real World": Students will be prepared for entry into professional careers, graduate schools, and other avenues related to Political Science as a discipline.

Objective 4.1 Students will demonstrate career preparation through experiential learning opportunities that are closely related to Political Science or a related field through the development of interpersonal, analytical, and problem-solving skills.

Requirements for the Political Science Major

GEP Signature Courses (See Curricula): six courses

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

Social/Behavioral Sciences: *POL 111 Introduction to American Government*

GEP Overlays (See Curricula): three courses, with POL 201/231 satisfying Writing Intensive

GEP Integrative Learning Component: three courses

- ECN 102 Introduction to Macro Economics
- MAT 118 Statistics
- Any upper division ECN, HIS, PHL, PSY, SOC or continuing Non-Native Language course beyond the GEP requirements.

GEP Electives: at least nine courses

Major Concentration: twelve courses

3 Additional Introductory Courses (see POL 111 under GEP Variable Courses):

POL 113 Introduction to Comparative Politics
POL 115 Introduction to Global Politics
POL 117 Introduction to Political Thought

1 Sophomore Seminar

POL 201 or 231 Sophomore Seminar (American) 201 **OR** (Comparative and Global) 231

Ideally majors take this course in the Spring of their sophomore years, after having completed at least three introductory courses. The sophomore seminars are not offered in the Fall. The Department strongly recommends that majors take either 201 or 231 before registering for an upper division course.

6 Upper Division Courses:

6 POL courses, numbered POL 300-499

1 Internship for Credit

1 Pol Course, numbered 411, 412, 413, 414 or 491

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. Moreover, students should prepare for their seminar by taking any pre-requisites.

Minor in Political Science

In order to qualify for a minor in Political Science, a student must complete POL 111 or POL 117 and five other Political Science courses, at least two of which must be upper division courses (200 level or higher). IRT 250 and IRT 495, if taught by POL instructors qualify, but the student must inform the POL Chair to have these accepted. International Relations majors must take either 111 or 117 and 2 POL classes that do not count for the IR major.

Requirements for Departmental Honors

Students with cumulative GPA in Political Science of 3.5 may apply to the Director of Honors Committee for Departmental Honors. To begin this process, a junior major (a) should have multiple discussions with a Department member who will mentor the thesis and, (b) in conjunction with that faculty member, draft a proposal, create a calendar, and develop a working bibliography for the project. 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 (and requires the signature of the Department Chair). Departmental Honors recipients count their Honors coursework sequence (POL 493-494) as 1 POL upper division and 1 senior seminar course.

Political Science First-Year Seminar Courses

POL 150 First-Year Seminar: The Politics of Inequality and Diversity in the U.S. (3 credits)

Since its founding, America has prided itself on the principle of equality in the political arena. Nonetheless, there have always been empirical inconsistencies between the rhetoric of equality and the actual lived experience of democracy in America. The first half of this course will analyze patterns of diversity and inequality across the U.S. in terms of race/ethnicity, class, gender, sexuality, and their intersections. Specifically, we will discuss how these patterns affect democratic governance in the U.S. – in other words, whose

voices are reflected in the political world and where? The second half of this course applies the above concepts to the study of one case: food justice. Through the lens of disadvantage, we will study the contours of this social movement in terms of its participants, goals, organization, and potential political future. *Not for major credit. This course satisfies the Diversity overlay requirement, and it is a Gender Studies course.*

POL 150 First-Year Seminar: Half the Sky: Women, Girls, and World Politics (3 credits)

Although women and girls comprise roughly half the earth's population, traditional analyses of world politics have ignored their roles in politics and the effects of international and national politics on females. This course seeks to remedy this absence by focusing on pressing contemporary issues, including political empowerment and democratization, post-conflict peace building, economic opportunities (and their absence), and gender-based violence. *Not for major credit. This is a Gender Studies course.*

POL 150 First-Year Seminar: Law, Student Liberties, and the Supreme Court (3 credits)

Can students wear arm bands to protest a war? Wear their hair long? Hand a sign that reads BONG HiTS 4 JESUS? Refuse to salute the flag? This class analyzes classic cases of discrimination based on race, gender, and sexual orientation with an emphasis on the rights of students. Students learn to read and brief cases and the course ends with a moot court. Students act as the justices and attorneys as they argue two cases that are currently before the Supreme Court. The course uses class discussions, briefs, and the moot courts to practice research, writing, and argument skills as well as to deepen students' understanding of the law. *Not for major credit.*

Political Science Introductory Courses

POL 111 Introduction to American Government and Politics (3 credits)

This course is an introduction to American political processes and institutions. The goal of this course is to acquaint the student with the theory and practice of American government. Students will learn about the basic structure, function, and dynamics of American government and the political system within in the context of the major political issues of our time. *Beyond studying the institutional structures and activities of government, we will also evaluate the relationships between individuals, groups, and institutions in terms of influence, process, and outputs in various domains. Depending on instructor, satisfies the Diversity overlay requirement.*

POL 113 Introduction to Comparative Politics (3 credits)

An introduction to the study of comparative political systems, this course focuses attention on the institutions and political cultures of select countries from different world regions, cultures, and levels of economic development. While exploring the varieties of democracy and authoritarianisms, as well as the complexity of democratizing today, this course

also introduces students to the comparative method. *Satisfies the Globalization overlay requirement.*

POL 115 Introduction to Global Politics (3 credits)

This course is an introductory survey of the major approaches (Realism, Liberalism, Constructivism, and Marxism), interpretations and problems in the field of International Politics, with a heavy emphasis on current events. Topics include security (war, peace, terrorism), international political economy (hegemony, development, globalization), and transboundary issues (migration, human rights). *Satisfies the Globalization overlay requirement.*

POL 117 Introduction to Political Thought (3 credits)

When is it justified to overthrow a tyrant? Do men and women have different virtues? Are markets just? Political theorists ask questions about justice, equality, law, property, community, and duty. This course examines questions that affect today's political world by examining the foundations of political thought - Plato, Aristotle, Aquinas, Machiavelli, Hobbes, Locke, Adam Smith, Madison, Rousseau, Marx - as well as contemporary theorists such as Foucault, and feminist Wendy Brown.

POL 201 Sophomore Seminar: Law and Social Change (3 credits)

What are the advantages and limits of using the law to affect social change? We use cases and case studies to examine the relationship between law and society. This course focuses on 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. This course features a moot court and is for POL majors only (with special exceptions for minors). Majors typically take this class (or its sibling - POL 231) during their spring sophomore semester. *Pre- or concurrent requisites: POL 111 and 117. Satisfies the Writing Intensive overlay requirement.*

POL 231 Sophomore Seminar: 1989/2011 - Contentious Politics, Change & Resilience around the World (3 credits)

Students will study two periods of enormous upheaval that have been associated with two remarkable years- 1989 and 2011 - and consider their aftermaths, because political transformation is a process not an event. In addition to this substantive focus, students will also learn about the logic and methods of social science inquiry and how to write a research paper for political science courses. By writing multiple drafts, students will develop their skills and ultimately produce an article-style paper. *This course is for POL or IR majors only (with special exceptions for minors), and POL majors typically take course (or its sibling - POL 231) during their spring sophomore semester. Pre- or concurrent requisites: POL 113 and POL 115. Satisfies the Writing Intensive overlay requirement.*

Political Science Upper Division Courses

Political Theory Courses

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)

Why did Ben Franklin say that the Swedes were "blackening" the colonies? Why did Lincoln change his mind about slavery? The course examines classic texts (for example, the American Revolution, the constitutional convention, Lincoln-Douglas debates) by linking them to other important intellectual and political movements in American thought (for example, white —women's suffrage, the 20th century civil rights movements). The course examines the changing political vocabulary in American politics – and the expansion of rights to men, laborers, women, racial minorities, and LGBT people.

POL 305 Politics, Ideology, and Film (3 credits)

How do ideologies -- bodies of thought -- affect individuals, social movements, nations, institutions, and groups? This course examines ideologies – fascism, communism, racism, capitalism, etc. -- through the study of primary texts and scholarly articles. We use films from Europe, Asia, Latin America, Russia, and the United States to place each ideology in historical, political, and/or economic context. Students are expected to master the complexities of the ideologies in historical context as well as evaluate ideologies that have shaped national and international politics in the twentieth and twenty-first centuries. This course fulfills the Ethics Overlay of the GEP and we focus on responsibility for the actions of a leader (are the German people responsible for Hitler's atrocities?), torture (is it ever ethical to torture someone for information?), and capital punishment (are there conditions when it is acceptable for the state to end a life?). *This is a Political Science and an International Relations course.*

American Government And Politics Courses

POL 209 Advising the President: A Simulation (3 credits)

What makes a president "great?" What is leadership? Why do some presidents succeed and others fail? This course offers 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 the media, interest groups, and public opinion. We will investigate how presidents decide their policy priorities; what

factors affect presidents' public standing; what conditions shape the president's relationship with Congress; and so on. Having carefully studied the presidency from the above perspectives, we will bring our informed insights to bear on two important questions confronting current and future presidents: race and gender. While the topic of the course is the presidency in general, the secondary goal of the class is to introduce and critically analyze how race and gender shape the ideas we have about our nation's highest office. This is traditionally offered as a January intersession course.

POL 308 Congress and the Legislative Process (3 credits)

The U.S. Congress was designed to meet the representational and legislative needs of the republic. In this course, we will study the inherent tension between the representing and legislating by simulating the behavior of members of the House of Representatives. We will pay particular attention to the work of committees, constituent representation, and the introduction and passage of legislation.

POL 311 Constitutional Law: Civil Rights and Liberties (3 credits)

A study of contemporary issues of civil rights and liberties in the United States, based on an examination of Supreme Court cases. Issues addressed include the return of substantive due process, freedom of speech, press, and association, racial and gender discrimination and the issue of fundamental rights, including the right of privacy. Students write weekly briefs and participate in a graded moot court.

POL 313 Public Policy (3 credits)

This course investigates public policymaking within the United States with an emphasis on the social construction of public policy. Students will assess the significance of social, economic, and political factors that influence policymaking and implementation; how problems become a part of the political agenda; and the major political ideological perspectives in the U.S. that impact policy process and content. The course is a study of policy in practice, as students will evaluate current social problems along with empirical social science research to determine the strengths and weaknesses as well as the intended and unintended effects of a particular social policy at the state and/or national level.

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; as well as current trends in the theory and practice of American public Administration.

POL 316 State and Local Government (3 credits)

This course focuses on gaining an understanding of the state and local tiers in our nation's three-tiered federal system. The organization of the course will explore the key elements of the federal system along with important characteristics of the institutional components that make up state and local

government, e.g. the executive, legislative and judicial branches. The course will also examine the political forces that energize state and local governments such as voters, parties, and interest groups. The very important matter of budgeting will be addressed as well. Finally, public policy issues of particular concern to state and local governments will be assessed. To assist in understanding state and local government issues, several guest speakers will address the class and add their insights. We will conduct several focus groups during the semester to discuss relevant issues and devote some attention to polling in the current political atmosphere.

POL 318 Pennsylvania Politics (3 credits)

This course is a study of the Commonwealth of Pennsylvania, its recent history, its politics, and the way its government is conducted. The course will have distinct, but overlapping emphases: The Political Environment: What are the political forces driving the agenda in this state? The issues: What are the issues that actually matter in this state? The Structure: How do the Governor's Office, the General Assembly, other statewide offices, and other departments of state government actually work? To assist in learning about these matters, several experienced and knowledgeable guest speakers will address the class. In addition, at various points in the semester, the class will be formed into a focus group to discuss various issues confronting the state.

POL 322 Campaigns and Elections (3 credits)

The Campaigns and Elections course is an examination of modern American political campaigns, with a focus on the dramatic changes that have occurred in electoral politics in recent years. The course will have three distinct, but overlapping emphases: 1. The Strategic Campaign: How are campaigns carried on and managed? How should they be? What are the new technologies that have so drastically changed the nature of political campaigns? 2. Voting Behavior; what are the deep and fundamental changes that have occurred in voting behaviors and attitudes in recent years? What are the implications of these changes for the electoral process? 3. The Media and Campaigns: How do the media influence campaigns and electoral outcomes? What are the implications of the pervasive relationship between politics and the mass media? To assist in learning about the real world of politics, several guest speakers with considerable experience in political campaigns will address the class. In addition, at various points during the semester, the class will be formed into a focus group to discuss various campaign-related issues. Typically offered in an even fall semester to correspond with the US election cycle.

POL 323 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. Satisfies the Diversity overlay requirement.

POL 326 Protesting Inequality (3 credits)

Through the lens of political science, this course examines the political causes and consequences of inequality in the United States and how citizens have responded to the empirical realities of unequal circumstances. While inequality is an economically, politically, socially, and morally complex phenomenon, this course emphasizes that inequality does not "just happen" but rather is a result of the way our society is structured. Nevertheless, citizens—agents—have protested inequality on various occasions and in many different ways. It is on these citizen protest movements that we will focus most of our attention, including, but not limited to, the "Poor People's Movements" of the 1960s, the Welfare Rights Movement in the 1990s, and the Occupy Movement of the 2010s.

POL 327 Environmental Politics in America (3 credits)

In order to understand today's controversies over fracking and global warming, this course examines the rise of environmentalism in America, moving from the progressive conservationism of Teddy Roosevelt through the environmentalism of Earth Day and the 1970's 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. The focus of all student work is current – unresolved – policy problems at the local, state, and national levels. One of the course highlights is a policy simulation.

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. *Satisfies the Non-Western overlay requirement and is a Latin American Studies Course.*

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 development and the recession in the 1990s, (3) Article 9 of the Peace Constitution and Japan, and (4) Collective memories of militaristic past and its legacies. Through the examination of these themes, Japan's politico-economic, cultural, and historical contexts will be visited and discussed under the broader framework of international relations in East Asia. *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 334 Russian Politics (3 credits)

In 1917, the USSR was born out of the ashes of the Russian empire, and in 1991, it died. Since the Soviet Union disintegrated, Russia has struggled to develop a new national identity, a healthy economy, a well-functioning polity, an efficacious state, and a new orientation in world affairs. This course investigates the significance of the Soviet legacy for the contemporary political situation in Russia and evaluates the impact of new forces unleashed since the end of the communist era. While learn about the USSR and developments in today's Russia, the class also investigates some of comparative politics' "big concepts:" revolution, the state, the nation, federalism, totalitarianism, authoritarianism, and democracy.

POL 335 Comparative Politics of the Middle East and North Africa (3 credits)

This course serves as an introduction to the politics of the Middle East and North Africa. This region comprises 24 countries (or more depending on who is counting!) and

spans three continents. Historically it has produced all three of the world's major monotheistic faiths and served as the battleground of kings and crusaders. Currently it is home to nation states, transnational movements, and several on-going conflicts. This course will explore the political system, political economy, and societal components of several countries in the region as a starting point to challenge broader themes of nationalism, territoriality, and political power.

POL 337 Contemporary Cuban Politics and Society -- Class and Study Tour (3 credits)

The Cuban revolution is one of the seminal events of Latin American twentieth century history. This course provides the tools to understand the forces that gave rise to the revolution, how 'the Revolution' has evolved over the more than five and a half decades since the Castro government has been in power, and how Cuban society has transformed – politically, economically, socially and culturally. Particular focus is placed on Cuba since the demise of the Soviet Union, the so called "Special Period," in which Cuba transitioned from a 2nd World client state into an isolated underdeveloped country. Political reforms since then have contributed to an aperture toward the outside world, as well as to steps towards greater economic freedom for Cubans. Many other topics, including race, gender, the arts, Cuba's foreign relations with the U.S. and the rest of the world, citizenship, religion, health care and Cuba's future, will be discussed as well. This course satisfies the Non-Western overlay requirement, and it is also a Latin American Studies and Africana Studies course.

POL 338: Democracy: Perspectives from Rome – Summer Study Tour (3 credits)

This class offers is an introduction to democratic political processes and institutions by using Rome as a case study. Students will learn about politics and political change in modern Italy; about the structure, function, and dynamics of government and the political system; about the political theories and events that affect the current political climate; and about how citizens participate through these structures. We will first read a few classics on democracy and the democratic tradition to establish a foundation of theoretical reasoning before moving on to an examination of the empirical evidence of how the system of politics functions in Italy. An additional, comparative function of this course will be a correlation of political institutions in the United States, urging students to reflect upon their own political environment.

International Politics Courses

POL 352 Global Political Economy (3 credits)

Global economic relations are international, political and complex; they involve cross border flows of goods, money, services, and people and they reflect and create power. This course focuses on the nature and impact of the movement of goods (trade), capital (money, foreign direct investment, bailouts), services (call centers), people (migration), and even "bads" (pollution and disease) to understand the challenges of and opportunities for development, globalization, and

international cooperation in today's world. It emphasizes the analysis of historic booms and busts in various national economies as well as current global events and trends. It also fulfills the Globalization overlay requirement. *(Prerequisite: POL 115) Satisfies the Globalization overlay requirement, and is also a Latin American Studies course.*

POL 353 Global Security (3 credits)

This course examines the weapons- and state-centric approach to security that was dominant during the Cold War and investigates how conceptions 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. Satisfies the Globalization overlay requirement and is also a Faith-Justice Program course.

POL 359 Contemporary International Migration (3 credits)

Migration has profound and transformative impacts on many aspects of politics, by its effects on labor markets, culture, gender, racial and ethnic relations, religion, and families and kinship ties. This course draws on social science literature to examine the causes and consequences of migration and the effects on both sending and destination countries in various regions of the world. It explores how various types of migrants - refugees, immigrants, guest workers, trafficked persons, and undocumented workers - have shaped and continue to reshape politics and society through their interactions and relationships with regimes of power and authority, established communities, and each other. This course also addresses the incorporation of migrants into political and economic life in their destination countries and how this reverberates in their home countries, the role of international organizations in global migration, and analysis of current migratory trends and polemics. *Satisfies the Globalization overlay requirement.*

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. *Satisfies the Non-Western overlay requirement.*

POL 367 Ethics in International Affairs (3 credits)

What is morality in international politics? Is ethical reasoning and action possible in international affairs? If possible, when and how? Proponents of IR Realist often claim that there is virtually no room for morality in international affairs, and states and state actors are rational thinkers in the state of international anarchy. For them, ethics are simply luxury and irrelevant. On the other hand, thinkers under the tradition of

IR liberalism/idealism emphasize the ethical dimension of state decision making and state behaviors. On what moral ground or ethical reasoning, are the moral behaviors taken place and observed/unobserved? The primary objective of the course is to help students enhance their analytical ability for the study of international ethics. To this end, the course will explore the main traditions and theories of international ethics with a focus on such topical areas as just war and use of force, universal human rights and humanitarian intervention, and national collective memory and post-conflict reconciliation.

POL 368 Global Gender Issues (3 credits)

This course 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, the ways in which the international political economy depends on and reinforces conceptions of gender, and how security is particularly gendered. *Satisfies the Globalization overlay requirement, and this is also a Gender Studies course.*

Political Science Senior Seminars

Senior 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 and presentations.

POL 401 Senior Seminar: Contentious Politics in the US (3 credits)

Contentious politics consists of many "non-traditional" forms of political action, including social movements, protests, political violence, and revolution. This course focuses on and compares particular cases of contentious politics, the origins of which are rooted in the perceived systematic, institutionalized inequality and violence perpetrated by the state and state actors. Importantly, the movements frame their struggle as one of social justice. However, the leaders within these movements disagreed about how best to fight for justice, ranging from nonviolent resistance to violent resistance to what some have called terrorism. What is "just" about each movement and who decides? Were the tactics employed by each group "just" and for whom? Can violent activity ever be justified? When do a state's actions become oppressive enough to warrant violent offenses? Through the lens of social justice theory, we will investigate claims of inequality, oppression, and domination articulated by actors within each of the movements and assess whether or not actions by these groups to resist injustice were morally and ethically justified.

POL 403 Senior 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 problematique. 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 a nation? *Satisfies the Writing-Intensive overlay requirement.*

POL 404 Senior Seminar: Contemporary Peacebuilding (3 credits)

The end of the Cold War brought widespread hope for world peace. Long simmering civil strife and interstate 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 and new ones emerged. 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. *Satisfies the Writing-Intensive overlay requirement.*

POL 407 Senior Seminar: Theories of Justice in the 21st Century (3 credits)

This political theory seminar examines some of the major theories of justice available to political theorists in the 21st century. We begin with an in-depth reading of the work that has defined justice in the 20th and 21st centuries: John Rawls' A Theory of Justice. We will also read selections from Rawls' Political Liberalism and his work on international justice, The Law of Peoples. In order to consider alternative theories of justice and criticisms of Rawls, we will read classic critical commentaries in the form of articles and book chapters from Michael Walzer, Michael Sandel, Alistair MacIntyre, Ronald Dworkin, Susan Okin, Robert Nozick, Brian Barry, Amartya Sen, and James Fishkin. Course goals: 1) provide the student with an in-depth reading of major political theorists of justice; 2) provide students the opportunity to develop a more sophisticated understanding of political justice through the weekly writing of critical, interpretive, and comparative essays; 3) encourage the student, over the course of the semester, to compare and contrast theories; and 4) students obtain a vocabulary of political ideology (liberalism, communitarianism, conservatism, feminism, legalism, utilitarianism, and post-modernism) as well as an understanding of different types of justice (e.g., distributive v. restorative). *Prerequisite: POL 17 or permission of instructor. Satisfies the Writing-Intensive overlay requirement.*

Political Science Experiential Courses

POL 191 Washington Leadership Seminar (3 credits)

Students who attend The Washington Center (TWC) take a leadership seminar through TWC. *This course is an elective; it does not count for major or minor credit.*

POL 192 Washington Internship (3 credits)

Students who attend The Washington Center (TWC) for a normal academic semester (fall or spring) perform a 30-35 hour a week internship. *The Department grants students two upper division courses (6 credits) for the internship (see POL 411-412 below) and this third elective course for all these*

hours of work. Again, POL 197 is an elective; it does not count for major or minor credit.

POL 193 Washington Center Elective Course (3 credits)

Students who attend The Washington Center (TWC) take one evening course at the Center in addition to performing their internship and participating in the leadership seminar. If this course is in Political Science, we transfer it back as POL 198, an elective; it does not count for POL major or minor credit. Students may take a course in another discipline to count for minor or double major credit, according to that Department's/Program's rules.

POL 411-412 Washington Internship I-II (6 credits)

At The Washington Center (see information under Special Academic Programs and Services for more), students are placed in an internship where they work 30-35 hours in an office making substantive contributions to its work in politics, public policy, law, advocacy, or other related fields. For these activities, students earn two courses worth of upper division credit. *Please note: the other courses at the Washington Center do not count for Upper Division POL major or minor credit.*

POL 413-414 International Internship I-II (3 or 6 credits, depending on the Program)

Some study abroad programs offer internship credit for one or two classes. Please note: subject to administrative approval, students may earn two courses of UD POL credit if their internship is in the 32-hour/week range.

POL 491 Philadelphia-Area Internships (3 credits)

Work for the District Attorney of Philadelphia? CBS? A judge? The World Affairs Council of Philadelphia? 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. This course teaches you how to write a resume, cover letter, and perform a job search. Available both Fall and Spring. Occasionally, a student may elect to take the internship twice, but that second course counts for elective credit, and the student must obtain permission of the internship coordinator first. *The course is open to ALL majors and satisfies the GEP Writing Intensive Overlay.*

Political Science Honors Research

POL 493, 494 Honors Research in Political Science (3 credits)

Majors with a minimum GPA of 3.5 in Political Science courses may apply to the Honors Program to earn Departmental Honors. Applications are due 4/15 of the junior year for the right to perform a year-long research project under the supervision of a Political Science Department member. To succeed in the application, the student should be in conversation with that faculty member early on in the junior year. Then, the student works closely with her/his mentor over the course of the senior year to prepare and present a thesis that passes the scrutiny of the mentor, an

outside faculty reader with complementary expertise, and a member of the Honors Committee. *Prior approval from the Honors Program and Department is necessary. Students who complete Departmental Honors are not required to take a POL Senior Seminar. One semester of HON research counts for the seminar, and the other for an upper division POL course.*

Psychology

Professors: *Chapman (Emeritus), Leitner (Chair), Mindell, Schatz, Thomas*

Associate Professor: *Anastasio, Anderson, Garrigan, Murray, Shih*

Assistant Professors: *Becker, Conry-Murray, 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 a scientific, clinical, and 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. Students wishing to pursue careers in the mental health professions can take advantage of our clinical concentration of courses. For those students interested in pursuing graduate study in Psychology, the Department offers a five-year Bachelor's/Master's degree program that offers training in the areas of behavioral neuroscience, clinical psychology and neuropsychology, behavioral pediatrics, social psychology, cognitive psychology, and developmental psychology.

Our graduates are currently college professors, researchers, school psychologists, clinical 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 pages 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.

Learning Goals and Objectives

Goal 1: Knowledge Base in Psychology. Students will develop an understanding of the major concepts, theoretical

perspectives, empirical findings, and historical trends in Psychology.

Objective 1.1: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in Psychology as a social science.

Objective 1.2: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology as a natural science.

Goal 2: Scientific Inquiry and Critical Thinking. Students will develop scientific reasoning and problem solving skills. They will be able to understand and apply basic research methodology in psychology, including research design, data analysis, and interpretation.

Objective 2.1: Students will be able to understand and apply basic research design strategies.

Objective 2.2: Students will be able to understand and apply basic data analysis strategies.

Objective 2.3: Students will be able to interpret scientific data.

Objective 2.4: Students will demonstrate competence in the use computers and other technologies to conduct literature reviews and statistical analyses.

Goal 3: Ethical and Social Responsibility in a Diverse World. Students will develop an understanding of ethically and socially responsible behaviors in professional and personal settings in a landscape of increasing diversity.

Objective 3.1: Students will understand and apply ethical psychological principles.

Objective 3.2: Students will be able to understand diversity, appreciate ethical behavior, and reflect other values that are the underpinnings of Psychology as a discipline.

Goal 4: Communication. Students will demonstrate competence in written and oral communication skills.

Objective 4.1: Students will demonstrate competence in written communication.

Objective 4.2: Students will demonstrate competence in oral communication.

Requirements 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:

Two non-lab courses, or one science course with lab to fulfill this requirement.

GEP Overlays (See Curricula): Three courses

GEP Integrative Learning Component: Three courses

A social science course in a field other than Psychology

A Biology course [Note: This Biology course cannot be the same one used to satisfy the GEP Variable Courses requirement for a Biology course with a laboratory.]

MAT 118 (Introduction to Statistics)

Note: MAT 118 is a 'Math Power' course

GEP Electives:

Psychology majors will take between 10 and 14 free electives depending upon whether a student enters the University with AP credit.

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.

Psychology Breadth Requirement:

PSY 100 or PSY 101	Introductory Psychology
PSY 200 or PSY 231	Personality or Developmental Psychology
PSY 201	Biological Basis of Behavior
PSY 212	Multicultural Psychology
PSY 220 to 229	Natural Science-Based Psych Elective
PSY 230 to 239	Social Science-Based Psych Elective
PSY 220 to 239	Any Psychology Elective
Any course from among: PSY 205 - 208, 220 - 239, 250, and 390 - 392	Special Psychology Elective

Psychology Research Sequence:

PSY 210	Research Methods
PSY 211	Statistics for the Social Sciences
(Prerequisite: MAT 118)	
Psychology Lecture w/ Lab	Psychology Lab Requirement
PSY 491 - 494	Research Seminar

The 4 permissible sequences for Psychology Lab and Research Seminar are:

- PSY 227 Cognitive Psychology w/ PSY 320L Lab
PSY 493 or PSY 494
- PSY 221 Animal Learning and Behavior Lab w/ PSY 321L Lab PSY 493 or PSY 494
- PSY 230 Social Psychology w/ PSY 330L Lab PSY 491 or PSY 492

- PSY 231 Developmental Psychology w/ PSY 331L Lab
 PSY 491 or PSY 492

Experiential Requirement:

Psychology majors must satisfy an experiential course requirement. This requirement can be satisfied in a number of ways, and with either a Psychology course or a course offered by another academic department. Students must complete one of the following:

Independent Study (PSY 374/375):

The content of the Independent Study is negotiated between student and faculty mentor. The content cannot be that of an existing course in the curriculum unless that course will not be offered during the time that the student completes his or her program of study.

Independent Research (PSY 392/393):

Students are responsible for designing and conducting an original research project under the direction of a faculty mentor.

Internship (PSY 390/391): Internship entails spending eight hours each week in a supervised field experience. Settings include clinical, clinical research, counseling, hospital, educational research, special education, correctional, and industrial facilities. Site locations of recent internships have included the following:

Fox Chase Cancer Center	Children’s Hospital of Pennsylvania
Women Organized Against Rape	Center for Autistic Children
North Light Community Center	Alliance for Psychoanalytic Thought
Center for the Treatment of Anxiety	Saunders House
Delaware County DA Office	Comcast-Spectator
Inglis House	HERS Foundation
Overbrook School for the Blind	Elwyn

Dr. Phyllis Anastasio (Post Hall 221, panastas@sju.edu) oversees the internship course for the Psychology Department.

Service-Learning

Service Learning courses combine traditional academic coursework with community-based service experience, consistent with the Jesuit tradition and mission of SJU. Students spend three hours per week in service at specified sites relevant to coursework. Over 15 departments/programs offer periodic service-learning courses, including psychology. These courses are highlighted in the course schedules prepared by the Registrar.

Study Tours

Study Tours are designed to provide students with a brief immersion experience relevant to coursework. These courses are highlighted in course schedules.

Study Abroad

Study Abroad opportunities are made available through the Center for International Programs. Currently, SJU students have opportunities to study at 24 locations in 13 countries. For more information, see <http://www.sju.edu/cip/studyabroad> or contact the study abroad office at cip@sju.edu, or ext. 1835.

Free Electives

Psychology majors have seven to ten free electives

PSY 390/391	Internship
PSY 374/375	Independent Study
PSY 392/393	Independent Research
(Any course)	Service Learning
(Any program/any course)	Study Abroad/Tour
PSY 591 (Only for students in the 5 year combined BS/MS program)	Directed Studies I

(depending upon how Foreign Language, Social Sciences, and Experiential requirements are met). There are no restrictions on these elective courses other than ordinary prerequisites. Students may elect to take additional Psychology courses, or may use these electives to fulfill the requirements of a minor in another related discipline.

Clinical Psychology Concentration

The Department of Psychology offers a clinical concentration of courses in support of those Saint Joseph’s Psychology majors who are interested in pursuing careers in clinical psychology, counseling psychology, and related mental health fields. Psychology majors are eligible to take an additional sequencing of courses to gain greater understanding of the field of clinical psychology. The goals of the clinical concentration are:

- To ensure that students take additional courses required by graduate programs in clinical psychology (e.g., Developmental Psychology and Abnormal Psychology).
- To help students better understand the field of clinical psychology and to make informed choices on fit with various types of graduate programs (e.g., social work vs. clinical psychology vs. health psychology) and the type of theoretical orientation the various types of programs provide (e.g., psychodynamic, cognitive-behavioral, socio-cultural).
- To encourage students to gain some exposure to the clinical psychology profession (e.g., to the tasks clinicians perform and/or to special populations with whom they work).

Completion of all 6 courses listed below is required to earn the designation of ‘Clinical Concentration’ on a student’s transcript. Courses marked with * can also count towards the Psychology major requirements.

PSY 200*	Personality Psychology
PSY 231*	Developmental Psychology

PSY 232	Abnormal Psychology (prerequisite for PSY300 and PSY301)
PSY 300	Clinical Psychology
PSY 301	Psychological Assessment
PSY 390*	Internship

PSY 100	or Introduction to Psychology
PSY 101	
PSY 200	or Personality (200) or
PSY 231	Developmental Psychology (231)
PSY 201	Biological Bases of Behavior
Three additional psychology courses from any combination of the following:	
PSY 120-124	PSY 212
PSY 220-229	PSY 230-239

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 and 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:

- A completed Saint Joseph's University graduate application.
- Official sealed transcript(s) of undergraduate/graduate coursework. If you are an SJU graduate the Office of Graduate Operations will obtain your SJU transcripts for you.
- A current resumé 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.
- The Psychology graduate application insert.

All application materials are due by March 1st. 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

Completing a Psychology minor requires six courses:

The academic advisor for minors is the departmental Advising Coordinator, Dr. Josephine Shih (225 Post Hall, jshih@sju.edu). You can schedule an appointment to declare the psychology minor with her via www.shih.simplybook.me.

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.

Requirements for Psi Chi, the International Honor Society in Psychology

Saint Joseph's University maintains an active chapter of Psi Chi (ΨΧ), the International Honor Society in Psychology. The purpose of Psi Chi is to encourage, stimulate, and maintain excellence in scholarship, and to advance the science of Psychology. Membership in Psi Chi is open to all students who meet the following minimum qualifications:

- Registration for major or minor standing in Psychology.
- A rank in the upper 35% of their graduating class in general scholarship.
- Completion of the following courses:
 - Introductory Psychology (either PSY 100 or PSY 101)
 - Research Methods (PSY 210)
 - Statistics for the Social Sciences (PSY 211)
 - At least one other Psychology course
- A cumulative GPA not lower than 3.2 in all Psychology classes, as well as in overall cumulative grades.
- Two-thirds affirmative vote of those members present at a regular meeting of the chapter.
- High standards of personal behavior.
- Approval of the International Psi Chi office.

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 200 Personality (3 credits)

What are the forces that make us who we are, and uniquely different from all others? Is it our unique genetic make-up, our familial environment, our neighborhoods and peers, our culture? This course examines and strives to integrate human personality from several levels of analysis: trait level, biological level, motivational level, environmental level including microenvironments (family) as well as macro environments (neighborhoods, peers, culture), and cognitive level. Important psychological questions are built into this analysis, including the nature/nurture debate, conscious/unconscious processes, and free-will/determinism.
Prerequisites: 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: 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: PSY 100 or PSY 101)

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: 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. Note: GEP Diversity course.
Prerequisite: PSY 100 or PSY 101.

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.
Prerequisites: PSY 100 or PSY 101.

Introductory Electives:

NOTES: Psychology introductory elective courses (PSY 120 through PSY 152) do not have any pre- or co-requisites. With the exception of PSY 100, introductory electives (PSY 120 through PSY 150) do not count toward the Psychology major or the Psychology minor.

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 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 roles we play during different periods of our lives. In this course we seek to describe these changes through the scientific research that has observed, measured, recorded and interpreted objective data on growth and development. Additionally we will seek to explain these changes in so far as possible, attempting answers to why they have occurred and what influential roles heredity and environment play.

PSY 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.
Notes: This course is only open to students who are not and do not plan to be Psychology majors. Note: This course is not open to students who have taken PSY 231.

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. *Notes: This course is only open to students who are not and do not plan to be Psychology majors. Note: 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 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 gender similarities and differences.

PSY 125 Forensic Psychology (3 credits)

This course will provide a broad overview of the field of forensic psychology and the numerous ways that the discipline of psychology may be applied to the practice of the law. Forensic psychology focuses on the application of psychological research, methods, and expertise to issues that come before the legal system. The mental disorders that are encountered in forensic evaluations will be considered, along with the manner in which forensic psychologists assist judges and juries in determining criminal responsibility and punishment. Students will learn about the psychological underpinnings of crime; issues around competency to stand trial; issues around the insanity defense, capital murder and the death penalty; issues around child custody matters; jury selection; and interrogation procedures.

PSY 150 Gender Matters (3 credits)

This course provides an overview of research and theories on the biological, psychological, and the social aspects of gender. Areas of similarities as well as differences between men and women will be discussed. Significant attention will be given to the impact gender has on the everyday lives of women and men in contemporary American society today.

Advanced Electives:

Note: Introductory Psychology (PSY 100) or Introductory Psychology Seminar (PSY 101) is a prerequisite for ALL 200-level Psychology advanced electives.

PSY 205 Neuroscience Foundations (3 credits)

This course will introduce students to the diverse disciplines of the neurosciences, with an emphasis on methodologies and historical research and perspectives. Students will obtain an understanding of the anatomy of the central and peripheral nervous systems, with a specific focus on electrical and chemical cellular transmission, and the pharmacology of synaptic transmission. Note: This course is an elective that can also be used to satisfy the requirements of the Behavioral Neuroscience minor.

(This course is an elective that can also be used to satisfy the requirements of the Behavioral Neuroscience minor.)

Prerequisites: PSY 100 or PSY 101; ; PSY 201 or BIO 101; and a declared Behavioral Neuroscience minor or the permission of the director of the Behavioral Neuroscience minor.

PSY 206 Behavioral Neuroscience (3 credits)

In this advanced course, students will explore the neural and hormonal regulation of social behavior. Topics to be covered will include: sleep and other biological rhythms, neurological and psychiatric disorders, emotion, learning and memory, behavioral endocrinology, ingestive behavior, and reproductive behavior. Note: This course is an elective that can also be used to satisfy the requirements of the Behavioral Neuroscience minor.

Corequisites: PSY 340L. Prerequisites: PSY 100 or PSY 101; PSY 201 or BIO 101; and PSY 205 or BIO 412; a declared Behavioral Neuroscience minor or the permission of the director of the Behavioral Neuroscience minor.

PSY 207 Cognitive Neuroscience (3 credits)

This course will introduce students to the emerging interdisciplinary field of cognitive neuroscience. Students will learn methodological and investigative techniques and strategies used in research in cognitive neuroscience. Students will be also exposed to current research in psychophysiology and neuroradiology that further understanding of behaviors such as attention, perception, learning and memory, language, reasoning, and consciousness. *Note: This course is an elective that can also be used to satisfy the requirements of the Behavioral Neuroscience minor* Prerequisites: PSY 100 or PSY 101; PSY 361; and a declared Behavioral Neuroscience minor or the permission of the director of the Behavioral Neuroscience minor.

PSY 208 Human-Animal Relations (3 credits)

Non-human animals play an integral part in lives of humans. This course will explore the important relationship between human and non-human animals. Topics to be covered include: the history of animal domestication, and the influence of animals on human culture and religion. Moreover, the ethical implications of human interactions with animals in the laboratory, in captivity, as livestock, and in the wild will be considered. Note: This course is an elective that can also be used to satisfy the requirements of the Animal Studies minor. Prerequisites: PSY 100 or PSY 101.

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 object perception, visual attention, music and speech perception, somatosensory processing, taste preferences, and smell recognition. *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 is a corequisite for PSY 220 if both are offered during a given semester. Prerequisites: PSY 100 or PSY 101.

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 is a corequisite for PSY 221 if both are offered during a given semester. Prerequisites: PSY 100 or PSY 101.*

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. *Prerequisites: PSY 100 or PSY 101.*

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. *Prerequisites: PSY 100 or PSY 101.*

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. *Prerequisites: PSY 100 or PSY 101.*

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. *Prerequisites: PSY 100 or PSY 101.*

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. *Prerequisites: PSY 100 or PSY 101.*

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. *Prerequisites: PSY 100 or PSY 101.*

PSY 230 Social Psychology (3 credits)

The discipline of social psychology can be described as the study of the "power of the situation." Although we like to think that our behavior and our attitudes are freely chosen by us, this course illuminates how powerful outside situational forces can be in shaping both. It involves the understanding of how people influence, and are influenced by, others around them; how we form impressions of others and of ourselves; what determines our attraction to others (or lack thereof); why we help one another, and why we hurt one another. In addition to a basic understanding of these phenomena, an equally important goal is to develop critical and integrative ways of thinking about theories and research in social psychology. *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 is a corequisite for PSY 230 if both are offered during a given semester. Prerequisites: PSY 100 or PSY 101.*

PSY 232 Abnormal Psychology for Psychology Majors (3 credits)

This course will provide an overview to the study of psychological disorders or abnormal behavior. Our current understanding of psychological disorders 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. Prerequisites: PSY 100 or PSY 101.*

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. *Prerequisites: PSY 100 or PSY 101.*

PSY 234 Psychology of the Self (3 credits)

This course has been designed to provide in-depth considerations of both classic and current issues regarding the self. As a concept, the self is consistently referred to in many fields of psychology. But what is the self and how is it represented? This course will consider the self from a social psychological perspective. Special focus will be on defining the self and identifying the influences that various aspects of the self have on our perceptions, emotions, and behavior. *Prerequisites: PSY 100 or PSY 101.*

PSY 235 Psychology of Gender (3 credits)

This course will examine a wide variety of psychological issues concerning gender. Topics will include gender bias in research, theories of gender, gender typing, cultural emphases on gender differences, gender and the self-concept, and psychological phenomena unique to women's and men's experiences. *Prerequisites: PSY 100 or PSY 101.*

PSY 236 Ethics in Psychology (3 credits)

Ethics and professional issues in clinical psychology will be addressed in this course. The focus will be on ethical principles as applied to psychological assessment and diagnosis, psychotherapy and clinical judgment, clinical research, and client-patient and student-teacher relationships. Case studies will be used to illustrate ethical and professional issues, as well as examples from clinical practice and modern media. *Note: GEP Ethics-intensive course. Prerequisites: PSY 100 or PSY 101.*

PSY 237 Abnormal Child Psychology (3 credits)

This course will provide a comprehensive introduction to abnormal child psychology. Assessment, diagnosis, and treatment of children and adolescents will be discussed. Specific disorders covered will include attention-deficit/hyperactivity disorder, anxiety disorders of childhood, affective (mood) disorders, conduct disorder and other disruptive behavior disorders, learning disabilities, autism spectrum disorders, and sleep disorders. *Prerequisites: PSY 100 or PSY 101.*

PSY 238 Social Development (3 credits)

Social development involves the ways that children grow and interact with others, including parents, peers, siblings and authority figures. This course will cover social development from infancy through adolescence. The course will cover the major theories of social development, as well as issues such as parenting styles, gender development, moral development, aggression and motivation. *Prerequisites: PSY 100 or PSY 101.*

PSY 250 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. *Prerequisites: PSY 100 or PSY 101.*

PSY 300 Clinical Psychology (3 credits)

This is an advanced course that provides an overview of the field of clinical psychology. Students are expected to have taken Abnormal Psychology and are familiar with the various psychological disorders covered in that course. The primary goals of the Clinical Psychology course are to familiarize students with the history of clinical psychology as a field, including the roles in which clinical psychologists serve and settings in which they work, as well as current issues and debates in the field; provide a foundation in student's understanding of the various theoretical orientations that guide how clinical psychologists approach their work; orient the student to the various types of assessments that are employed to aid in the treatment conceptualization; and help students clarify their own interests and approaches in the mental health field and mapping them to the client populations and presenting problems of interests and the appropriate graduate programs to suit their goals. *Prerequisites: PSY 100 or PSY 101, and PSY 232.*

PSY 301 Psychological Assessment (3 credits)

This course covers the theory, construction, use, and interpretation of the wide range of available psychological, neuropsychological, and educational tests. Tests of intellectual ability, academic achievement, industrial aptitude, and personality and clinical variables will be reviewed. Specific emphasis will be placed on reliability, validity, ethics, the utility of test measures, test administration, and interpretation and communication of test results. *Prerequisites: PSY 100 or PSY 101, and PSY 232.*

PSY 370/371 Advanced Topics in Psychology, Natural Science I/II (3 credits)

This course will focus on a different topic in psychology from the perspective of the natural sciences each semester that it is scheduled. Prerequisites: PSY 100 or PSY 101.

PSY372/373 Advanced Topics in Psychology, Social Science I/II (3 credits)

This course will focus on a different topic in psychology from the perspective of the social sciences each semester that it is scheduled. *Prerequisites: PSY 100 or PSY 101.*

Laboratory Courses

Note: PSY 100 or PSY 101, and PSY 200, PSY 201, PSY 210, and PSY 211, or the permission of the instructor, are prerequisites for ALL Psychology laboratory courses. *Students who enroll in a Psychology laboratory course must simultaneously enroll in the lecture course listed as its corequisite.*

PSY 320L/321L Psychology Laboratory, Natural Science I/II (1 credits)

This laboratory course is a corequisite for Sensation and Perception, PSY 220, and Animal Learning and Memory, PSY 221. Prerequisites: PSY 100 or PSY 101, and PSY 200, PSY 201, PSY 210, and PSY 211.

Corequisites: PSY 220 or PSY 221.

PSY 330L/331L Psychology Laboratory, Social Science I/II (1 credits)

This laboratory course is a corequisite for Social Psychology, PSY 230, and Social Development, PSY 238. *Prerequisites: PSY 100 or PSY 101, and PSY 200, PSY 201, PSY 210, and PSY 211.*

Co-requisites: PSY 230 or PSY 238.

PSY 340L Behavioral Neuroscience Lab (1 credits)

In this lab, students will learn neuroscience research techniques and conduct a self-designed, semester-long research project exploring the consequences of brain lesion on behavior. Students are expected to learn aseptic surgical techniques and will conduct survival brain surgery on their research animal. Brains will be collected at the end of the semester for further analysis. Students gain valuable neuroscience experience, through this authentic laboratory course. *Corequisites: PSY 206.*

Psychology Experiential Courses

Note: ALL Psychology experiential courses are restricted to junior and senior psychology majors/minors. PSY 210 is a prerequisite for ALL Psychology experiential courses. The permission of the instructor is also required for ALL Psychology experiential courses.

PSY 374/375 Independent Study I/II (3 credits)

The content of the Independent Study is negotiated between student and faculty mentor. The content cannot be that of an existing course in the curriculum unless that course will not be offered during the time that the student completes his or her program of study.

PSY 390/391 Internship I/II (3 credits)

Internship entails spending eight hours each week (for a total of 112 hours) at a site in which students' work will be supervised and evaluated. Settings include clinical, clinical research, counseling, hospital, educational research, special education, correctional, and industrial facilities.

PSY 392/393 Independent Research I/II (3 credits)

Students are responsible for designing and conducting an original research project under the direction of a faculty mentor.

Capstone: Research Seminars

Note: Introductory Psychology (PSY 100, PSY 101, or PSY 100), PSY 200, PSY 201, PSY 210 PSY 211, and a laboratory course (PSY 320L, 321L, 330L or 331L) or the permission of the instructor are prerequisites for ALL Psychology research seminars.

PSY490/491 Research Seminar in Psychology, Natural Science I/II (3 credits)

This course will focus on a different topic in psychology from the perspective of the natural sciences each semester that it is scheduled. The semester's topic will be treated in depth in a seminar format. Students will become familiar with research and theory in the area under study using primary source material. Students may also become involved in research projects in the area under study.

PSY493/494 Research Seminar in Psychology, Social Science I/II (3 credits)

This course will focus on a different topic in psychology from the perspective of the social sciences each semester that it is scheduled. The semester's topic will be treated in depth in a seminar format. Students will become familiar with research and theory in the area under study using primary source material. Students may also become involved in research projects in the area under study.

Sociology

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

Associate Professor: *Logio (Chair), Clampet-Lunquist*

Assistant Professors: *Ayella, Brown (Internship Director), Kelly, Logue, Moore*

Sociology Learning Goals and Objectives

Goal 1: Sociology majors will demonstrate comprehension of the discipline of sociology and its role in contributing to our understanding of social reality.

Objective 1.1: Students can apply the sociological imagination, sociological principles, and concepts to her/his own life.

Objective 1.2: Students can compare and contrast basic theoretical orientations.

Goal 2: Sociology majors will develop knowledge of sociological research methods.

Objective 2.1: Students can design a research study in an area of choice and explain why various methodological decisions were made.

Objective 2.2: Students can run basic statistical analyses to answer research questions.

Objective 2.3: Students can identify and understand how to apply different methodologies (i.e., quantitative vs. qualitative) to the same subject and determine the benefits of each.

Goal 3: Sociology majors will understand how to communicate within their discipline.

Objective 3.1: Students can engage in social scientific technical writing that accurately conveys data findings.

Objective 3.2: Students can orally present research or course material clearly and concisely.

Goal 4: Sociology majors will incorporate the values from the discipline.

Objective 4.1: Students can assess the impact of the negative effects of social inequality.

Objective 4.2: Students can appraise the utility of the sociological perspective as one of several perspectives on social reality.

Goal 5: Sociology majors will understand the operation of culture and social structure.

Objective 5.1: Students can describe the significance of variations by race, class, gender, sexual orientation, and age, and thus critically assess generalizations or stereotypes for inaccuracy.

Objective 5.2: Students will identify examples of specific policy implications using reasoning about the effects of social structuration.

Goal 6: Sociology majors will be socialized for professional careers and/or further studies.

Objective 6.1: Students can identify a social problem, design ways to address it, and outline feasible steps to accomplish their task.

GEP Signature Courses: six courses

GEP Variable Courses: six to nine courses, including:

Social/Behavioral Science

SOC 101 Introductory Sociology

GEP Overlays: three courses

GEP Integrative Learning Component: three courses

MAT 118	Introduction to Statistics-This is necessary for use of SPSS
Social Science	Introduction to Psychology, or Economics, or Political Science, or History, or any other social science course.
Arts & Sciences course	Any course within the College of Arts and Sciences will satisfy this requirement enhancing our students' understanding of social justice

GEP Electives: 8 elective courses

Major Concentration:

SOC 102	Social Problems
SOC 211	Classical Sociological Theory

SOC 312	Social Research Methods
SOC 313	Data Analysis
SOC 495	Research Seminar
SOC 470	Special Topics
OVERLAY:	Any experiential learning, including study abroad, internships, study tour courses, and service learning

and six additional SOC courses numbered above 200 as listed.

Minor in Sociology

The minor in sociology requires SOC 101, 102, 211, 312 or 313, and any two upper division (201 or above) sociology courses.

For Criminal Justice majors, the minor in sociology requires SOC 211, and four upper division SOC courses.

Requirements for College Honors Sociology Courses

Requirements for college honors are found under Honors Program on the SJU webpage.

Sociology majors who would like to complete a College Honors thesis would take 496 in place of 495 during the fall of senior year and then complete an additional honors course during the spring semester of their senior year. The requirement is to complete an extended thesis.

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. Satisfies Gender Studies minor.*

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 201 Schools in Society (See EDU 150) (3 credits)

SOC 205 Ethnic and Minority Relations (3 credits)

This course provides an analysis of relationships between dominant and minority groups, with a particular focus on ethnic and racial stratification in the U.S. As part of this discussion, we focus on intersecting statuses that shape the outcomes of individuals and groups experiences, including their interactions with each other and social institutions. While the course largely focuses on issues of race/ethnicity, we will also address other forms of minority-dominant group relations, such as sexual orientation, social class, and gender, as the intersectionality of statuses is important in any attempt to gain a better understanding of all these types of relationships. We begin the course by addressing the issue of race as a social construct rather than a biological fact, but a construction that carries very real consequences. We then shift to a focus on prejudice, stereotypes, and discrimination, with particular attention on how they serve to create, sustain, and reproduce oppression and inequalities. We then examine how privileged statuses, particularly white privilege serve to marginalize nonwhites and the damaging paradox of this privilege for economically disenfranchised whites. We conclude the course by addressing the future of race and racism in the 21st century, such as colorblind racism, and the implications for coalition building across racial/ethnic lines. *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. Satisfied Diversity GEP.
Pre-requisite SOC 101 or SOC 102

SOC 209 The Sociology of Intimate Relations (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. Satisfied Gender Studies minor, Diversity, GEP Social Science, Sociology (not CJ) elective.

SOC 210 Sociology of African-American Catholicism (3 credits)

A sociological analysis of religion is as old as sociology itself, and race is one of the key themes in sociology. This course will combine the two themes by using a sociological lens to study African-American Catholicism. We will begin by examining theoretical perspectives that can then be used to study Black American Catholicism. We will use these theoretical perspectives to examine several key works by historians, theologians, and the United States Conference of Catholic Bishops that tell the story of African-American Catholics in the United States.

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 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.*

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.*

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.

SOC 225 Introduction 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.

SOC 232 The Sociology of 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. *Satisfies Gender Studies minor, Diversity GEP, Social Science, Sociology (not CJ) 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 225

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, satisfies Diversity GEP course*

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 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.*

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, surveillants, as well as from the physical evidence at the crime scene. Suggested also for prelaw students. *Criminal Justice elective.*

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.*

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 267 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 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 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. *Satisfies Globalization.*

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 312 Social Research Methods (3 credits)

Presents the main ways of gathering social scientific information, e.g., questionnaires, interviews, observation, experiments, content analysis, etc.; Specific emphasis placed on the ethical considerations when conducting social science research.

Pre-requisite SOC 101 or SOC 102

SOC 313 Data Analysis (3 credits)

This course introduces students to the Statistical Package for the Social Sciences (SPSS) for conducting quantitative data analysis. Using the General Social Survey and other publicly available data sets, we will learn about transforming variables, conducting univariate and bivariate analysis, requesting descriptive and inferential statistics, and learning how to interpret these statistics. Emphasis is on doing the analysis and presenting the analysis for research projects.

This course is a prerequisite for Seminar, SOC 495.

SOC 316 Fair Trade: From Co-op to Cup (3 credits)

This course is designed to trace the path of fair trade coffee beans as they are grown in a cooperative in Nicaragua until they reach a consumers' cup in the United States. In this class, we will examine the labor-intensive activities that go into producing a cup of coffee, the environmental impacts of producing shade grown and organic coffees, and the economic benefits that farmers receive for growing coffee in Central America. We will travel to Nicaragua and live alongside coffee farmers who are growing fair trade coffee. We will learn about the "Coffee Crisis" that greatly affected Central American farmers in the early 2000s, and we will look at the limits and possibilities of producing coffee in a cooperative. Prior to attending the trip we will read about the political and economic dynamics of Central America, the history of coffee and the fair trade movement, and what fair trade means in the minds of ethical consumers. In thinking about the stories behind their purchases, students will gain broader insight into the limits and possibilities of integrating their values into their everyday shopping patterns.

SOC 317 Sociolinguistics (Please see LIN 317 for description)**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 323 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.

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 politics 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

SOC 328 The Wire and its Contribution to Understanding Violence, Youth, and Urban Inequality (3 credits)

Although journalists and media critics around the world have heaped deserved acclaim on *The Wire*, many people do not recognize its contribution to social science. Students in this seminar will watch, critique, and discuss selected episodes of *The Wire* along with assigned readings on urban inequality, crime, and violence that relate to these episodes. The assigned readings will feature academic books and research articles that describe and analyze life and experiences in inner city neighborhoods, as well as the social, economic, political, and cultural factors that shape or influence these experiences. *CJ elective.*

SOC 330 Urban Sociology (3 credits)

What makes some neighborhoods in cities great places to live? Why do other neighborhoods struggle? In this course, we will learn how sociologists study cities, what social policies have affected cities, how inequalities along the lines of race/ethnicity and social class have shaped cities, how cities might fit into a sustainable vision for the future, and

what we can learn from cities in other countries. By the end of the course, students will understand what can be done to improve the quality of life for families in urban neighborhoods

Pre-requisite SOC 101 or SOC 102

SOC 331 Urban Ethnography (3 credits)

Though it is certainly useful to analyze cities with numbers and statistical analyses, one can perhaps best capture life within cities through ethnography. Ethnography allows the researcher to dig deep and analyze any number of social settings. Ethnography encompasses several different methods, but in this course we will concentrate on observation and writing field notes. Both sociologists and anthropologists use these methods in their research. In this course, you will not only learn to practice ethnography, but you will also read and critique several urban ethnographies.

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 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.*

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 become defined as legal issues; (2) the forces which shape the initiation and ultimate formulation of legislative acts designed to affect public policy; (3) the role which cultural

values and assumptions play in framing legal arguments and influencing judicial opinions and remedial programs; (4) the issue of compliance and the ways in which it is measured and enforced, and (5) the strengths and limitations of the law as a means of achieving specific social policy objectives. Criminal Justice elective.

SOC 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 349 Poverty, Ethics and Social Policy (3 credits)

This course offers an overview of poverty in the United States, explores the ethical principles surrounding poverty and our response to it, and examines social policies that seek to ameliorate poverty. Students will work on a semester-long academic assignment which will engage them in one aspect of poverty and social policy.

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 353 Restorative Justice Practice (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. *Criminal Justice elective.*

SOC 355 Race, Crime, and Criminal Justice (3 credits)

This course examines the topic of race and ethnicity in relation to crime and criminal justice processing. More specifically, we focus on several issues: 1) the role of privilege and marginalization in the context of race and ethnicity and the criminal justice system; 2) the impact of these factors on intergroup relationships generally and the responses of the criminal justice system to criminal behavior, victimization, and employment within the criminal justice field; 3) how the responses of the criminal justice system affect the lives of offenders, victims, and agents of the criminal justice system for various racial/ethnic groups; 4) the current patterns of

crime and victimization in relation to race/ethnicity? In addressing these questions, it is important to note that this is an upper-level sociology/criminal justice course, so do not expect it to be lecture driven, although some lectures will be presented. Much of the course work will revolve around class discussions and written analysis of the readings. *Criminal Justice elective, satisfied Diversity GEP.*

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 358 Consumer Culture in Global Perspective (3 credits)

In recent years there have been dramatic changes in the ways we consume: chain stores are proliferating, products are increasingly being produced in developing countries, consumers are taking on record levels of debt, fashion and tastes are evolving at a faster rate than ever before, and advertising expenditures are at historic highs. All of these changes are associated with what we have come to know as globalization. This course will examine how advances in technology, communication, and transportation systems all impact our everyday lives as consumers. We will utilize contemporary sociological theories of globalization to examine these societal changes. The class will conclude with an in-depth analysis of ethical consumption. Although this course is primarily sociological in orientation, we will also examine how marketers, psychologists, and social critics write about global consumer culture. *Satisfies Globalization.*

SOC 360 Sociology of Law (3 credits)

An analysis of contemporary theories of law; examines the statements of the main exponents of the consensus, pluralist, elitist, and dialectical models of law creation; focus also on the tie between the models and the social context in which they emerged and developed. *Criminal Justice elective.*

SOC 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. Criminal Justice elective.*

SOC 365 Crime and Urban Communities (3 credits)

From the beginning of the study of sociology in the United States, sociologists have studied life within a community context, documenting how space matters. The physical and social aspects of neighborhoods affect how likely crime is to occur in them and how residents can fight this crime. In addition to learning how space affects crime, we will learn key theories and concepts which sociologists use in studying urban crime, we will discuss current major issues in crime such as re-entry, and we will study crime-fighting strategies. *Criminal Justice elective.*

SOC 368 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; GEP Social Science*

SOC 369 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 375 Electronic Intelligence Analysis (3 credits)

The course will use computer technology and analytical software tools (with emphasis on Analyst Notebook 6) to process and compare data. Analyst Notebook is the program currently being used by the CIA, FBI, NSA, US Army, INS, Customs, Secret Service, Homeland Security, DEA and 1500 other National, State and Local Law Enforcement agencies throughout the world, to combat Terrorism, Drug Smuggling, Money Laundering and Organized Crime. This is a hands-on course where students will be learning to visualize complex relationships, analyze large data sets, and communicate findings to develop tactical and strategic intelligence. Basic Criminal Intelligence Analysis, SOC 369, is a prerequisite for this course. *Criminal Justice elective.*

SOC 377 Inside/Out Exploring Crime and Justice Behind the Walls

This class offers a unique opportunity to explore issues of crime and justice from inside a correctional facility. The Inside-Out Prison Exchange Program brings together students from Saint Joseph's University 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. *Criminal Justice elective*

SOC 378 Urban & Public Policy (3 credits)

This course will offer a foundation in how sociologists study cities and public policy. We will examine assets of cities and key areas of need that cities face (such as education, poverty, housing, and crime), and we will study policy options to improve cities and their larger metropolitan areas. These are broad policy areas of study, so we will hone in on specific policies. For example, we will explore how cities have formulated their initiatives to end homelessness, we will consider juvenile justice alternatives, and we will look at how cities can position themselves to be sustainable in the effort to reduce greenhouse gas emissions. *Criminal Justice elective.*

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 470 Special Topics (3 credits)

Course content determined by instructor. Past topics included: Women's Rights, Extremist Movements, The Ethical Consumer. *For senior Criminal Justice and Sociology majors only.*

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.

SOC 495 Research Seminar (3 credits)

This course is where students complete the required senior thesis.

Prerequisite: SOC 313 and ENG 101.

SOC 496/497 College Honors Independent Study

Theology and Religious Studies

Professors: *Clark, S.J., Cunningham, Genovesi, S.J. (Emeritus), Madges*

Associate Professor: *Beyer, Caccamo (Chair), Feske, Carpenter, Kerkeslager, Krahmer, Tripole, S.J. (Emeritus), Wells, Yazicioglu*

Assistant Professors: *Finnegan, S.J. (Emeritus), Gregerman, Jacobitz, Oxx, Sammon*

Visiting Assistant Professors: *Fodde-Reguer*

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 the Christian Gospel but also in fundamental Christian doctrines and liturgical practices.

Variable Core:

Religious Difference - 1 course

This course will require students to gain a critical understanding of one or more religious worldviews that differ from the Roman Catholic perspective. Students will engage in either in-depth study of the beliefs and practices of one or more non-Christian religious traditions or take a

comparative religions course that in some measure addresses the issue of religious diversity. This course will also address issues related to the construction of religious identity in today's pluralistic world.

Students will be able to:

- Identify some of the general features typical of many religions, such as conceptions of deity, transmission of traditions, religious community, ritual practice, religious experience, and ethical norms.
- Recognize and discuss examples of the impact of historical, socio-political, and cultural contexts on the teachings, sacred texts and/or material culture, and other manifestations over time of at least one non-Christian religious tradition.
- Articulate how some of the categories of the discipline of Religious Studies outlined in the previous points are expressed in at least one non-Christian religion.
- Discuss some of the implications of living in a religiously diverse world.

Religious Difference courses include:

THE 211	The Hebrew Bible
THE 336	Jews and Christians: Entwined Histories (when Team-taught)
THE 380	Interreligious Dialogue
THE 384	Jews and Christians: Theologies Compared (when Team-taught)
THE 385	Jewish Jesus As Savior (when Team-taught)
REL 101	Comparative Religion
REL 211	Hebrew Bible
REL 212	Israelite Religion
REL 231	Judaism
REL 241	Islam
REL 261	Hinduism
REL 270	Designated Special Topics in Religious Studies
REL 271	African and Caribbean Religions
REL 311	Comparative Religious Ethics
REL 338	Jewish & Christian Responses to the Holocaust
REL 351	Indian Buddhism
REL 352	Mahayana Buddhism
REL 355	Immortals, Ancestors, Ghosts and Gods: Superhumans in Chinese Religion
REL 356	Death and the Afterlife in Chinese Religions
REL 357	Food Practices and Chinese Religions
REL 383	Ancient Greek Religions

Our Majors

The Theology and Religious Studies Department offers two majors which are distinguished by virtue of both their primary content and their methodological approach. Students may choose one of these majors in conjunction with their other studies, or they may double major within the department and get a degree in Theology and Religious Studies.

Theology majors will focus primarily on Christianity. Theology, which literally means the "study of God," was described by Anselm of Canterbury as "faith seeking

understanding." It entails methodical study of the faith traditions of a believing community. Christian Theology employs the methods of its sub-fields (e.g., systematic and historical theology, ethics, biblical studies) to explore the bible, Jesus Christ, the church, tradition history, doctrinal development, liturgy, personal and communal morality, and relations with other religions. It is not catechesis, which transmits knowledge about a religion to a believer without critically analyzing the tradition's beliefs. Theology requires a process of grappling with and critically examining particular expressions of faith in order to articulate them in contemporary contexts. In other words, theology seeks to address the "fears, hopes, griefs, and anxieties" (Second Vatican Council, *Gaudium et Spes*, no. 1) of church and world in the present moment. As a discipline, theology converses with the academy, the church, and society. The theology faculty and their students at Saint Joseph's University aim to assist each of these communities in appreciating the meaning and implications of the tenets and practices of Roman Catholic and other Christian traditions, as well as those of other religions.

Religious Studies focuses upon the study of one or more non-Christian religions. Methodologically, Religious Studies is devoted to the study of religion as a fundamental human phenomenon. Its scope is broad, encompassing in principle all forms of religious experience, belief and practice in whatever contexts they are found. Religious Studies is non-confessional in the sense that it is not committed in advance to any religious (or indeed, non-religious) worldview or doctrine. Religious Studies as we understand it neither endorses a naïve objectivism in the study of "facts" divorced from values nor elevates a single theological, philosophical or scientific principle or program to the level of an unassailable norm. Rather, Religious Studies is intentionally eclectic and open-ended, drawing upon the full range of methods available to the academic study of things human, from philosophy or literary theory, for example, to cognitive science and evolutionary psychology. It is united only by its subject matter, religion as a fundamental, albeit contested, dimension of human experience.

Goals and Objectives for Students Majoring in Theology

Goal 1: Students will understand at least two religious traditions beyond an introductory level, including their histories, beliefs, practices and contemporary expressions.

Objective 1.1: Students will articulate the foundations, historical development, and ethical ramifications of the basic content of the Catholic faith using sources and methods appropriate to the discipline of Theology.

Objective 1.2: Students will articulate how the basic content of the Catholic faith relates to that found in other Christian and non-Christian traditions.

Goal 2: Students will understand the implications of religious belief for moral decision making and ethical action in the world;

Objective 2.1: Students will demonstrate the theological basis for the promotion of justice and solidarity with the poor and oppressed.

Goal 3: Students will be able to examine theological and religious traditions from a critical distance;

Objective 3.1: Students will analyze biblical, creedal, liturgical, and theological texts according to their particular literary genres and historical contexts.

Goal 4: Students will appreciate the diversity of method, content, and history that exists within the contemporary academic disciplines of Theology and Religious Studies

Objective 4.1: Students will utilize effective methods of research and argumentation within the multidisciplinary context of the academic study of theology and religion.

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 Non-Native Language

No foreign language unique to the department is required. But it is recommended that students consult with their advisors to fulfill the GEP non-native 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) Bible, any one course

3) History of Christianity, one course or Systematic Theology, any one course

4) Ethics, any one course

5-6) THE Course, any two additional courses

7-8) Non Christian Religions: two courses.

The two courses in this area must not cover the same religious tradition.

9) 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 because of the complexity of content, some courses could be chosen to fulfill the requirements of one of several distributional categories.

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. Graduating seniors must demonstrate that they have completed at least one significant research paper in theology or religious studies.

Goals and Objectives for Students Majoring in Religious Studies

Goal 1: Students will understand at least two religious traditions beyond an introductory level, including their histories, beliefs, practices and contemporary expressions.

Objective 1.1: Students will articulate the foundations, historical development, and ethical ramifications of at least one religious tradition other than the Roman Catholic tradition, using sources and methods appropriate to the discipline of Religious Studies.

Objective 1.2: Students will articulate the foundations, historical development, and ethical ramifications of the basic content of the Catholic faith using sources and methods appropriate to the discipline of Theology.

Goal 2: Students will understand the implications of religious belief for moral decision making and ethical action in the world;

Objective 2.1: Students will apply the tools of religious studies to understanding the nature of religious conflict.

Goal 3: Students will be able to examine theological and religious traditions from a critical distance;

Objective 3.1: Students will understand the historical nature of religious texts and traditions, and the tensions that arise within religious communities as they undergo historical change.

Objective 3.2: Students will 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.

Objective 3.3: Students will 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."

Goal 4: Students will appreciate the diversity of method, content, and history that exists within the contemporary academic disciplines of Theology and Religious Studies

Objective 4.1: Students will articulate the difference between religious studies as an academic discipline and theological or confessional approaches to the study of religion.

Objective 4.2: Students will evaluate some of the most influential methods used in the study of religion and apply them in the study of particular cases.

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 Non-Native Language

No non-native language unique to the department is required. But it is recommended that students consult with their advisors to fulfill the GEP non-native language requirement with a language relevant to their religious or theological interest.

GEP Integrative learning

Students in the Religious Studies major 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>)

1-6) Non Christian Religions, six courses.

7) THE 154 Faith, Justice and the Catholic Tradition, Signature Core in the GEP

8) Institutional Identity Course: New Testament, History of Christianity, Systematic Theology, or Ethics, one additional course at any level.:

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. Graduating seniors must demonstrate that they have completed at least one significant research paper in Theology or Religious Studies.

Minor In Theology and Religious Studies

A minor in Theology and Religious Studies can be fulfilled by taking any six courses taught within the department. Doing a Theology and Religious Studies minor is relatively easy, and can be completed using only GEP courses. A third of the minor will be completed by required GEP courses: every student must take THE 154 and a Religious Difference course. Students can then complete the minor by taking their First Year Seminar, Ethics Intensive, Faith and Reason, and Writing Intensive courses within the department.

Some students, however, might like to focus their Theology and Religious Studies minor on topics they find of particular interest. This, too, is quite easy to do. The following are only some of the potential combination of courses. Feel free to design your own focus.

Focus in Asian Religions

THE 154 - Faith, Justice and the Catholic Tradition
plus any five courses from:
REL 150 Asian Spiritualities
REL 251 Religions of Ancient India
REL 261 Hinduism
REL 312 Spiritual Practices in Comparative Perspective
REL 351 Indian Buddhism
REL 352 Mahayana Buddhism
REL 353 Buddhist Ethics
REL 354 China and the Creation of East Asian Buddhism
REL 356 Death and the Afterlife in Chinese Religions
REL 357 Food Practices and Chinese Religions
REL 358 Yoga: Ancient and Modern Paths to Freedom

Focus in Biblical Studies

THE 154 Faith, Justice, and the Catholic Tradition
plus any five courses from:
REL 150 Genesis: Sex, Lies and Mayhem
THE/REL 211 Hebrew Bible
REL 212 Israelite Religion
THE/REL 221 New Testament
REL 321 Religion and Law in the Ancient World
REL 322 Myth and History in the Bible
THE/REL 323 The Psalms
THE/REL 325 Synoptic Gospels
THE/REL 326 Letters of Paul
REL 332 Past and Present in Israel/Palestine: Digging at Tel Dor (STR)
THE 332 The New Testament and Christian Attitudes toward Jews and Judaism

Focus in Ethics

THE 154 Faith, Justice, and the Catholic Tradition
plus any five courses from
THE 261 Christian Social Ethics
THE 358 Faith, Justice and Jesuit Mission in Bolivia
THE 361 Catholic Social Teaching
THE 366 Christian Medical Ethics
THE 368 Just Health Care in Developing Nations
THE 371 Christianity and Media
THE 372 Technology Ethics
THE 373 Economics Ethics
THE 374 War and Peace
REL 311 Comparative Religious Ethics
REL 353 Buddhist Ethics
REL 363 Ethical Traditions of East Asia

Focus in Systematic Theology

THE 154 Faith, Justice, and the Catholic Tradition
plus any five courses from:

Any one Religious Difference Course
THE 150 Religious Vision in Fiction and Film
THE 335 Gender and Christian Spirituality
THE 340 Atheism and the Case for God
THE 341 Jesus through the Centuries
THE 342 The Uses and Abuses of Jesus in Modernity
THE 343 Theology of Word and Sacrament
THE 344 Theology of the Church
THE 345 Evil As A Theological Problem
THE 346 Theology of Salvation

THE 347 Death and Rebirth
THE 348 Theology and Science
THE 350 The Beauty of God
THE 351 Ignatian Spirituality in the Jesuit Tradition
THE 352 Recent Trends in Roman Catholicism
THE 353 American Catholicism
THE 355 American Religious Thought
THE 356 Liberation and Political Theologies
THE 357 Feminist Theologies
THE 359 Religion, Violence and Terrorism
THE 369 Does God Exist?
THE 376 One True Religion?
THE 377 Beauty and Consciousness at the Movies

Focus in Historical Theology

THE 154 Faith, Justice, and the Catholic Tradition
plus any five courses from:
THE 150 Religious Vision in Fiction and Film
THE 331 Early Christian Thought
THE 332 The New Testament and Christian Attitudes toward Jews and Judaism
THE 333 Knowledge and Love of God in the Middle Ages
THE 334 16th Century Protestant and Catholic Debates
THE 335 Gender and Christian Spirituality
THE 341 Jesus through the Centuries

Focus in History and Material Culture

THE 154 - Faith, Justice, and the Catholic Tradition
plus any five courses from:
REL 271 - African and Caribbean Religions
REL 327 - Religion and Race in Philadelphia
REL 328 - Global Christianities
REL 332 - Past and Present in Israel/Palestine: Digging at Tel Dor (STR)
REL 356 - Death and the Afterlife in Chinese Religions
REL 357 - Food Practices and Chinese Religions

Focus in Islamic, Jewish, and Christian Relations

THE 154 Faith, Justice, and the Catholic Traditions
plus any five courses from (Students should take at least one each in Judaism and Islam and at least one interreligious dialogue course which deals with the relations of Christianity with at least one of the other traditions.):
REL 231 Judaism
REL 241 Islam
REL 338 Jewish and Christian Responses to the Holocaust
REL 341 The Qur'an and Its Interpreters
REL 342 Women in Muslim Tradition
THE 336 Jews and Christians: Entwined Histories
THE 337 Jews and Christians: Bible Interpretation
THE 380 Interreligious Dialogue
THE 338-339 Abrahamic Peoples Past, Present and Future
THE 384 Jews and Christians: Theologies Compared

Focus in Jewish-Christian Relations

THE 154 Faith, Justice, and the Catholic Tradition
plus any five courses from:
REL 231 Judaism
REL 331 Topics in Ancient Judaism
REL 338 Jewish and Christian Responses to the Holocaust
THE 336 Jews and Christians: Entwined Histories

THE 337 Jews and Christians: Bible Interpretation
THE 380 Interreligious Dialogue
THE 384 Jews and Christians: Theologies Compared

To declare the minor, students should complete the "approval for a minor" form, meet with the Theology and Religious Studies department chair for a signature, and submit the form to the Registrar's Office.

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 Africana Studies, Ancient Studies, European Studies, Faith-Justice Studies, Gender Studies, Interdisciplinary Health Care Ethics, Latin American Studies, and Medieval-Renaissance-Reformation 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 150 First Year Seminar (3 credits)
Subjects vary

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/REL 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. *Cross-listed with REL 211. Religious Difference*

THE/REL 221 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 241 Systematic Theology (3 credits)

An investigation into the sources, norms, and key categories of Christian theology from its origins to the present. The ancient sources, contemporary issues, and related political, social and economic contexts will be studied using analytical, autobiographical, and narrative resources. *Formerly Introduction to Christian Thought.*

THE 261 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. *Ethics Intensive.*

THE 270 Special Topics in Theology (3 credits)

Concentrated focus on a selected theme in theology at an advanced level. Topic and content varies from semester to semester. Course may be taken twice for credit as the topic changes. Certifications differ by section.

THE/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. *Cross listed with REL 323.*

THE/REL 325 Synoptic Gospels (3 credits)

A study of each Synoptic Gospel in its own unique historical and cultural context with special emphasis on the application of the most recent critical methodology. Students will grapple with the problems of historical distance by applying recent literary and historical methods to questions such as the identification of literary genre, narrative structure, agendas and target audience, rhetorical techniques, and

tensions between author's creativity and use of older sources. *Cross listed with REL 325.*

THE/REL 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. *Cross listed with REL 326. Faith and Reason.*

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.

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.

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. *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 reformations.

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 336 Jews and Christians: Entwined Histories (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. *Diversity, Religious Difference.*

THE 337 Jews and Christians: Bible Interpretation (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 explores the ways that Jews and Christians have interpreted key texts, separately and together, over two millennia of learning from and disputing with each other. It also 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. *Religious Difference.*

THE 338-339 The Abrahamic Peoples: Past, Present and Future (3 credits)

The three monotheistic religions all originated in the Middle East. In their origins and spread to other parts of the world, their interactions formed a complex tapestry of theologies, rituals, texts and histories. This two-semester course surveys the origins, practices, beliefs, and interactions among the Muslim, Christians, and Jewish peoples. Both semesters are taught by a Jewish, a Christian, and a Muslim professor, all three of whom will be present for each class session. Fall semester, the class will explore the early beginnings of all three traditions up to the year 1492. Spring semester brings their stories from 1492 to the present. Certain overarching themes, topics, or questions will be considered in each era to illustrate the interlacing similarities and differences among the three communities in the past, in today's world, and with a view to future possibilities. Offered over two consecutive semesters for six credits, although students may choose to take only Fall or Spring semester for 3 credits. *Religious Difference.*

THE 340 Atheism and the Case for God (3 credits)

Over the past decade several best-selling authors have been dubbed "The New Atheists" for their concerted attacks on religion, which many readers find fresh and compelling. But the more important and enduring cultural phenomenon is the secularism that has increasingly dominated modernity since the Age of Enlightenment, when, for the first time in the

history of civilization, religious belief and practice became significant options rather than cultural givens. This course deals with the question of whether secularism arose as a reaction to religion, or as one of religion's greatest success stories. Much of the analysis is historical: When and how did the secular movement originate? What notion of "God" did it reject? Has natural science disproven religion, and is secularism properly understood as concurrent with scientific achievement? *Faith and Reason.*

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. *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 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.

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 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. *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" (eschata), which are death, individual judgment, heaven, hell, purgatory, the Second Coming of Christ, the resurrection of the body, general judgment, and the consummation of all things in the perfection of the Kingdom of God. The course includes a survey of traditional, (especially biblical) approaches to eschatology, but its methodology will proceed largely "from below" as an exercise in "hope seeking understanding." Thus, the course will include an ecumenical perspective, and community service in the form of care for the dying (especially hospice). Students will be expected to make critical judgments concerning cultural practices relating to care of the dying, treatment of the dead, and the acceptance of death as an event of life.

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. *Faith and Reason*

THE 350 The Beauty of God (3 credits)

This course explores how beauty serves as a way to God. In the history of all three major monotheistic faith traditions (Judaism, Christianity, and Islam), it was believed that God identified himself through various divine names. Focusing primarily, though not exclusively, on the Judeo-Christian tradition, this course examines beauty as one of these divine names. Consequently, the mode of theology that will ground this exploration is what has recently come to be called theological aesthetics. As a mode of theology, or a logic, theological aesthetics draws from the principles of human reason as the art of thinking well (hence as a logic) and the event of divine revelation. Insofar as it unites theology with beauty, a theological aesthetic not only draws from the grammar, language, and thinking associated with beauty and art, but attempts to tie these more deeply to both human reason and divine revelation. Taking its cue from aesthetic experience, this course is divided into three basic parts: part 1 is the encounter with the object of interest, namely God's existence; part 2 examines the subjective aspects of the encounter, namely, the socio-cultural dimensions of how we come to understand God, "religion," faith, etc.; and part 3 examines the results inspired by the encounter, namely, the reception of divine beauty in revelation, music, responding to evil and human suffering, and mysticism. *Faith and Reason*

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.

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.

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 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. *Faith and Reason*

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. *Faith and Reason, Writing Intensive.*

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. *Faith and Reason, Writing Intensive.*

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. *Ethics Intensive, 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. *Globalization.*

THE 360 Religious Vision in Fiction and film (3 credits)

This course introduces fiction and films that are driven by religious sensibilities and theological insights. Issues rising throughout the course include deity, sin, forgiveness, grace, redemption, virtue, and community. Student expectations entail critical analysis and theological reflection, as well as a very basic grasp of the phenomenon of human religiosity.

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. *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.

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 be the first part of the course with particular emphasis on the urban context. An examination of how that missiology

has been used in and around the City of Philadelphia in the 18th, 19th and 20th centuries will also be included in the course.

THE 364 In Pursuit of Love: Sexual Ethics Today (3 credits)

This course explores some basic questions: What is love, and what does it mean for Christians to try to live as God-like lovers in all that they do, and specifically in living as sexual beings? If love is considered a necessary context for genital involvement, what specific characteristics must this love have in order to render its genital expression morally acceptable? How do we distinguish morally appropriate genital activity from that which is not? These questions are addressed within the general theological framework of Christianity that recognizes human sexuality as a multi-faceted reality involving our bodies, minds and hearts. In dealing with the moral questions and arguments surrounding premarital sexual activity, contraception, same-sex genital acts, masturbation and abortion, how can we resolve the possible tension that may arise between the promptings of our personal conscience and the official moral teachings regarding sexuality that are put forth by the Catholic Church, other Christian churches and some major religions of the world? *Ethics Intensive.*

THE 365 Marriage, Same Sex Unions and Divorce: Examining the Ethical Issues (3 credits)

The Judeo-Christian tradition regards marriage as a divinely instituted reality designed, not only to enhance the humanity of men and women and to establish a stable environment for the nurturing of children, but to serve also as a reminder and embodiment of God's loving relationship with His people. This course lays bare the tension between the biblical and theological texts highlighting the sacred status of marriage and the many secular aspects of contemporary society that portray marriage as "just a piece of paper" or as little more than a legal fiction. This tension shapes discussions of the psychological, social and ethical dimensions of love, marriage, and sexuality. People who marry today do so in the face of numerous questions and challenges: the "hook-up" culture, accepted, even expected, cohabitation, the extended meaning of "family," recognition of same-sex civil unions and/or marriages, undefined gender roles, and high divorce rates that are supported, perhaps even encouraged, largely by "no-fault" divorce laws. These issues are addressed, along with the ethical arguments surrounding various kinds of reproductive technology and family-planning methods. In addition, the course explains the Catholic Church's laws regarding the "impediments" or obstacles to a valid marriage, and the granting of annulments, and delves, finally, into the social, ethical and theological controversies surrounding divorce and remarriage, with particular attention given to their effects on children. *Ethics Intensive.*

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. *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 openly have to suffer?" Various answers have been given to this question by society: Dr. Kevorkian's "death machine," Oregon's "Death With Dignity Act," direct abortion of defective fetuses, and even infanticide. It has been said that "only the suffering human person knows that he/she is suffering and wonders why; and he/she suffers in a humanly speaking still deeper way if he/she does not find a satisfactory answer." This course will examine the meaning of personal suffering, as well as the Christian response to the suffering of others from biblical and systematic perspectives. Students will then apply these insights to two specific medical ethics issues—physician-assisted suicide and medical treatments for handicapped newborns. *Ethics Intensive*

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. *Ethics Intensive, Globalization.*

THE 369 Does God Exist? (3 credits)

"Is there a God?" is the first and foremost question for many. In this course, students will explore a variety of theories regarding the question of whether or not a singular (monotheistic) God exists. The arguments that address this age-old question will be evaluated epistemologically, that is, through the lens of what kind of knowledge is being considered and how this knowledge is attained. In grappling with the topic, the course will also consider such related questions as the following: What is there a great nothingness and silence from the heavens? What is the meaning of life? Can we attain true happiness and fulfillment in this life? If God exists, why is there so much evil, violence and hunger in the world? Does life end at death or is it just changed? *Faith and Reason.*

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. Other certifications differ by section.

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? *Ethics Intensive*

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 evaluation 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, social media, surveillance, digital divide, data security, product manufacturing and disposal, intellectual property, body modification, and the post-human movement). *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. *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. *Ethics Intensive*

THE 376 One True Religion? (3 credits)

This course examines Christian responses to two important questions: Can the world's many religions, which have different beliefs and different practices, all be true, or must only one be true? If, as Christianity has claimed throughout its history, salvation is possible only through the mediation of Jesus the Christ, does this mean that anyone who is not Christian is not "saved," or is consigned to hell? Among the topics explored: classical and contemporary theories of truth; the relationship of truth and salvation; Christian theories of exclusivism, inclusivism, pluralism, and particularism. *Faith and Reason*

THE 377 Beauty and Consciousness at the Movies (3 credits)

This course is designed to enable students to examine the relationship between faith and reason in the context of beauty and consciousness. It will do this in two ways. First, with the goal to acquiring a relative mastery, it will offer students an opportunity to engage and explore certain themes pertaining to beauty and consciousness that are relevant to major figures within the Christian theological tradition. Second, it will enable students to demonstrate their relative mastery over these themes by bringing them into conversation with contemporary presentations of those themes as they appear in cinematic form. *Faith and Reason*

THE 379 Economics, Politics and the Ethics of Solidarity in Poland (3 credits)

Historian Timothy Garton Ash's description of Poland's Solidarity as "the most infectiously hopeful movement in the history of modern Europe" attests to its lasting significance. This ten million strong movement, comprised of people from diverse walks of life with disparate worldviews, played a crucial role in toppling Communism in Central and Eastern Europe, without shedding blood. This course will examine the ethical foundations and normative goals of the Polish nonviolent revolution Solidarnosc during its height in the 1980's. It will also consider the degree to which the values and principles of Solidarity (i.e. the ethic of solidarity) have influenced the constructing a democratic, capitalist country during Poland's transition after 1989. In addition, it will highlight the historic role of Roman Catholicism in the struggle for freedom and dignity under Communism and the church's impact on the shape of Polish society after 1989. While the course focuses on the Polish context, debates about the relevance and possibility of an ethic of solidarity in contemporary democratic, capitalist societies will also be considered. *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. *Religious Difference*.

THE 382 Religion, Society and God (3 credits)

This course is an inquiry into the theological and philosophical nature of religion. What is the origin and development of religious traditions? Are there characteristics which are universal and how does theology and philosophy view them? The course will look at diverse modes of religious experience and conceptions of God, human existence and community. The philosophical and theological perspectives on the meaning of belief, symbolism and ritual in the spiritual quest for the transcendent. *Faith and Reason*

THE 384 Jews and Christians: Theologies Compared (3 credits)

The course studies fundamental religious questions as understood from various Jewish and Christian perspectives. Christian and Jewish students will gain an understanding of the other religious community while also deepening their understanding of their own. Other students will encounter the two traditions through a comparative lens. Topics to be discussed include the experience of God; the Bible; how Christians and Jews understand their relationship to God and the world; worship and prayer; and the destiny of the created universe. *Religious Difference*.

THE 385 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 Testaments texts, research into the Jewishness of Jesus, the development of the Church's Christological tradition, the rise and demise of anti-Jewish theologies, and new theological approaches being proposed today. *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 is required. Normally this course is restricted to theology majors and minors. *Does not fulfill the Theology/Religious studies GEP*.

THE 493-494 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. 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. 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 495.*

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. *Religious Difference*.

REL 150 First Year Seminar (3 credits)

Subjects vary

REL/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. *Cross-listed with THE 211*.

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. *Religious Difference*.

REL/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 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. *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, Kalam, Shiism, Sufism, and Islamic modernism will be examined. *Non-Western Studies, 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. *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.*

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). *Religious Difference.*

REL 311 Comparative Religious Ethics (3 credits)

Comparative religious ethics is a field of study that explores what different religious traditions say (and have said) about important ethical and moral questions, past and present. This course aims to provide students with the tools and knowledge to understand, comparatively analyze, and evaluate the ethical teachings and moral prescriptions of the religious traditions of Judaism, Christianity, and Islam. Students will examine the similarities and differences between the ways in which each of these religious traditions form and inform the ethical and moral aspects of the lives of their adherents. Prior knowledge of Judaism, Christianity, and/or Islam is preferred but not required. Students with no knowledge of one or more of these traditions will be assigned extra readings for the first few weeks of class. *Religious Difference, Ethics Intensive.*

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. *Religious Difference*

REL 321 Religion and Law in the Ancient World (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 Judah found in the Hebrew Bible, as well as other issues related to the study of biblical law. Finally, the course considers the legacy of ancient Near Eastern law and its impact on the development of modern legal institutions and systems. *Religious Difference.*

REL 322 Myth and History in the 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/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. *Cross-listed with THE 323.*

REL/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 the 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. *Cross-listed with THE 325.*

REL/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. *Cross-listed with THE 326. Faith and Reason.*

REL 327 Religion and Race in Philadelphia (3 credits)

This course examines the co-constitution of religious beliefs, racial identities, and regional cultures from an historical

perspective primarily in the urban Northeast. We will examine how transatlantic and transnational African and European religious traditions (real, imagined, historical, invented) shaped that history. Because this is a religious studies course, we will think about religions as institutions that profoundly influence individual's epistemologies and actions, as well as the communities, societies, and nations, in which they are located. We will understand race as a social construction that emerged in recent centuries in concert with religious (and scientific) ideas about human origins and anthropologies. Most importantly, we will see how these two constructs - "race" and "religion" - developed and evolved in a particular region of the United States to make visible place-based distinctions and geo-cultural histories. A complicated, multi-scalar picture will emerge of the varied ways in which beliefs, identities, and places influence and are implicated by one another. *Diversity, Writing Intensive*

REL 328 Global Christianities (3 credits)

Africa is home to the largest population of many Christian denominations in the world and home of the fastest growing concentration of Christians in the world. This course will examine the variety of Christianities in Africa in their global context and explore how Christianity there is influencing and being influenced by Christianity worldwide. Students will learn to problematize, to complicate, and to relentlessly question prevailing religious and cultural ideas about the other, where those ideas originate, how they are constructed and maintained, and who that maintenance and construction serves. *Religious Difference, Globalization*.

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.

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 archeological 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 archeological sites of Caesarea, Megiddo, Sepphoris, 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 Persoan 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. Religious Difference, Study Tour.

REL 333 Jerusalem: History and Holiness (3 credits)

The city of Jerusalem has had a nearly unsurpassed historical and religious prominence for three millennia, right up through the present. In this course we will explore Jerusalem from multiple, complementary perspectives. We will consider the history of the city as well as religious developments within the Jewish, Christian, and Muslim traditions. We will begin with biblical Jerusalem and then move forward in time, highlighting periods, events, and ideas that have lasting influence through close studies and discussions of selected topics. We will draw on theoretical approaches to the study of sacred space using tools from the field of comparative religion. *Religious Difference*

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 personalities, issues and events of the Holocaust, before turning to religious and moral issues such as suffering and guilt. *Religious Difference*

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. *Religious Difference, Non-Western Studies*.

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 difference historical, political, and economic forces that have shaped the culture of the Muslim world as a whole. We will be exploring the religious and social issues that have been central during the modern transformation of Muslims societies and will touch upon how Muslim women are portrayed in the media and

the ramification of such portrayal. *Religious Difference, Non-Western Studies*.

REL 343 Reason, Science and Faith in Islam (3 credits)

This course has three major parts. In the first part, we shall look at primary sources of Islam tradition, that of Qur'an and hadith, which will give us a starting point as we turn to the ways in which miracles have been discussed in the tradition. In the second part, we shall look at two classical Muslim thinkers, Ghazali and Ibn Rushd, who differed on miracles as well as on the relation between reason and faith. Analyzing their disagreement will offer us critical insights about common sense, science, rationality and dynamics of Quranic interpretation. In the third part, we shall look at contemporary interpretation of miracles as well as the relation between faith and reason by looking at a crucial Muslim thinker, Bediuzzaman Said Nursi, as well as some of the other approaches to science in modern era. In this part we shall also engage with the epistemological and scientific implications of Islamic understandings of miracles with the help of two Western thinkers, David Hume and Charles S. Peirce. In the final portion of the course, students will present their research on the issue of the relation between reason, science and faith in Muslim context. *Religious Difference, Faith and Reason*

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, Non-Western Studies*.

REL 354 China and the Creation of East Asian Buddhism (3 credits)

While Buddhism originated in India, today it exists primarily outside its South Asian homeland, in Southeast, North and East Asia. Brought to China by missionaries, fundamentally new forms of Buddhism arose in China. One of these, known as Chan, and better known to many under its Japanese name, Zen, has become a household word in the West. Others, such as Tiantai, while less known in the West, played a crucial role in the development of East Asian Buddhism as a whole. This course will focus on some of the uniquely Chinese forms of Buddhism that sought faithfully to transmit the teachings of the Buddha to the peoples of Asia, in ways appropriate to Asian cultures. *Religious Difference, Non-Western Studies*.

REL 355 Immortals, Ancestors, Ghosts and Gods: Superhumans in Chinese Religions (3 credits)

This course examines four religions of China—Confucianism, Daoism, Chinese "folk" or popular religion, and Buddhism—in their historical and contemporary contexts. As its title suggests, the class is built around an exploration of the important role that superhumans such as demons, dragons, buddhas, and ghosts play in each of these traditions. Taking as our starting point the Mind period (1368-1644) popular novel, *Monkey*, in this class we will examine a wide range of primary and secondary sources including paintings, websites, poetry, scripture, articles of clothing, miracle stories, newspapers, statuary, and ritual implements. By combining an historical overview of the topic with a hands-on exploration of the manner in which practices and beliefs related to superhumans remains relevant in China today, the class aims to deepen students' appreciation of the ways religion continues to shape world events, national policy, daily life, and cultural production within and beyond the region. *Religious Difference, Non-Western Studies*.

REL 356 Death and the Afterlife in Chinese Religions (3 credits)

How do people die? Where does a "good death" take place? What constitutes homicide? Suicide? Righteous violence? How can the living manipulate the experiences of the already dead? What relationship do these parties share? In this course on death and the afterlife in Chinese religions we will pursue answers to these types of questions through the examination of diverse primary and secondary source materials. During the semester we will study the practices and beliefs surrounding death and the afterlife associated with four religious traditions: Confucianism, Daoism, Chinese "folk" or "popular" religion, and Buddhism. The class aims to enhance students' appreciation of the diversity that exists between and within these religions. At the end of the semester, the successful student will not only be able to describe beliefs and practices related to death and the afterlife in these traditions but will also be able to explain how these are shaped by the social, economic, and political contexts of their propagation. *Religious Difference, Non-Western Studies*

REL 357 Food Practices and Chinese Religions (3 credits)

This course examines the practices and beliefs surrounding food associated with five Chinese religious traditions: Buddhism, Confucianism, Daoism, Chinese "folk" or "popular" religion, and Islam. The topics we will cover include religious prescriptions and prohibitions related to food, connections between food-practices and hierarchy, and the roles that food plays in creating and sustaining relationships between, for instance, the living and dead or humans and nonhumans. In addition to studying a variety of texts and objects, we will learn about religious observances related to food cultivation, storage, distribution, preparation, and consumption from guest speakers and through field trips to Philadelphia area sites including a restaurant and a temple. *Religious Difference, Non-Western Studies*.

REL 358 Yoga: Ancient and Modern Paths to Freedom (3 credits)

In this course we will explore the fascinating world of yoga as it has evolved in South Asia (the Indian subcontinent), where it has for millenia been associated with a pronounced South

Asian interest in both "world renunciation," and "Axial Age" value that has significantly shaped the worldviews of at least three religions of South Asian origin: Hinduism, Buddhism and Jainism, as well as in the acquisition of power, both "worldly" and "supernatural." We will also examine how yoga traditions were transformed by India's encounter with the West both during colonial times and during the second half of the 20th century. Issues of particular concern, as we trace these developments, will be the historical and cultural contexts of yoga in South Asia, the relationship between yoga practice and South Asian religious beliefs, in particular traditions of religious renunciation, the role of South Asian constructions of concepts of the role of "body" and "mind" in spiritual practice (and the relationships of health, spirituality and religion), the role of yoga as a symbol of the "spiritual East" in the contexts of colonialism and post-colonial nationalism in India as well as its commodification in the contemporary global environment. We will also be examining yoga's "journey to the West" and its status in contemporary American life by examining the genesis of "modern postural yoga," the form of yoga with which most people are familiar (the form of yoga that focuses on the performance of various yoga postures or asanas, such as triangle pose, head stand, etc.) While the focus will be on the specific traditions labeled "yoga," the course will also serve as an introduction of the religious of South Asia, since historically yoga and all its varieties has been embedded in specific South Asian religious worldviews. While some attention will be given to Buddhist forms of yoga, the principal focus will be on the traditions associated with the Vedic and Hindu religious traditions, and their modern transformations. *Religious Difference, Non-Western Studies.*

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. Other Certifications vary by section.

REL 382 Women and Religion in the Ancient World (3 credits)

Investigation of issues related to women and gender through case studies from selected religions in periods from the Paleolithic to Late Antiquity. Primary sources will illustrate problems such as gender identity, difference, sameness, subordination, privilege, cultural dynamics, marginalization, oppression, resistance, and the role of women in biological, social and cultural change. Examples may include materials from the complex of Israelite, ancient Jewish, and early Christian religions, but appreciation for diversity will be encouraged by giving significant attention to religions outside of these traditions. Emphasis will be placed on developing epistemological, theoretical, and methodological awareness and critical understanding of the implications for the broader study of religion, gender, and human diversity. *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), polis (city and its society), psyche (self) and theos (gods) will be explored. *Religious Difference, Ancient Studies.*

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. Normally this course is restricted to theology majors and minors. *Does not fulfill the Theology/Religious Studies GEP.*

REL 395 Approaches to the Study of Religion (3 credits)

A selected survey of the variety of theories and methodological approaches employed in the modern academic study of religion. Approaches to be examined in class include the psychological, sociological, anthropological, archeological, theological, feminist, and socio-biological. Classic thinkers may be included, but most of the course will focus on authors who represent recent developments, such as the new evolutionary approaches to religion. Course work will emphasize direct engagement with the writings of the major theorists themselves (reading and analysis of primary texts). *Faith and Reason.*

REL 493-494 Independent Research in Religion (6 credits)

Directed independent reading and research supported by discussion with other students and instructors. 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 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. 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 495.*

Erivan K. Haub

School of Business

Business Programs

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 Porth, Ph.D.*

Associate Dean: *Vana M. Zervanos, M.Ed., M.B.A.*

Undergraduate Program Learning Goals and Objectives

Seeking excellence in business education that offers breadth, depth, and wholeness for undergraduate students by developing:

Objective 1: Knowledge of functional business — Students will know core concepts within each business discipline of accounting, finance, management, marketing, and information technology.

Objective 2: Leadership — Students will gain an understanding of concepts, theories, and practices of effective leadership.

Objective 3: Comprehension of global, multicultural environments — Students will understand the challenges businesses face in a global economy, and the cultural issues firms must address to succeed in this environment.

Objective 4: Critical thinking and problem solving skills — Students will be able to analyze business scenarios in an integrative way and make constructive and actionable recommendations for problem solving.

Objective 5: Interpersonal and communication skills both verbal and written — Students will demonstrate competency in written and verbal communication aimed at facilitating, and reporting the results of, collaborative problem solving and decision making processes.

Objective 6: Knowledge of the Jesuit tradition of social justice and lifelong learning — Students will be able to generate scholarship that embodies free, open inquiry, and provokes imaginative thinking and reflection on values.

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 in Business Administration. 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 Haub Degree Completion Program.

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

GEP Signature Courses: (See Curricula) six courses

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

Social/Behavioral Science:

ECN 101 Introductory Economics (Micro)

Integrated Learning Component (ILC): three courses

Free electives: six to nine courses

Business Foundation: ten courses including

ACC 101 Concepts of Financial Accounting

ACC 102 Managerial Accounting

ACC 101EC 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** Essentials of Organizational Behavior **or**

120 Essentials of Management

MGT 360 Legal Environment of Business I

MKT 201 Principles of Marketing

BUS 495 Business Policy

Major Concentrations

Each major concentration in the Haub School of Business requires completion of a specified sequence of upper division departmental courses. The number of required courses ranges from six to nine, depending upon the major. Major Concentration courses cover the specific body of knowledge which gives the student specialization in a major field of study.

Laptop Program

All full time undergraduate day students in the Haub School of Business will be required to participate in the mandatory HSB Laptop Computer Program. Saint Joseph's University has collaborated with Lenovo Corporation to facilitate this program. Lenovo will offer our students specially priced, pre-imaged laptops, which meet all the SJU computing requirements. These models will be available for purchase at the HSB/Lenovo website: <http://www.lenovo.com/shop/deals/hsb> starting May 1. More information on the laptop program can be found at <http://www.sju.edu/laptop>.

Business majors will receive technical support provided by the Student Technology Center, located in the Science Center, Room 129, for all their hardware and pre-installed software on the recommended Lenovo/SJU edition laptop(s).

Minor in Business for Non-Business Majors

The Haub School of Business offers a minor in Business for non-Business majors which consists of the following six courses:

ACC 101 Concepts of Financial Accounting

MGT 110 **or** Essentials of Organizational Behavior **or**

120 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 organization through-out the Northeast. By participating in the center's programs, students explore the connections between theory and practice and between their academic program and their career choice. They acquire a better understanding of their own skills and interests.

Through the Professional Practice Center programs, undergraduate students integrate classroom study with professional experience in a related career field. In addition to acquiring new knowledge and skills, students may earn college credit. Students are able to clarify career choices by experiencing the challenges of working in a chosen discipline. The Professional Practice Center serves as a resource for employers in the region and is an excellent training ground for students. For additional information, please call (610) 660-1934.

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; Business Intelligence; Finance; Financial Planning; a series of Management majors (Business Administration; Family Business and Entrepreneurship; International Business; Managing Human Capital; Leadership, Ethics and Organizational Sustainability); Marketing; Risk Management and Insurance; Pharmaceutical and Healthcare Marketing; and Sports 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 hourly pay rate for the first Co-op ranges between \$10 and \$15 an hour, the hourly pay rate for the second Co-op work term ranges between \$15 and \$20 an hour. This translates to approximately \$25,000 in earnings across the two work terms.

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. 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:

Class	Fall	Spring	Summer
Freshman	Study	Study	Study
Sophomore	Work	Study	Study
Junior	Study	Work	Work
Senior	Study	Study/Graduate	

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.

Additional Important Details:

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.). Only students who have enrolled in Co-op will know about and be eligible to participate in these events.

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 engage 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 a Hawk Central 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.

Undergraduate Internship

Undergraduate Internships can be paid or unpaid work experiences in corporate settings that relate to students' major fields of study. Students may receive academic credit for an internship experience. If a student wants to secure academic credit for an internship, the student should, prior to seeking the internship, meet with his/her academic advisor to determine whether he/she meets the department's requirements to secure an internship (minimum GPA, enrollment status, and internship pre-requisites). Once eligibility has been confirmed, a student can seek internship opportunities through the Career Development Center, through faculty corporate contacts, or through individual internship postings on corporate websites (students who are not seeking academic credit can and should utilize these same resources). Once the internship has been secured, a student needs to provide a job description and a hire letter to his/her faculty mentor (usually an advisor or a faculty member the student has had for at least one class) for the internship. The student and the faculty mentor will complete all necessary internship paperwork to be forwarded to the Director of Cooperative Education. Under the direction of an Associate Dean of the Haub School of Business, the Director of Cooperative Education will approve the internship, if all factors related to the internship meet the University's and the sponsoring academic department's requirements.

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: *Ragan, St. Pierre, Sherman, Stagliano,*

Associate Professors: *Ghani, Haverty, Larkin*

Assistant Professor: *Lin, McDougal*

The undergraduate accounting program is an intensive curriculum 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 ECC6.0 software is awarded to students upon completion of the core plus ACC 312. 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.

Accounting Major Learning Goals and Objectives

Goal 1: Students will acquire strong functional knowledge of accounting, auditing and taxation. (Functional knowledge)

Objective 1.1: Students will be able to demonstrate an understanding of the concepts and theories of generally accepted accounting principles (GAAP)

Objective 1.2: Students will be able to demonstrate knowledge of financial statements, including the purpose, content and presentation methods and disclosure in reports

Objective 1.3: Students will be able to demonstrate knowledge of generally accepted auditing standards (GAAS) and US income tax compliance procedures

Goal 2: Students will develop an awareness of, and an appreciation for, the professional responsibilities and ethical issues related to the field of accountancy. (Professional Responsibilities/Ignatian Tradition)

Objective 2.1: Students will be able to demonstrate an ability to identify ethical issues in accounting, auditing and taxation matters

Objective 2.2: Students will be able to demonstrate knowledge of the legal, ethical and regulatory environment of accounting, auditing and taxation

Objective 2.3: Students will be able to demonstrate and ability to ethically employ information technology

Objective 2.4: Students will be able to demonstrate and understanding of the importance of the accounting discipline in maintaining high standards of integrity in business and commercial activities and the need that fidelity in reporting has for orderly financial market operations.

Goal 3: Students will develop the competence to critical analyze accounting, auditing, and taxation issues. (Critical Thinking)

Objective 3.1: Students will be able to demonstrate a superior ability to analyze financial statements from a user/investor perspective.

Objective 3.2: Students will be able to demonstrate an ability to design, implement and evaluate accounting information systems for internal use in data gathering and control.

Goal 4: Students will be competent in communicating in the language of accounting, auditing, and taxation. (Communication)

Objective 4.1: Students will exhibit competence in developing clear, effectively written documents which highlight accounting, auditing, or taxation activities.

Objective 4.2: Students will be able to communicate clearly and effectively in composing and delivering oral presentations to a targeted audience.

Requirements for the Accounting Major

GEP Signature Courses (See Curricula): six courses

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

Integrated Learning Component (ILC): three courses

ECN 102 Introductory Economics (Macro)

ENG 263 Writing for Organizations

PHL 320 Business, Society, and Ethics

Free electives: five to nine courses

Business Foundation:

ACC 101 Concepts of Financial Accounting

ACC 102 Managerial Accounting

DSS 200 Introduction to Information Systems

DSS 210 Business Statistics

DSS 220 Business Analytics

FIN 200 Introduction to Finance

MGT 110 or 120 Essentials of Organizational Behavior or Essentials of Management

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 212 Management Accounting Information Systems

ACC 307 Financial Accounting Information Systems III

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 on the University's web site at www.sju.edu/academics/hsb/accounting.

Be Ready in Four

For those students who want to be prepared 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 at www.nasba.org.

The Department of Accounting has developed a flexible program for students who want to be certain that they have achieved the appropriate educational credentials by the time their undergraduate degree is granted. Our "Be Ready in Four" Advisory Option track suggests that the students enroll in Summer Sessions, Intersession, and, at the student's option, regular semester course overloads to earn 150 credit hours, including 36 credit hours in accounting-related subjects, within the normal four year undergraduate program.

For those 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, 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 Accounting and Consulting in the Global Community

ACC 407 Contemporary Topics in Financial Accounting

ACC 417 Advanced Auditing

ACC 418	Contemporary Topics in Auditing and Assurance Services
ACC 420	Fund Accounting
ACC 422	Forensic Accounting
ACC 490	Accounting Internship
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	Accounting and Consulting in the Global Community
ACC 422	Forensic Accounting
CSC 110	Building Virtual Worlds
CSC 120	Computer Science I
DSS 310	Systems Theory
DSS 320	Systems Analysis and Design

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- 101EC Concepts of Financial Accounting (4 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. *ACC 101EC must be taken with ACC 101, satisfactory completion of this Excel competency component carries with it an additional credit hour.*

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 basis and procedural framework of accounting is covered in this course. Topics include: revenue recognition, cost allocation, financial statement preparation/presentation, analysis of financial data, and

using accounting information for liquidity and profitability assessments. Students are introduced to business technology integration through use of enterprise resource planning applications.

Prerequisites: ACC 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 212 Management Accounting Information Systems (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 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 governmental fund accounting. There is a significant use of enterprise resource planning systems and software application tools in the course.

Prerequisite: ACC 206.

ACC 312 Accounting and Consulting in the Global Community (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 101.

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 407 Contemporary Topics in Financial Accounting (3 Credits)

This course explores current issues in the field of financial accounting, covering advanced topics on recording, reporting, display, and disclosure. The impacts of IFRS implementation, changing valuation techniques, and other contemporary topics on professional practice are considered.

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, 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 315 or permission of instructor.

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 317.

ACC 418 Contemporary Topics in Auditing and Assurance Services (3 credits)

This course examines emerging issues in the field of auditing and assurance services, covering subjects related directly to the attestation function in professional practice. The influences of new professional standards, risk assessment needs, heightened concerns about ethical matters, and other current topics in professional practice are considered.

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 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 102.

ACC 470 Independent Study in Accounting (3 credits)

Prerequisite: Permission of Department Chair.

ACC 490 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.

ACC 491 Summer Internship (3 credits)

A summer internship experience can be completed with a company that recruits on campus or the student can arrange an internship on her/his own. Prerequisites: ACC 206, ACC 212, declared Accounting major, and permission of the instructor.

ACC 493 Research in Accounting (3 credits)

Prerequisite: Permission of Department Chair.

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.

Business Administration

Professors: *Simmers (Chair) Allan, Herschel, Hogan*
Associate Professors: *Larkin, Sillup, Wirth*

Objectives

Students completing this major will:

- Develop a basic understanding of the fundamentals in three business disciplines.
- Tailor a program of study among related, but independent disciplines, providing a wider view of an organization.
- Develop an understanding interpersonal and business issues associated with three different business subject areas.
- If you want to launch a career in business, the Business Administration (BSA) major offers flexibility and choice. As a BSA major (no minor available) we provide you with the theory, tools and practical knowledge required for functioning within a general business environment. The major is for day HSB students interested in a general business degree at Saint Joseph's University and addresses the needs of students wanting to major in Business without specializing. Your course of study can be tailored to your interests as you choose two courses from any three of the seven departments in HSB for a total of six courses. You may only double major or minor in College of Arts and Sciences majors and minors if you declare a Business Administration major.

Requirements for the Business Administration Major

GEP Signature Courses (See Curricula): six courses

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

Integrated Learning Component (ILC): three courses.
NOTE: In no case may an ILC course be double counted towards completing other requirements of the Business Administration major.

Required:

ECN 102 Introductory Economics (Macro)
Plus any two courses from the following areas:
Economics (maximum of one course from this section)
ECN 320 Economics of Labor*

ECN 322 International Macroeconomics**†

ECN 360 Industrial Organization*

ECN 370 Economic Development*

*Prerequisite: ECN 101

**Prerequisite: ECN 102

English

ENG 206 Rhetoric in Modern Practice
ENG 263 Writing for Organizations

Interdisciplinary Health Services Courses

IHS 211 The Health Care System

Political Science

POL 111 Introduction to American Government and Politics
POL 113 Introduction to Comparative Politics
POL 303 American Political Thought
POL 313 Public Policy
POL 314 Public Administration
POL 315 Government and Business

Psychology

PSY 100 Introduction to 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 335 Classes and Power in the United States*
SOC 363 Philadelphia: In Black and White
* Prerequisite SOC 101 or SOC 102

Free electives: six courses

Business Foundation: ten courses, including:

ACC 101 Concepts of Financial Accounting
ACC 102 Managerial Accounting
ACC 100 Excel Competency (non-credit)
DSS 200 Introduction to Information Systems
DSS 210 Business Statistics
DSS 220 Business Analytics
FIN 200 Introduction to Finance
MGT 110 or MGT 120 or MGT 121 Essentials of Organizational Behavior
Essentials of Management
Honors Organizations in Perspective (University Honors students only)
MGT 360 Legal Environment of Business
MKT 201 Principles of Marketing
BUS 495 Business Policy

Major Concentration: six courses

Two upper division courses from three different departments, choosing among the Departments of:

- Accounting
- Decision and System Sciences
- Finance
- Food Marketing
- Management
- Marketing
- Pharmaceutical and Healthcare Marketing.

These courses must be in addition to any course that is part of the Business core and must be in three different departments, not majors. Due to the interdisciplinary nature of this degree, students majoring in Business Administration can NOT double major or minor within the Haub School of Business. A double major or minor in the College of Arts and Sciences would be permitted, with appropriate permissions from the College of Arts and Sciences.

*See course descriptions in the Academic Catalog for prerequisites

The Business Administration Minor

There is no Minor in Business Administration

Decision and System Sciences [Business Intelligence & Analytics – BIA]

Professors: *Herschel (Chair), Klimberg, Robak (Emeritus)*

Associate Professors: *Gupta, Malhotra, Miori, Yi*

Assistant Professors: *Campbell, Clements, Kim, Mendoza*

Visiting Instructors: *Boyle, Chen*

Administrative Assistant: *Lois Archibald*

Learning Goals and Objectives Business Analytics & Intelligence Major

Goal 1: Students will be competent in the functional BI&A skills necessary for transforming data into actionable knowledge to enhance strategic business decisions.

Objective 1.1: Students will be able to manage data of any size.

Objective 1.2: Students will utilize data to develop quantitative models that facilitate organizational operations.

Objective 1.3: Students will learn techniques for performing data mining functions that can identify hidden patterns and rules.

Goal 2: Students will be competent in thinking critically and analytically in all business situations.

Objective 2.1: Students will be able to identify and minimize biases in data collection.

Objective 2.2: Students will learn how to correctly interpret BI&A results.

Objective 2.3: Students will demonstrate the ability to make intelligent choices regarding the efficient use of information technology and decision models.

Goal 3: BI&A Students will be competent communicators in the BI&A environment.

Objective 3.1: Students will exhibit competence in developing clear, effective written analytical and technological documents which highlight problem solving and resulting solutions.

Objective 3.2: Students will be able to communicate clearly and effectively in composing and delivering oral presentations to the target audience.

Goal 4: BI&A Students will be competent in applying the Ignatian Values.

Objective 4.1: Students will be able to weigh the ethics and the impact on society when confronted with a business decision making situation.

GEP

GEP Signature Courses (See Curricula): six courses

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

Integrated Learning Component (ILC):

Required:

MAT 119 Applied Business Calculus [or higher]
ECN 102 Introductory Economics (Macro)

DSS BIA majors can take any one course from the following departments:

Political Science:

POL 111 Introduction to American Government and Politics
POL 113 Introduction to Comparative Politics
POL 115 Introduction to International Politics
POL 302 Modern Political Thought
POL 303 American Political Thought
POL 315 Government and Business
POL 352 Political Booms and Busts

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

Requirements for the Business Intelligence & Analytics [BIA] Major**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
MGT 110	Essentials of Organizational Behavior
MKT 201	Principle of Marketing
DSS 200	Introduction to Information Systems
DSS 220	Business Analytics
BUS 495	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	Introduction to Data Mining

Plus one of the following courses:

DSS 470	DSS Special Topics
ACC 312	Management Accounting Information Systems II
DSS 440	Six Sigma Applications and Foundations I
DSS 450	Six Sigma Applications and Foundations II

Other Courses

DSS 493	Independent Study I <i>Majors only & permission of the Chair</i>
DSS 494	Independent Study II <i>Majors only & permission of the Chair</i>
DSS 491	Internship I <i>Majors only & permission of the Chair</i>
DSS 492	Internship II <i>Majors only & permission of the Chair</i>

Requirements for the Business Intelligence & Analytics [BIA] Minor**Required Core**

DSS 210	Business Statistics
DSS 220	Business Analytics
DSS 330	Database Management
DSS 410	Decision Support Modeling
DSS 420	Introduction to Data Mining

Plus one of the following courses:

DSS 310	Systems Theory
DSS 425	Analytics Cup

DSS 470	DSS Special Topics
DSS 320	Systems Analysis and Design
DSS 425	Analytics Cup
DSS 440	Six Sigma Applications and Foundations I
DSS 450	Six Sigma Applications and Foundations II
DSS 460	Introduction to GIS
DSS 460	

BIA Courses**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 -1713) and for interested Information Systems majors. This course explores the fundamentals of information technology from more than one viewpoint. We explore many of the historical, social, cultural and ethical issues connected with information technology as well as the core technology concepts. Students will gain basic fluency in the information technology tools and examine one of the issues above in depth.

DSS 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: 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: Math Beauty Course

DSS 220 Business Analytics (3 credits)

Every organization, must manage a variety of processes. In this course the student will development an understanding of how to evaluate a business process. Additionally, the art of modeling, the process of structuring and analyzing problems so as to develop a rational course of action, will be discussed. The course integrates advanced topics in business statistics—linear and multiple regression and forecasting, production and operations management—linear programming and simulation, and project management. Excel software is used for problem solving.

Prerequisite: DSS 210.

HON 220 Business Analytics: Modeling Tools for Thinking (3 credits)

This course is intended for students who wish to have an enriched experience in Quantitative Methods for Business. In this course the student will development an understanding of how to evaluate a business process. Additionally, the art of modeling, the process of structuring and analyzing problems so as to develop a rational course of action, will be discussed. The course integrates advanced topics in business statistics—two sample hypothesis testing, linear and multiple regression and forecasting, production and operations management—linear programming and simulation, and project management.

Prerequisite: DSS or HON 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 facto spends the entire course teaching the methodologies, tools, and techniques needed to perform analysis and then design. This course treats the concept of "system" in its fullness and then uses case studies to document both failure and success of technology-oriented companies through the treatment of the company as a system.

Prerequisite: DSS 220

DSS 320 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 220

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 QBE. Students will be required to design and develop a database application using a modern fourth generation language system.

Prerequisite: DSS 220 or Actuarial Science Major.

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.

Prerequisite: DSS 330

DSS 420 Introduction to Data Mining (3 credits)

This course focuses on the application of decision-making tools used to develop relationships in large quantities of data for more than two-variables. Comprehension of when to use, how to apply, and how to evaluate each methodology will be developed. This course will additionally provide an introduction to data mining tools. Data Mining consists of several analytical tools, such as neural networks, decision trees, evolutionary programming, genetic algorithms, and decision trees, used to extract knowledge hidden in large volumes of data. An understanding of how these data mining tools function will be developed so as to provide insight into how to apply these tools. Statistical and data mining software will be used.

Prerequisite: DSS 220.

DSS 425 Analytics Cup

The Analytics Cup course is an annual competition in which teams will solve a real-world problem situation utilizing their Business Intelligence (BI) and/or Business Analytics (BA) skills. During the course, all the students will learn about new BI and BA techniques and software, such as Trade Promotion Optimization (TPO), text analytics, and optimization. Each team will dig deeper into the application of one or more these software packages to solve their real-world problem situation. The competition culminates where each team presents their solution to a panel of judges who select the SJU Analytics Cup Champions. Students must be either a DSS major or minor. Class size is limited to 30 students.

Prerequisite: DSS 420

DSS 470 DSS Special Topics (3 credits)

Content of this course varies to allow for ongoing changes to business intelligence and related fields. The instructor will

provide the course description for a given semester. *Students may take this course without having taken DSS 220.*

DSS 440 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. *Students may take this course after having taken DSS 710.*

Prerequisites: DSS 220.

DSS 450 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 700.*

Prerequisites: DSS 220

DSS 460 – Introduction to GIS

This course introduces students to Geographic Information Systems and Science (GIS) - a rapidly growing field concerned with examination, description, analysis, management, visualization, and mapping of geographic data. Topics covered include map design, geographic and projected coordinate systems, spatial data structures and models, spatial analysis, and more. Students will learn fundamental GIS techniques for spatial analysis using ESRI's ArcGIS software package. The course is computer-intensive though no computer programming background is required.

Finance

Professors: Hogan (Chair), McManus

Associate Professors: Coyne, Danielson, Heck, Lipton, Sharma, Tezel

Assistant Professors: Cummings, Jubinski, Miller, Schellhorn

Overview

The Department of Finance offers majors in Finance, Financial Planning, and Risk Management & Insurance. Each

curriculum is rooted in financial theory and practice, and is updated frequently to reflect the rapid changes in technology and world economic conditions. Students in these majors develop excellent critical-thinking and problem-solving skills, in preparation for careers as financial decision-makers.

Finance Major

The Finance major introduces students to the financial decision-making process as it is applied within both large and small enterprises, and as it is practiced by investment professionals. The Finance major provides students with the flexibility to choose careers in corporate financial management, treasury management, investor relations, securities analysis/sales, portfolio management, mutual fund research, and financial markets analysis.

Learning Goals and Objectives Finance Major

Goal 1: Functional finance skills

Objective 1.1: Students will learn the concepts and tools necessary to value assets.

Goal 2: Critical Thinking skills

Objective 2.1: Students will learn the skills to examine and evaluate the validity of assumptions.

Goal 3: Jesuit Traditions

Objective 3.1: Students will understand the role of Ignatian values in conducting financial decision-making.

Requirements for the Finance Major

All students majoring in Finance must complete the following GEP requirements (please see section in the catalog on the General Education Programs for details).

Signature courses: six courses

Variable courses: six to nine courses

Integrated Learning Component (ILC): three College of Arts and Sciences courses related to the major, including

Required:

ILC #1	ECN 102	Macroeconomics; and
ILC #2*	MAT 119	Applied Business Calculus or
	MAT 123	Differential Calculus; and
ILC #3**		Any course in the College of Arts and Sciences

* The Finance Department recommends that students who satisfy the GEP Math Beauty requirement by taking either MAT 155 or MAT 161 take the second course in the sequence (MAT 156 or MAT 162) as the second FIN ILC course. However, if the Calculus course satisfies the GEP Math Beauty requirement the student may take Macroeconomics and any two courses from the College of Arts and Sciences to satisfy the three course FIN ILC requirement. All FIN majors must take at least one Calculus course (MAT 119, MAT 123, MAT

155, or MAT 161) unless they have placed out with a 4 or 5 on the AP Calculus Exam or transfer credit in Calculus from another university.

** For ILC #3, students must take one additional course (excluding first year seminars) in the College of Arts and Sciences.

Free electives: six courses

Business Foundation: ten courses

ACC 101	Concepts of Financial Accounting
ACC 102	Managerial Accounting
DSS 200	Introduction to Information Systems
DSS 210	Business Statistics
DSS 220	Business Analytics
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

Major Concentration: six courses

Required courses – Finance Core (three courses)

Note: A grade of C or better in FIN 200 is required to progress as a Finance Major

FIN 201	Markets & Institutions
FIN 300	Intermediate Finance
FIN 301	Investments

Electives in major – Class of 2018 or Declaration of Major 2015 or later:

Three courses, including a Finance Elective, a Flexible Elective, and an Advanced Finance Elective, are required:

Finance Elective – Choose one from any 300- or 400-level FIN Course:

FIN 302	International Finance
FIN 303	Small Business Finance
FIN 304-305	Honors Research in Finance
FIN 370	Topics in Finance
FIN 400	Mergers & Acquisitions
FIN 401	Student Managed Funds
FIN 402	Portfolio Management
FIN 403	Derivative Securities
FIN 470	Advanced Topics in Finance
FIN 493-494	Individual Research in Finance

Note: 400-level courses have one or more 300-level courses as prerequisites (see Course Descriptions for details).

Flexible Elective – Choose one from any 300- or 400-level FIN Course, RMI 301, or FPL 495:

FIN 302	International Finance
FIN 303	Small Business Finance
FIN 304-305	Honors Research in Finance
FIN 370	Topics in Finance
FIN 400	Mergers & Acquisitions
FIN 401	Student Managed Funds
FIN 402	Portfolio Management
FIN 403	Derivative Securities
FIN 470	Advanced Topics in Finance

FIN 493-494	Individual Research in Finance
RMI 301	Corporate Risk Management
FPL 495	Financial Planning Capstone

Note: RMI 301 satisfies one course toward the RMI Major; FPL 495 satisfies one course toward the FPL Major.

Advanced Finance Elective – Choose one from any 400-level FIN Course:

FIN 400	Mergers & Acquisitions
FIN 401	Student Managed Funds
FIN 402	Portfolio Management
FIN 403	Derivative Securities
FIN 470	Advanced Topics in Finance
FIN 493-494	Individual Research in Finance

Electives in major – Class of 2015, 2016 or Declaration of Major 2014 or earlier:

Finance Elective – Choose one from any 300- or 400-level FIN Course:

FIN 302	International Finance
FIN 303	Small Business Finance
FIN 304-305	Honors Research in Finance
FIN 370	Topics in Finance
FIN 400	Mergers & Acquisitions
FIN 401	Student Managed Funds
FIN 402	Portfolio Management
FIN 403	Derivative Securities
FIN 470	Advanced Topics in Finance
FIN 493-494	Individual Research in Finance

Note: 400-level courses have one or more 300-level courses as prerequisites (see Course Descriptions for details).

FIN, FPL, or RMI Electives – Choose two:

FIN 302	International Finance
FIN 303	Small Business Finance
FIN 304-305	Honors Research in Finance
FIN 370	Topics in Finance
FIN 400	Mergers & Acquisitions
FIN 401	Student Managed Funds
FIN 402	Portfolio Management
FIN 403	Derivative Securities
FIN 470	Advanced Topics in Finance
FIN 493-494	Individual Research in Finance
FPL 200	Introduction to Financial Planning
FPL 300	Retirement Planning
FPL 301	Estate Planning
FPL 495	Financial Planning Capstone
RMI 310	Insurance Company Operations
RMI 320	Alternative Risk Financing
RMI 370	Topics in Risk Management & Insurance
RMI 403	Underwriting
RMI 470	Advanced Topics in Risk Management & Insurance
RMI 493-494	Individual Research in Risk Management & Insurance

Note: Students may also choose either ACC 315 Federal Income Taxation OR ACC 410 Financial Statement Analysis (not both) for this Elective.

Requirements for the Finance Minor

ACC 101	Concepts of Financial Accounting
FIN 200	Introduction to Finance
FIN 201	Markets & Institutions
FIN 300	Intermediate Finance
FIN 301	Investments

One 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 in the Business core: Concepts of Financial Accounting (ACC 101) and Introduction to Finance (FIN 200). These two courses can be double-counted toward a Business student's major, and do not have to be replaced with additional courses for the minor. Students are responsible for completing all prerequisites to the courses required for the minor. The FIN minor requires students to complete four 300- or 400-level FIN courses. 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 other 200 to 400 level finance courses and is required for all business students.

Prerequisites: ACC 101, ECN 101.

FIN 201 Markets and Institutions (3 credits)

This course covers the role and workings of financial markets: money and capital markets, mortgage markets, bond markets, stock markets, foreign exchange markets, and derivative markets. Interest rate theory and the term structure of interest rates are studied. Functions of the Federal Reserve System along with the foundations of monetary theory and policy are studied. The course also examines the management of assets and liabilities by financial institutions including commercial banks, insurance companies, mutual funds, and investment banking.

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, asset valuation, and bankruptcy & reorganization.

Prerequisites: FIN 200; DSS 210.

FIN 301 Investments (3 credits)

The course covers the investment process and describes features of a wide range of securities including stocks, bonds, mutual funds, real estate, and tax-advantaged investments. Sources of information, market indices, and return and risk concepts are also covered. Students learn how to apply fundamental and technical analysis in the valuation process.

Prerequisites: FIN 200, DSS 210.

FIN 302 International Finance (3 credits)

This course focuses on the following topics: balance of payments, international flow of funds, foreign investment, governmental and international agencies, and trade theory.

Prerequisites: FIN 200, DSS 210

FIN 303 Small Business Finance (3 credits)

This course focuses on critical issues facing a small firm: what legal forms to adopt, how to raise capital, agency problems in small organizations, credit policy and terms, liquidity and liquidity management, bank relations, valuation of the business, and exit strategies.

Prerequisites: FIN 200, DSS 210.

FIN 370 Topics in Finance (3 credits)

This course is designed to give in-depth coverage to finance subjects that are not covered in great detail in other courses. The prerequisites and topics selected are at the discretion of the instructor.

Prerequisites: FIN 200, DSS 210, and additional courses as determined by the instructor.

FIN 400 Mergers and Acquisitions (3 credits)

This course covers theory and evidence concerning mergers & acquisitions and the market for corporate control. It examines the accounting and valuation aspect of mergers & acquisitions activities, discussing the alternative theories, and reviewing the relevant empirical evidence. Mergers and acquisitions activity is evaluated in terms of the strategic alternatives faced by the firm. Restructuring, leveraged buyouts, share repurchases, and takeover defenses are studied from both a financial and 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 investments. The objective is to earn risk-adjusted returns competitive with a 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. The prerequisite course is FIN 301 Investments, but FIN 402 Portfolio Management is also highly recommended.

Prerequisites: FIN 200, FIN 301, DSS 210.

FIN 402 Portfolio Management (3 credits)

This course covers 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 simulation and asset allocation software, databases, spreadsheet modeling and optimization programs are used.

Prerequisites: FIN 200, FIN 301, DSS 210, Math ILC Requirement.

FIN 403 Derivative Securities (3 credits)

This course introduces students to the mathematical formulas and techniques used to value derivative securities including options forward and futures contracts, options on futures, swaps, and interest rate derivatives. Financial engineering and controlling risk are emphasized along with lessons learned from recent derivative-related losses.

Prerequisites: FIN 200, FIN 301, DSS 210, Math ILC Requirement

FIN 470 Advanced Topics in Finance (3 credits)

This course is an upper division course designed to give in-depth coverage to finance subjects that are not covered in great detail in other courses. The prerequisites and topics selected are at the discretion of the instructor.

Prerequisites: FIN 200, DSS 210, and additional courses as determined by the instructor.

FIN 493-494 Independent Study in Finance (3-6 credits)

Independent study may be approved to allow a student to pursue an in-depth study of a finance topic. Acceptable Independent Study topics include traditional research/reading programs, as well as rigorous pre-approved internship programs with an appropriate academic component as defined by the Department Chair..

Prerequisites: FIN 200, DSS 210, at least Junior standing, and permission of the Department Chair.

FIN 202 Financial Practicum (1 credit)*

This course enables students working in the financial industry over the course of a semester to earn one credit hour. Students are required to fulfill all job requirements and to submit an 8 – 10 page paper describing their work responsibilities and the finance-related skills they acquired. To apply, the student needs to submit a letter describing the proposed practical training opportunity; approval is at the discretion of the Finance Department chair. *Prerequisite/Co-requisite: FIN 200. Student's major must be Finance.*

**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 if the student has attained a grade of Pass in a previous semester and supervising instructor approves.*

Financial Planning Major

The Financial Planning major is designed to fulfill the education coursework requirement for CFP® certification. The financial planning curriculum is part of a CFP® Board-Registered Program, one of the first financial planning programs housed in an AACSB accredited business school. The Financial Planning major is appropriate for individuals who wish to work in the broad area of financial services and wealth management. Financial Planning students may pursue careers as financial planners, investment advisers, wealth managers, private bankers, insurance agents, stock brokers, retirement plan administrators, or in a variety of capacities that support these careers. Students who want to be better prepared to manage their own financial affairs will also find this major appealing and applicable.

Learning Goals and Objectives Financial Planning Majors

Goal 1: Functional Financial Planning Skills

Objective 1.1: Students majoring in financial planning ought to be competent in performing capital needs analyses necessary for analyzing the financial situation of a client in helping them accomplish their financial goals.

Goal 2: Critical Thinking Skills

Objective 2.1: Students majoring in financial planning ought to think critically and analytically in examining and evaluating the use and validity of assumptions as they analyze the financial situation of a client.

Goal 3: Communication Skills

Objective 3.1: Students majoring in financial planning ought to demonstrate effective oral communication skills for use in working with clients and other professionals.

Goal 4: Jesuit Tradition Skills

Objective 4.1: Students majoring in financial planning ought to be able to identify ethical conflicts in client-planner relationships and find ways to properly manage to those conflicts.

Requirements for the Financial Planning Major

All students majoring in Financial Planning must complete the following GEP requirements (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 College of Arts and Sciences courses related to the major, including:

Required:

ILC #1 ECN 102 Macroeconomics; and

ILC #2* MAT 119 Applied Business Calculus

or

MAT 123 Differential Calculus; and

ILC #3** LAW 314 Trusts and Estate Administration

* The Finance Department recommends that students who satisfy the GEP Math Beauty requirement by taking either MAT 155 or MAT 161 take the second course in the sequence (MAT 156 or MAT 162) as the second FPL ILC course. However, if the Calculus course satisfies the GEP Math Beauty requirement the student may take Macroeconomics, LAW 314, and any other courses from the College of Arts and Sciences to satisfy the three course FPL ILC requirement. All FPL majors must take at least one Calculus course (MAT 119, MAT 123, MAT 155, or MAT 161) unless they have placed out with a 4 or 5 on the AP Calculus Exam or transfer credit in Calculus from another university.

** For the third ILC course, students may take an alternative course from the College of Arts and Sciences (excluding first

year seminars) with the approval of the Finance Department Chair if LAW 314 is not offered.

& Insurance

Free electives: six courses

Business Foundation: ten courses

ACC 101	Concepts of Financial Accounting
ACC 102	Managerial Accounting
DSS 200	Introduction to Information Systems
DSS 210	Business Statistics
DSS 220	Business Analytics
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

Major Concentration: six courses

Required Courses – Class of 2018 or Declaration of Major 2015 or later: (six courses)

FPL 200	Introduction to Financial Planning
FPL 300	Retirement Planning
FIN 301	Investments
RMI 200	Introduction to Risk Management and Insurance
ACC 315	Federal Income Taxation
FPL 495	Financial Planning Capstone

Required Courses – Class of 2015, 2016 or Declaration of Major 2014 or earlier: (five courses)

FPL 200	Introduction to Financial Planning
FPL 300	Retirement Planning
FIN 301	Investments
RMI 200	Introduction to Risk Management and Insurance
ACC 315	Federal Income Taxation

Elective in major – Class of 2015, 2016 or Declaration of Major 2014 or earlier:

FIN, FPL, or RMI Elective – Choose one:

FPL 301	Estate Planning
FPL 370	Topics in Financial Planning
FPL 470	Advanced Topics in Financial Planning
FPL 493-494	Individual Research in Financial Planning
FPL 495	Financial Planning Capstone (Recommended for CFP® Certification)
FIN 302	International Finance
FIN 303	Small Business Finance
FIN 304-305	Honors Research in Finance
FIN 370	Topics in Finance
FIN 400	Mergers & Acquisitions
FIN 401	Student Managed Funds
FIN 402	Portfolio Management
FIN 403	Derivative Securities
FIN 470	Advanced Topics in Finance
FIN 493-494	Individual Research in Finance
RMI 310	Insurance Company Operations
RMI 320	Alternative Risk Financing
RMI 370	Topics in Risk Management & Insurance
RMI 403	Underwriting
RMI 470	Advanced Topics in Risk Management & Insurance
RMI 493-494	Individual Research in Risk Management

Requirements for the Financial Planning Minor

Five required courses:

ACC 101	Concepts of Financial Accounting
FIN 200	Introduction to Finance
FPL 200	Introduction to Financial Planning
FPL 300	Retirement Planning
FPL 301	Estate Planning

One elective:

This elective must be one of the following: FPL 495, RMI 200, FIN 301, or ACC 315.

The first two courses in the Financial Planning minor are in the Business core: Concepts of Financial Accounting (ACC 101) and Introduction to Finance (FIN 200). These two courses can be double-counted toward a Business student's major, and do not have to be replaced with additional courses for the minor. Students are responsible for completing all prerequisites to the courses required for the minor. The FPL minor requires students to complete four specialization courses in the topic area. These courses cannot be double counted in the student's major.

Financial Planning Course Descriptions

FPL 200 Introduction to Financial Planning (3 credits)

The financial planning course is the introductory course in the financial planning major. The course covers the basics of financial planning such as the role and structure of a financial plan, and the role and responsibilities of various kinds of financial planners. In addition, the course explores the financial implications 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 the tax consequences of various investments

FPL 300 Retirement Planning (3 credits)

The Retirement Planning course starts with an examination of anticipated retirement needs. The course considers the range of public and private retirement programs available to individuals and organizations. Since the legal environment plays a critical role in this process, relevant laws and their impact on the process are studied. The course then looks at the additional financial dynamics that can arise for individuals during the retirement years. Finally, other deferred compensation programs that are not be considered "qualified" are discussed.

Prerequisite: FPL 200.

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: FPL 200

FPL 370 Topics in Financial Planning (3 credits)

This course is designed to give greater coverage to financial planning topics that are not covered in great detail in other courses. The prerequisites and topics selected are at the discretion of the instructor.

Prerequisite: FPL 200, and additional courses as determined by the instructor.

FPL 470 Advanced Topics in Financial Planning (3 credits)

This course is an upper division course designed to give in-depth coverage to financial planning subjects that are not covered in great detail in other courses. The prerequisites and topics selected are at the discretion of the instructor.

Prerequisite: FPL 200, and additional courses as determined by the instructor.

FPL 493-494 Individual Research in Financial Planning (3 credits)

Independent study may be approved to allow a student to pursue an in-depth study of a financial planning topic. Acceptable Independent Study topics include traditional research/reading programs as well as rigorous pre-approved internship programs with an appropriate academic component as defined by the Department chair.

Prerequisite: FPL 200, FIN 200, DSS 210, at least Junior standing, and permission of the Department chair.

FPL 202 Financial Planning Practicum (1 credit)*

This course enables students working in the financial planning industry over the course of a semester to earn one credit hour. Students are required to fulfill all job requirements and to submit an 8 – 10 page paper describing their work responsibilities and the financial planning skills they acquired. To apply, the student needs to submit a letter describing the proposed practical training opportunity; Approval is at the discretion of the Finance Department chair.

Prerequisite/Co-requisite: FPL 200. Student's major must be Financial Planning.

**Does not satisfy any major or minor Financial Planning requirement. Does not satisfy any free elective credit. Grade will be Pass/Fail. May be repeated once if the student has attained a grade of Pass in a previous semester and supervising instructor approves.*

Risk Management and Insurance Major

The Risk Management & Insurance Major is designed to provide students with an understanding of the insurance industry and of 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).

Learning Goals and Objectives Risk Management and Insurance Majors

Goal 1: Risk Management Skills

Objective 1.1: Students majoring in risk management and insurance should be competent in assessing coverage in common insurance policies.

Goal 2: Critical Thinking Skills

Objective 2.1: Students majoring in risk management and insurance ought to think critically and analytically in identifying, analyzing, and treating the risks of an organization.

Goal 3: Communication Skills

Objective 3.1: Students majoring in risk management and insurance ought to make recommendations that are clearly and effectively supported by analysis in written reports.

Objective 3.2: Students majoring in risk management and insurance ought to communicate clearly and effectively when delivering oral presentations to the target audience.

Requirements for the Risk Management & Insurance Major

All students majoring in Risk Management & Insurance must complete the following GEP requirements (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 College of Arts and Sciences courses related to the major, including:
Required:

ILC #1	ECN 102	Macroeconomics; and
ILC #2*	MAT 119	Applied Business Calculus
		or
	MAT 123	Differential Calculus; and
ILC #3**		Any course in the College of Arts and Sciences

* The Finance Department recommends that students who satisfy the GEP Math Beauty requirement by taking either MAT 155 or MAT 161 take the second course in the sequence (MAT 156 or MAT 162) as the second FIN ILC course. However, if the Calculus course satisfies the GEP Math Beauty requirement the student may take Macroeconomics and any two courses from the College of Arts and Sciences to satisfy the three course FIN ILC requirement. All FIN majors must take at least one Calculus course (MAT 119, MAT 123, MAT 155, or MAT 161) unless they have placed out with a 4 or 5

on the AP Calculus Exam or transfer credit in Calculus from another university.

** For ILC #3, students must take one additional course (excluding first year seminars) in the College of Arts and Sciences.

Free electives: six courses

Business Foundation: ten courses

ACC 101	Concepts of Financial Accounting
ACC 102	Managerial Accounting
DSS 200	Introduction to Information Systems
DSS 210	Business Statistics
DSS 220	Business Analytics
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

Major Concentration: six courses

Required Courses – RMI Core (three courses)

RMI 200	Introduction to Risk Management & Insurance
RMI 300	Property and Casualty Insurance
RMI 301*	Corporate Risk Management

*Note: FIN 200 and DSS 210 are prerequisites for RMI 301.
Electives in major – Class of 2018 or Declaration of Major 2015 or later:

Three courses, including a Risk Management & Insurance Elective, a Flexible Elective, and an Advanced RMI Elective, are required:

Risk Management & Insurance Elective – Choose one from any 300- or 400-level RMI Course:

RMI 310	Insurance Company Operations
RMI 320	Alternative Risk Financing
RMI 370	Topics in Risk Management & Insurance
RMI 403	Underwriting
RMI 470	Advanced Topics in Risk Management & Insurance
RMI 493-494	Individual Research in Risk Management & Insurance

Note: 400-level courses have one or more 300-level courses as prerequisites (see Course Descriptions for details).

Flexible Elective – Choose one from any 300- or 400-level RMI Course, any 300- or 400-level FIN Course, or FPL 495:

RMI 310	Insurance Company Operations
RMI 320	Alternative Risk Financing
RMI 370	Topics in Risk Management & Insurance
RMI 403	Underwriting
RMI 470	Advanced Topics in Risk Management & Insurance
RMI 493-494	Individual Research in Risk Management & Insurance
FIN 300	Intermediate Finance
FIN 301	Investments
FIN 302	International Finance
FIN 303	Small Business Finance
FIN 304-305	Honors Research in Finance
FIN 370	Topics in Finance

FIN 400	Mergers & Acquisitions
FIN 401	Student Managed Funds
FIN 402	Portfolio Management
FIN 403	Derivative Securities
FIN 470	Advanced Topics in Finance
FIN 493-494	Individual Research in Finance
FPL 495	Financial Planning Capstone

Note: A 300- or 400-level FIN course satisfies one course toward the FIN Major; FPL 495 satisfies one course toward the FPL Major.

Advanced RMI Elective – Choose one from any 400-level RMI Course:

RMI 403	Underwriting
RMI 470	Advanced Topics in Risk Management & Insurance
RMI 493-494	Individual Research in Risk Management & Insurance

Electives in major – Class of 2015, 2016 or Declaration of Major 2014 or earlier:

Risk Management & Insurance Elective – Choose one from any 300- or 400-level RMI Course:

RMI 310	Insurance Company Operations
RMI 320	Alternative Risk Financing
RMI 370	Topics in Risk Management & Insurance
RMI 403	Underwriting
RMI 470	Advanced Topics in Risk Management & Insurance
RMI 493-494	Individual Research in Risk Management & Insurance

Note: 400-level courses have one or more 300-level courses as prerequisites (see Course Descriptions for details).

FIN, FPL, or RMI Electives – Choose two:

RMI 310	Insurance Company Operations
RMI 320	Alternative Risk Financing
RMI 370	Topics in Risk Management & Insurance
RMI 403	Underwriting
RMI 470	Advanced Topics in Risk Management & Insurance
RMI 493-494	Individual Research in Risk Management & Insurance
FIN 302	International Finance
FIN 303	Small Business Finance
FIN 304-305	Honors Research in Finance
FIN 370	Topics in Finance
FIN 400	Mergers & Acquisitions
FIN 401	Student Managed Funds
FIN 402	Portfolio Management
FIN 403	Derivative Securities
FIN 470	Advanced Topics in Finance
FIN 493-494	Individual Research in Finance
FPL 200	Introduction to Financial Planning
FPL 300	Retirement Planning
FPL 301	Estate Planning
FPL 495	Financial Planning Capstone

Requirements For The Risk Management And Insurance Minor

ACC 101	Concepts of Financial Accounting
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FIN 200	Introduction to Finance
RMI 200	Introduction to Risk Management & Insurance
RMI 300	Property and Casualty Insurance
RMI 301	Corporate Risk Management

One elective:

This elective must be a 300- or 400-level RMI course. FIN or FPL courses cannot be used to satisfy the requirements of the RMI minor unless approved by the Finance Department Chair.

The first two courses in the Risk Management and Insurance minor are in the Business core: Concepts of Financial Accounting (ACC 101) and Introduction to Finance (FIN 200). These two courses can be double-counted toward a Business student's major, and do not have to be replaced with additional courses for the minor. Students are responsible for completing all prerequisites to the courses required for the minor. The RMI minor requires students to complete four 300- or 400-level RMI courses. These courses cannot be double counted in the student's major. The one exception to this is for students majoring in Actuarial Science, described below.

Requirements for the Risk Management & Insurance Minor For Actuarial Science Majors

Six required courses:

ACC 101	Concepts of Financial Accounting
FIN 200	Introduction to Finance
FIN 300	Intermediate Finance
RMI 200	Introduction to Risk Management & Insurance
RMI 300	Property and Casualty Insurance
RMI 301	Corporate Risk Management

Risk Management and Insurance Course Descriptions:

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. The nature of the insurance contract, the various types of insurance, and their routine components are examined. The use of insurance as a solution for business problems is also explored. Because most employee group benefits are insurance related, those components of a benefit plan are 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 Corporate 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.

Prerequisites: FIN 200, DSS 210.

RMI 310 Insurance Company Operations (3 credits)

The course covers off-shore financing, role of reinsurance, history of alternative risk financing, forecasting risk loss, capital market functions, forming captive insurance companies, and use of derivatives in risk management.

Prerequisite: RMI 200.

RMI 320 Alternative Risk Financing (3 credits)

The course covers off-shore financing, role of reinsurance, history of alternative risk financing, forecasting risk loss, capital market functions, forming captive insurance companies, and use of derivatives in risk management.

Prerequisite: RMI 200.

RMI 370 Topics in Risk Management & Insurance (3 credits)

This course is designed to give greater coverage to those risk management and insurance topics that are not covered in great detail in other courses. The prerequisites and topics selected are at the discretion of the instructor.

Prerequisites: RMI 200, or (FIN 200, DSS 210) - depending upon whether the topic relates to 'insurance' or 'risk management' - and additional courses as determined by the instructor.

RMI 403 Underwriting (3 credits)

This course covers property and casualty underwriting through the principles of underwriting; strategic underwriting techniques; the insurance production environment; and insurance agency management tools and processes. Students will learn to assess whether to accept insurance risks (or groups of risks) and at what price.

Prerequisite: RMI 300.

RMI 470 Advanced Topics in Risk Management & Insurance (3 credits)

This course 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 prerequisites and topics selected are at the discretion of the instructor.

Prerequisites: RMI 200, FIN 200, DSS 210. and additional courses as determined by the instructor.

RMI 493-494 Individual Research in RMI (3 credits)

Independent study may be approved to allow a student to pursue an in-depth study of an RMI topic. Acceptable Independent Study topics include traditional research/reading programs as well as rigorous pre-approved internship programs with an appropriate academic component, as defined by the Department chair.

Prerequisites: RMI 200, FIN 200, DSS 210, at least Junior standing, and permission of the Department Chair.

RMI 202 Risk Management & Insurance Practicum (1 credit*)

This course enables students working in the insurance industry over the course of a semester to earn one credit hour. Students are required to fulfill all job requirements and to submit an 8 – 10 page paper describing their work responsibilities and the RMI-related skills they acquired. To apply, the student needs to submit a letter describing the proposed practical training opportunity; approval is at the discretion of the Finance Department chair. *Prerequisite/Co-requisite: RMI 200. Student's major must be Risk Management & Insurance.*

**Does not satisfy any major or minor RMI requirement. Does not satisfy any free elective credit. Grade will be Pass/Fail. May be repeated once if the student has attained a grade of Pass in a previous semester and supervising instructor approves.*

Food Marketing

Professors: Childs, George (Chair), Stanton

Associate Professor: Meloche, Wirth

Assistant Professor: Lang

Visiting Instructor: Acello, 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—5 courses on campus

Spring—5 courses on campus

Summer—2nd cooperative experience

Senior Year

Fall—2nd cooperative experience

Spring—5 courses on campus

Summer—3rd cooperative experience

Post Senior Year

Fall—3rd cooperative experience

Spring—5 courses on campus

For more information, please contact Dr. Ferdinand Wirth, Academic Director, of Cooperative Education, @ 610-660-2246 or Mr. Jerry Bradley, Placement Director of Cooperative Education @ 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
	<i>or</i>
MAT 155-156	Fundamentals of Calculus-Applied Calculus II
	<i>or</i>
MAT 161-162	Calculus I-II

Natural Science:

CHM 100-110	Food Chemistry I-II
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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
DSS 200	Introduction to Information Systems
DSS 210	Business Statistics
DSS 220	Quantitative Methods for Business
MGT 360	Legal Environment of Business
FIN 200	Introduction to Finance
MGT 110	Essentials of Organizational Behavior
MKT 201	Principles of Marketing
BUS 495	Business Policy

Major Concentration: seven courses

Major core (5 courses)

FMK 202	Overview of the Global Food Industry
FMK 301	Food Marketing Research
FMK 302	Understanding Food Customers and Consumers
FMK 303	Food Marketing Communication
FMK 401	Food Marketing Strategy

Upper Division (2 courses)

Any two FMK courses not included in the major core above.

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

Food Marketing majors must take

CHM 111	Food Chemistry II
PSY 100	Introduction to Psychology
SOC 101	Introduction to Sociology

Free electives: six courses

Business Foundation: ten courses, including

ACC 101	Concepts of Financial Accounting
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ACC 102	Managerial Accounting
DSS 100	Excel Competency (non-credit)
MGT 110 or 120	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
DSS 220	Quantitative Methods for Business
MGT 360	Legal Environment of Business
BUS 495	Business Policy

Major Concentration: six courses

Major core (5 courses)

FMK 202	Overview of the Global Food Industry
FMK 301	Food Marketing Research
FMK 302	Understanding Food Customers and Consumers
FMK 303	Food Marketing Communications
FMK 401	Food Marketing Strategy

Upper Division (1 course)

Any FMK course not included in the major core above.

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-Target Stores Challenge (3 credits)

Today's food retailer faces a series of unique challenges that may be different than any other challenges that she/he have faced. This course looks at the fundamentals of food retailing together with their application(s) to the structural changes taking place in the food retailing landscape. A critical part of this course will be student teams working on a "Challenge" project with TARGET STORES on a problem/situation that TARGET STORES is facing. Cash prizes will be awarded to teams presenting the most unique and actionable solution to TARGET STORES problem/situation

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 semester-long project whereby student teams will research a product category, create a new product concept, and develop and present a launch program.

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 Alimentaries, EU and other governmental bodies. Attention will focus on global issues impacting the economics of the food industry including biotech crops, health claims, obesity, food bioterrorism, novel ingredients, environmental policies, corporate consolidation, food advertising, hunger, and infectious diseases such as Mad Cow and Hoof and Mouth. The course will qualify towards Faith/Justice certificate/minor fulfillment.

FMK 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 318 Retail Food Marketing Management (3 credits)

Due to a major structural relationship with their customers and consumers many of today's food retailers and wholesalers are performing marketing activities previously associated with CPG (Consumer Package Goods) suppliers. It is therefore important that fundamental marketing strategies, concepts, tactics etc. be incorporated into traditional food retailing strategies, concepts and tactics such as competitive environments, product procurement and merchandising, store location, selling environments, sustainability, CSR, etc. Using a cross functional class lecture/discussion (in store and on campus) approach as well as guest speakers, cases, CPG supplier visits etc. students learn the application of traditional

marketing strategies, concepts and tactics to food retailing and wholesaling.

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 353 Transitions (3 credits)

This course is designed to allow food marketing seniors as well as fourth and fifth year coop students to make the transition from academia to careers. The class will be devoted to topics related to making a successful transition to the world of business. At the conclusion of the course students will have demonstrated proficiencies in resume development; career search procedures; communications and presentation skills (including interviewing skills); team building; expectations, performance, and process management; workplace diversity; stress, time, and change management; personal financial planning; supervisory skills; negotiations; and lifelong learning. In addition to lecture and class discussions, prospective employers will be invited to present career opportunities and critique

FMK 354 Food, Film and Culture (3 credits)

This course addresses the use of food as a metaphor in classic and recent films and examines the role of food from a

cultural, historic, and economic lens. Food in film has emerged as a cinematic genre of study recognizing the symbolic role of food for emotional, political, cultural, familial, and economic issues. The course also includes an introduction to the craft of technically presenting food in film and commercial media, and consumer response to food visuals. Course mechanics include discussion, short essays, and a group presentation and report. These assignments examine the symbolic use of food in film and the commercial opportunities food presents in the various settings viewed. A true 'foodie' delight.

FMK 355 Food Marketing Industry Case Challenge (3 credits)

This course will be focused on developing and presenting a marketing strategy case to compete in national food industry case competitions such as the National Grocers Association (NGA) case competition. Students will learn and practice how to integrate research, strategy, creativity, and presentation skills and outcomes directly useable in executive business situations. The course will draw material from several sources and disciplines. Graded work will be heavily weighted towards presenting components of a final case as developed during the semester. The first part of the course will be spent setting up and developing skills and then transition to working on a real case problem provided from the NGA and potentially other industry organizations. The team that goes to the NGA competition in Las Vegas will be selected from this course

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.)

Management

Professors: DiAngelo, McCall, Porth, Rashford, S.J., Simmers (Chair)

Associate Professors: Dufresne, Mauri, McDevitt, Neiva Patton, Robson, Saporito, Steingard, Swift

Assistant Professors: Balotsky, Ford, Kury, Lvina, Song, Weidner

Visiting Instructors: Alleruzzo, Lutzow, Nelson

Choose Your Path..... Create Your Future.

In concert with the Ignatian vision of intellectual excellence informed by conscience, our mission as the Department of Management is to develop leaders who have a broad, value-oriented perspective, and who are able to integrate many dimensions of organizations--behavioral, cultural, economic, environmental, ethical, historical, international, legal, and structural--in making balanced and responsible decisions that affect their organizations, their stakeholders, and themselves. We prepare students to continue in life as creative, highly skilled and intellectually curious learners who exhibit rigorous, moral, and stakeholder-based discernment in their actions and decision-making. Toward fulfilling our mission, the management faculty is committed to listen and advise you toward achieving your goals and objectives.

The Management Department offers four (4) majors and four (4) minors. Available are majors and minors in Family Business and Entrepreneurship, International Business, Leadership, Ethics and Organizational Sustainability and Managing Human Capital.

Family Business and Entrepreneurship

Professors: Simmers (Chair)

Associate Professors: Robson, Saporito

Assistant Professors: Kury

Learning Goals and Objectives Family Business and Entrepreneurship (FBE) Major

Goal 1: Functional FBE Skills: Students will know core concepts within each business discipline of accounting, finance, management, marketing, and information technology.

Objective 1.1: Students will have with an understanding of how all aspects of business fit together.

Goal 2: Leadership Skills: Students will gain an understanding of concepts, theories, and practices of effective leadership.

Objective 2.1: Students will have the skills to work and enhance the family business firm through their generation and for future ones.

Objective 2.2: Students will have an understanding of forming and leading entrepreneurial teams and family businesses.

Goal 3: Critical Thinking Skills: Students will be able to analyze business scenarios in an integrative way and make constructive and actionable recommendations for problem solving.

Objective 3.1: Students will have the tools to recognize and capitalize on opportunities.

Objective 3.2: Students will have the ability to think strategically and to understand the environment in which they operate.

Goal 4: Communication Skills: Students will demonstrate competency in written and verbal communication aimed at facilitating, and reporting the results of, collaborative problem solving and decision-making processes.

Objective 4.1: Students will have the ability to communicate their entrepreneurial ideas to relevant audiences in both written and oral forms.

Goal 5: Ignatian Values: Students will be able to generate scholarship that embodies free, open inquiry, and provokes imaginative thinking and reflection on values.

Objective 5.1: Students will have an understanding of their role and responsibility to the social world and with the tools to add social value.

Substantial research suggests entrepreneurial and family ventures are major contributors to economic and employment growth and represent nearly 50 percent of U.S. gross domestic product. Entrepreneurial and family ventures face many hurdles in achieving success and long-term growth. The major in Family Business and Entrepreneurship is designed to provide students with the tools, theory, and practical knowledge required to launch new ventures and function within a family business environment. Students may also minor in Family Business and Entrepreneurship in support of other academic pursuits. The minor is appropriate for both Haub School of Business and Arts and Science majors alike.

Requirements for the Family Business and Entrepreneurship Major

GEP Signature Courses (See Curricula): six courses

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

Integrated Learning Component (ILC): three courses. NOTE: In no case may an ILC course be double counted towards completing other requirements of the Family Business and Entrepreneurship major.

Required:

ECN 102 Introductory Economics (Macro)

Plus any two courses from the following areas:
Economics (maximum of one course from this section)

ECN 320 Economics of Labor*
ECN 322 International Macroeconomics**†

ECN 360 Industrial Organization*
ECN 370 Economic Development*

*Prerequisite: ECN 101

**Prerequisite: ECN 102

English

ENG 206 Rhetoric in Modern Practice
ENG 263 Writing for Organizations

Interdisciplinary Health Services Courses

IHS 211 The Health Care System

Political Science

POL 111 Introduction to American Government and Politics

POL 113 Introduction to Comparative Politics

POL 303 American Political Thought

POL 313 Public Policy

POL 314 Public Administration

POL 315 Government and Business

Psychology

PSY 100 Introduction to 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 335 Classes and Power in the United States*

SOC 363 Philadelphia: In Black and White

* Prerequisite SOC 101 or SOC 102

Free electives: six courses

Business Foundation: ten courses, including

ACC 101 Concepts of Financial Accounting

ACC 102 Managerial Accounting

ACC 100

Excel Competency (non-credit)

DSS 200 Introduction to Information Systems

DSS 210 Business Statistics

DSS 220 Business Analytics

FIN 200 Introduction to Finance

MGT 110 or Essentials of Organizational Behavior

MGT 120 or Essentials of Management Honors

MGT 121 Organizations in Perspective
(University Honors students only)

MGT 360 or Legal Environment of Business

MGT361 Honors Introduction to Law

(University Honors students only)

MKT 201 Principles of Marketing

BUS 495 Business Policy

*Family Business and Entrepreneurship Major Concentration:
six courses (four required, two elective)*

Required courses: four

- FBE 230 Introduction to Entrepreneurship and New Ventures (Prerequisites: MGT110,120 or121)
- FBE 231 Family Business (Prerequisite: FBE 230)
- FBE 360 Business Law for Entrepreneurial Firms (Prerequisites: MGT 360
- FBE 495 Family Business and Entrepreneurship Capstone (Prerequisites: ACC 101 & 102; FBE 231; MKT 201;FIN 200 Co-requisite: FBE 360 ; Senior standing

Phase two: two elective courses selected from the following:

- FBE 330 Social Entrepreneurship
- FBE 270, 370, or 470 Special Topics
- FBE 490/491 Internship I and II
- FBE 493/494 Research I and II
- FIN 303 Small Business Finance
- FPL 200 Personal Financial Planning
- FPL 301 Estate Planning
- FMK 202 Overview of Global Food Industry
- FMK 302 Understanding Food Customers and Consumers
- FMK 312 New Product Development
- IBU 210 International Business
- LEO 210 Business, Stakeholders and Ethics
- LEO 211 Perspectives on Leadership
- LEO 212 Organizational Sustainability Skills
- MHC 220 Introduction to Managing Human Capital
- MHC 221 Diversity in the Workplace
- MHC 222 Influence, Negotiation and Conflict Skills
- MKT 202 Market Research
- RMI 301 Risk Management

Minor in Family Business and Entrepreneurship Concentration: six required courses

- MGT 110 Essentials of Organizational Behavior or Essentials of Management or Honors Organizations in Perspective
- or MGT 120
- or MGT 121
- MGT 360 Legal Environment of Business
- or MGT 361 Honors Introduction to Law (University Honors students only)
- FBE 230 Introduction to Entrepreneurship and New Ventures
- FBE 231 Family Business (Prerequisite: FBE 230)
- FBE 360 Business Law for Entrepreneurial Firms (Prerequisite: MGT360)
- FBE 495 Family Business and Entrepreneurship Capstone (Prerequisites: ACC 101 &102; FBE 231; MKT 201;FIN 200 Co-requisite: FBE 360 Senior standing

Note: Students are responsible for completing prerequisites to FBE 360 and FBE 495 outside the minor.

International Business

Professors: *Simmers: (Chair)*
Associate Professors: *Mauri, Neiva*
Assistant Professors: *Song*

Learning Goals and Objectives International Business Major

Goal 1: Functional International Business Skills: Students will know core concepts within each business discipline of accounting, finance, management, marketing, and information technology in an international context.

Objective 1.1: Students will understand the international dimensions of the management function in detail and other functions in general.

Objective 1.2: Students will understand the international dimensions of strategy formulation and implementation in the organization.

Goal 2: Global Skills: Students will understand the challenges businesses face in a global economy, and the cultural issues firms must address to succeed in this environment.

Objective 2.1: Students will understand the challenges associated with differences in cultural host-country environments of firms operating internationally

Objective 2.2: Students will understand the challenges associated with differences in economic, and institutional host-country environments of firms operating internationally

Goal 3: Critical Thinking Skills: Students will be able to analyze business scenarios in an integrative way and make constructive and actionable recommendations for problem solving.

Objective 3.1: Students will demonstrate evidence of critical thinking and problem solving associated with the opportunities and challenges of international firms operating in multiple countries

Goal 4: Communication Skills: Students will demonstrate competency in written and verbal communication aimed at facilitating, and reporting the results of, collaborative problem solving and decision-making processes.

Objective 4.1: Students will demonstrate competency in written communication.

Objective 4.2: Students will demonstrate competency in verbal communication.

Goal 5: Ignatian Values: Students will be able to generate scholarship that embodies free, open inquiry, and provokes imaginative thinking and reflection on values.

Objective 5.1: Students will gain an understanding and critical appreciation of ethical issues in international business.

Requirements for the International Business Major

GEP Signature Courses (See Curricula): six courses

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

Business Foundation: ten courses, including:

ACC 101	Concepts of Financial Accounting
ACC 102	Managerial Accounting
ACC 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 or MGT 121	Essentials of Organizational Behavior or Essentials of Management or Organizations in Perspective (University Honors students)
MGT 360	Legal Environment of Business
MGT 361	Honors Business Law (University Honors Students only)
MKT 201	Principles of Marketing
BUS 495	Business Policy

Integrative Learning Courses: three courses

1. **ECN 102 Macroeconomics** (no pre-requisite)
2. **Advanced Non-Native Modern Language.** Take at least one non-native modern language course at the **advanced level or higher** in the target language beyond the General Education Program requirements in the target non-native modern language. The advanced level begins with course 202 for Western Languages (FRE, GRM, ITA and SPA), and with course 201 for other languages (CHN, JAP and RUS)
3. **International Economics/Politics.** Take one of the following courses:
 - a. **POL 115 International Politics** *No pre-requisite*
 - b. **POL 113 Comparative Politics** *No pre-requisite*
 - c. **ECN 321 International Trade** *Pre-requisite: ECN 101 or ECN 102*

Electives (6)

Major Concentration: Six required courses:

Beginning with Class of 2015 through Class of 2018

Required courses. Take the following three required courses:

1. **IBU 210 Introduction to International Business** *No pre-requisite*
2. **FIN 302 International Finance** *Pre-requisite: FIN 200*
3. **IBU 495 International Business Capstone: Global Strategic Planning** *Pre-requisites: IBU 210, ACC 101, MKT 201, FIN 200, MGT 110/120, PHL 154, Senior standing*

International Business Electives: Choose between 2 international business electives and 1 international exposure, or 3 international business electives

- **ACC 430 International Accounting** *Pre-requisite: ACC 102*
- **FMK 314 International Food Marketing** *Pre-requisite: MKT201*
- **IBU 363 International Business Law** *No pre-requisite*
- **IBU 310 Managing Foreign Direct Investments**
- **IBU 270/370/470 Special Topics**
- **IBU 471/472 Practicum I and II**
- **IBU 493/494 Research I and II**
- **LEO 212 Organizational Sustainability** *Pre-requisite: MGT110/120*
- **MHC 321 International Human Resources** *No pre-requisite*
- **MKT 331 International Marketing** *Pre-requisite: MKT201*
- **International Exposure.** May only count 1 International Exposure towards satisfying the International Business Electives. Choose from the following options:
 - a. IBU 370 or an international study tour offered in HSB (other study tours require pre-approval),
 - b. An approved international course in one of the SJU Summer abroad programs
 - c. A pre-approved course with an international focus while studying abroad,
 - d. IBU 490 International Business Internship

Beginning with Class of 2019

Core Courses: Take three required international business core courses

1. **IBU 210 Introduction to International Business** (no pre-requisite)
2. New Course: **IBU 310 Managing Foreign Direct Investment** (pre-requisite MGT 110/120/121; Junior status)
3. **IBU 495 International Business Capstone: Global Strategic Planning** (pre-requisites: IBU 210, IBU 310, MGT 110/120/121, PHL 154, Senior status)

International Business Electives: Choose between 2 international business electives and 1 international exposure, or 3 international business electives

ACC 430 International Accounting (pre-requisite ACC 102)

FIN 302 International Finance (pre-requisite FIN 200)

FMK 314 International Food Marketing (pre-requisite MKT 201)

IBU 363 International Business Law (no pre-requisite)
IBU 270/370/470 Special Topics
IBU 493/494 Research I and II

LEO 212 Organizational Sustainability (pre-requisites MGT 110/120/121, PHL 154)

MHC 321 International Human Resources (no pre-requisite)

MKT 331 International Marketing (pre-requisite MKT 201)

International Exposure. (May only count 1 International Exposure towards satisfying the International Business Electives). Choose from the following options:

- IBU 370 or an international study tour offered in HSB (other study tours require pre-approval),
- An approved international course in one of the SJU Summer abroad programs
- A pre-approved course with an international focus while studying abroad,
- IBU 490 International Business Internship

Requirements for the International Business Minor

6 courses

Required (2)

- IBU 210 Intro to International Business** *No pre-requisite*
- IBU 495 International Business Capstone: Global Strategic Planning** *Pre-requisites: IBU 210, ACC 101, MKT 201, FIN 200, MGT 110/120, PHL 154, Senior standing*

International Business Elective. Choose one from the following list of courses:

- ACC 430 International Accounting** *Pre-requisite: ACC 102*
- FIN 302 International Finance** *Pre-requisite: FIN 200*
- FMK 314 International Food Marketing** *Pre-requisite: MKT201*
- IBU 363 International Business Law** *No pre-requisite*
- IBU 310 Managing Foreign Direct Investment** (pre-requisite MGT 110/120/121; Junior status)
- LEO 212 Organizational Sustainability** *Pre-requisite MGT110/120*
- MHC 321 International Human Resources** *No pre-requisite*
- MKT 331 International Marketing** *Pre-requisite MKT201*

Plus three courses among the following of which only a maximum of two may double-count towards other requirements such as Integrated Learning Component or primary major or other minors:

- 2 courses in advanced non-native language.** The advanced level starts with course 202 for Western Languages (FRE, GRM, ITA and SPA) and with course 201 for CHN and JAP
- 2 courses among the following CAS globalization courses:** Comparative Politics POL 113; Introduction to International Politics POL 115; International Trade ECN 321, and other pre- approved courses
- International Exposure** (see below) or one additional International Business Elective

International Exposure. Choose from the following options:

- IBU 370** or an international study tour offered in HSB (other study tours require pre-approval),
- An approved international course in one of the SJU Summer abroad programs
- A pre-approved course with an international focus while studying abroad,
- IBU 490** International Business Internship

Leadership, Ethics and Organizational Sustainability

Professors: *McCall, Simmers (Chair)*

Associate Professors: *Dufresne, Neiva, Steingard*

Assistant Professors: *Weidner*

Learning Goals and Objectives Leadership and Organizational Sustainability (LEO) Major

Goal 1: Functional Skills: Students will know core concepts within the business discipline of leadership, ethics, and organizational sustainability.

Objective 1.1: Students will be able to explain, apply (to cases), and analyze core concepts and theories of leadership.

Objective 1.2: Students will be able to explain, apply (to cases), and analyze core concepts and theories of business ethics

Objective 1.3: Students will be able to explain, apply (to cases), and analyze core concepts and theories of organizational sustainability.

Goal 2: Leadership Skills: Students will gain an understanding of concepts, theories, and practices of effective leadership.

Objective 2.1: Students will be able to explain, apply (to cases), and analyze core concepts and theories or leadership.

Objective 2.2: Students will be able to synthesize leadership concepts and theories into a perspective on personal leadership development.

Goal 3: Critical Thinking Skills: Students will be able to analyze business scenarios in an integrative way and make constructive and actionable recommendations for problem solving.

Objective 3.1: Students will be able to critically analyze business scenarios regarding leadership, business ethics, and organizational sustainability.

Objective 3.2: Students will be able to make constructive and actionable recommendations for business scenarios regarding leadership, business ethics, and organizational sustainability.

Goal 4: Interpersonal Communication Skills: Students will demonstrate competency in written and verbal communication aimed at facilitating, and reporting the results of, collaborative problem solving and decision-making processes.

Objective 4.1: Students will be able to write an individual paper that competently diagnoses an issue and suggests recommendations.

Objective 4.2: Students will be able to give an oral presentation that competently communicates a diagnosis of an issue and suggests recommendations.

Goal 5: Ignatian Traditions: Students will gain an understanding of the Jesuit tradition and values and will use this knowledge in service of social justice.

Objective 5.1: Students will be able to critically analyze a case or situation through the lens of the Jesuit tradition.

Objective 5.2: Students will be able to formulate recommendations for action as informed by the Jesuit tradition.

Requirements for the Leadership, Ethics and Organizational Sustainability Major

GEP Signature Courses (See Curricula): six courses

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

Integrated Learning Component (ILC): three courses. NOTE: In no case may an ILC course be double counted towards completing other requirements of the Leadership, Ethics and Organizational Sustainability major.

Required:

ECN 102 Introductory Economics (Macro)

Plus any two courses from the following areas:

Economics (maximum of one course from this section)

ECN 320 Economics of Labor*

ECN 322 International Macroeconomics***

ECN 360 Industrial Organization*

ECN 370 Economic Development*

*Prerequisite: ECN 101

**Prerequisite: ECN 102

English

ENG 206 Rhetoric in Modern Practice

ENG 263 Writing for Organizations

Interdisciplinary Health Services Courses

IHS 211 The Health Care System

Political Science

POL 111 Introduction to American Government and Politics

POL 113 Introduction to Comparative Politics

POL 303 American Political Thought

POL 313 Public Policy

POL 314 Public Administration

POL 315 Government and Business

Psychology

PSY 100 Introduction to 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 335 Classes and Power in the United States*

SOC 363 Philadelphia: In Black and White

* Prerequisite SOC 101 or SOC 102

Free electives: six courses

Business Foundation: ten courses, including

ACC 101 Concepts of Financial Accounting

ACC 102 Managerial Accounting

ACC 100 Excel Competency (non-credit)

DSS 200 Introduction to Information Systems

DSS 210 Business Statistics

DSS 220 Business Analytics

FIN 200 Introduction to Finance

MGT 110 or Essentials of Organizational Behavior

MGT 120 or Essentials of Management

MGT 121 Honors Organizations in Perspective (University Honors students only)

MGT 360 or Legal Environment of Business

MGT361 Honors Introduction to Law (University Honors students only)

MKT 201 Principles of Marketing

BUS 495 Business Policy

Leadership, Ethics and Organizational Sustainability Major Concentration: six courses (four required, two elective)

Required (4):

LEO 210 Business, Stakeholders, and Ethics

LEO 211 Perspectives on Leadership

LEO 212 Organizational Sustainability

LEO 495 Applied Sustainable Leadership Capstone

Major-elective (2): Choose two additional courses from the following list:

FBE 330 Social Entrepreneurship

IBU 210 International Business

LEO Special Topics

270/370/470

LEO 310 Breaking News

LEO 490/491 Internship I and II

LEO 493/494 Research I and II

MHC 220 Introduction to Managing Human

MHC 221	Capital
MHC 222	Diversity in the Workplace Influence, Negotiation and Conflict Skills

Minor in Leadership, Ethics and Organizational Sustainability

MGT 110/120/121	(Essentials of Organizational Behavior/Essentials of Management/ Honors Organizations in Perspectives (University Honors Students only)*)
MGT 360 or MGT361	Legal Environment of Business* Honors Introduction to Law* (University Honors students only)
LEO 210	Business, Stakeholders, and Ethics
LEO 211	Perspectives on Leadership
LEO 212	Organizational Sustainability
LEO 495	Applied Sustainable Leadership (capstone course)

* Courses in the Haub School of Business core

Note: Students are responsible for completing prerequisites

Managing Human Capital

Professors: *Simmers (Chair)*

Associate Professors: *Patton*

Assistant Professors: *Ford, Lvina*

Visiting Instructors: *Alleruzzo, Nelson*

Learning Goals and Objectives Managing Human Capital (MHC) Majors

Goal 1: Functional MHC Skills: Students will have the knowledge of functional Human Resource Management

Objective 1.1: Students will understand core Human resource concepts such as Job Analysis, Recruitment and Selection, Training & Development, Performance Evaluation, and Compensation.

Goal 2: Global Skills: Students will have a comprehension of global, multicultural environments

Objective 2.1: Students will understand the individual and group difference challenges businesses face in a global economy, with an emphasis on managing diversity and legal rights and responsibilities related to a multicultural workforce.

Goal 3: Critical Thinking and Problem Solving Skills: Students will have the ability to analyze business scenarios in an integrative way and make constructive and actionable recommendations for problem solving.

Objective 3.1: Students will be able to analyze the complexity of Human Capital in organizations at both the individual and organizational levels of analysis, and develop solutions/recommendations for real life problems facing organizations.

Goal 4: Students will demonstrate competency in written and verbal communication aimed at facilitating, and

reporting the results of, collaborative problem solving and decision making processes.

Objective 4.1: Students will demonstrate competency in written and verbal communication aimed at articulating Management solutions to complex problems concerning the human being-organization interface.

Goal 5: Ignatian Traditions: Students will be able to generate scholarship that embodies free, open inquiry, and provokes imaginative thinking and reflection on values.

Objective 5.1: Students will understand and respect that work is not only a strategic/production aspect of organizations but also a fundamental human activity.

Requirements for the Managing Human Capital Major

GEP Signature Courses (See Curricula): six courses

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

Integrated Learning Component (ILC): three courses. NOTE: In no case may an ILC course be double counted towards completing other requirements of the Managing Human Capital major.

Required:

ECN 102 Introductory Economics (Macro)
Plus any two courses from the following areas:

Economics (maximum of one course from this section)

ECN 320 Economics of Labor*
ECN 322 International Macroeconomics***

ECN 360 Industrial Organization*
ECN 370 Economic Development*

*Prerequisite: ECN 101

**Prerequisite: ECN 102

English

ENG 206 Rhetoric in Modern Practice
ENG 263 Writing for Organizations

Interdisciplinary Health Services Courses

IHS 211 The Health Care System

Political Science

POL 111 Introduction to American Government and Politics

POL 113 Introduction to Comparative Politics

POL 303 American Political Thought

POL 313 Public Policy

POL 314 Public Administration

POL 315 Government and Business

Psychology

PSY 100 Introduction to 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 335 Classes and Power in the United States*
SOC 363 Philadelphia: In Black and White

Free electives: six courses

Business Foundation: ten courses, including

ACC 101 Concepts of Financial Accounting
ACC 102 Managerial Accounting
ACC 100 Excel Competency (non-credit)
DSS 200 Introduction to Information Systems
DSS 210 Business Statistics
DSS 220 Business Analytics
FIN 200 Introduction to Finance
MGT 110 or Essentials of Organizational Behavior
MGT 120 or Essentials of Management
MGT 121 Honors Organizations in Perspective (University Honors students only)

MGT 360 or Legal Environment of Business
MGT361 Honors Introduction to Law (University Honors students only)

MKT 201 Principles of Marketing
BUS 495 Business Policy

Managing Human Capital Required (3):

MHC 220 Introduction to Managing Human Capital
MHC 221 Diversity in the workplace
MHC 495 Managing Human Capital: Research and Application Capstone

Major-elective (3): Choose three (3) additional courses from the following list:*

ECN 330 Economics of Labor
FBE 230 Introduction of Entrepreneurship and New Ventures
FBE 330 Social Entrepreneurship
IBU 210 International Business
LEO 210 Business, Stakeholders, and Ethics
LEO 211 Perspectives on Leadership
MGT 361 Legal Environment of Business II
MHC 222 Influence, Negotiation, and Conflict Skills
MHC 320 Career Management
MHC 321 International Human Capital and Talent Management
MHC 322 Metrics for Managing Human Capital
MHC 270/370/470 Special Topics
MHC 360 Employment and Labor Law
MHC 471/472 Practicum I and II
MHC 490/491 Internship I and II

MHC 493/494 Research I and II
SOC 320 Sociology of Work

*See course descriptions in the Academic Catalog for prerequisites

Minor in Managing Human Capital

Concentration: six courses

Required (5):

MGT 110 Essentials of Organizational Behavior*
or
MGT 120 Essentials of Management*
or
MGT 121 Honors Organizations in Perspective* (University Honors Students)
MGT 360 Legal Environment of Business*
MGT361 Honors Introduction to Law* (University Honors Students)
MHC 220 Introduction to Managing Human Capital
MHC 221 Diversity in the workplace
MHC 495 Managing Human Capital: Research and Application Capstone

*Courses in the Haub School of Business core

Elective (1): Choose one course from the list of major-electives

Note: Students are responsible for completing prerequisites

Management

Family Business and Entrepreneurship Courses

FBE 150 – Social Entrepreneurship

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 their communities or around the world with a heightened sense of accountability to the constituencies they serve 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 measuring social impact.

First Year Seminar Only

FBE 230 Introduction to Entrepreneurship and New Ventures (3 credits)

This course explores the fundamental processes of entrepreneurship and new venture creation including: the development of innovative thinking, opportunity recognition, venture exploration which would ultimately lead to a new venture, and the skills that are necessary for successfully building a new venture team that possesses the appropriate attributes. The primary purpose of the course is to develop an innovative perspective, as well as an understanding of the integration of people in the entrepreneurial process.

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of Chair.

FBE 231 Family Business (3 credits)

This course explores the unique interpersonal and business issues associated with a family-owned and managed firm. Thus, the course is designed for those students who will be entering or establishing a family-owned business. The course will focus upon: the competitive strengths and weaknesses of a family firm; the dynamics of family interactions and the family business culture; conflict resolutions; estate planning; and planning for succession. The primary purpose of the course is to provide the tools and techniques that will provide an entrepreneur with the greatest opportunity for success within a family business framework.

Prerequisites: FBE 230

FBE 270 Special Topics in Family Business and Entrepreneurship (3 credits)

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of Chair.

FBE 330 Social Enterprise and Social Change (3 credits)

This course introduces students to the concepts of social enterprising as a means to promote social change. The course begins with a look at the ethical foundations inherent in the initiation of social change, namely moral rights and the justice perspectives on moral reasoning. The course then turns to an exploration into how social enterprising can be used as a vehicle to address injustice and promote social change. Topics in this section include recognizing opportunities for social change, planning and organizing the social venture, funding and scaling the social enterprise, and measuring social impact. Students will have the opportunity to interact with management of a social venture and apply the skills learned.

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of Chair. PHL 154

FBE 360 Business Law Entrepreneurial Firms

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.

FBE 370

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of Chair.

FBE 470 Special Topics in Family Business and Entrepreneurship (3 credits)

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of Chair.

FBE 471 Family Business and Entrepreneurship Practicum I (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 s/he 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.

FBE 472 Family Business and Entrepreneurship Practicum II (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 s/he 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.

FBE 490 Family Business and Entrepreneurship Internship I (3 credits)

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; Permission of Chair.

CAS students: Permission of Chair.

FBE 491 Family Business and Entrepreneurship Internship II (3 credits)

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; Permission of Chair.

CAS students: Permission of Chair.

FBE 493 Family Business and Entrepreneurship Research I (3 credits)

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; Permission of Chair.

CAS students: Permission of Chair.

FBE 494 Family Business and Entrepreneurship Research II (3 credits)

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; Permission of Chair.

CAS students: Permission of Chair.

FBE 495 Family Business and Entrepreneurship Capstone (3 credits)

This is a capstone course that integrates the various concepts of the core Family Business and Entrepreneurship courses to

develop a comprehensive business plan to either create a new venture or to grow an existing family business. Students are responsible for assessing opportunities, collecting and interpreting relevant data to exploit the identified opportunity, and to craft a plan that supports the market need, identifies the target market, and is financially viable.

Prerequisites: Capstone course in Family Business and Entrepreneurship, MGT 110 or MGT 120 or MGT 121; ACC 101 & 102; FBE 230; FBE 231; FIN 200; MKT 201; Co-requisite: FBE 360; Senior standing.

International Business Courses

IBU 150 (3 credits)

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 accept that their framework for looking at the world around them, i.e., their worldview, may be very different from that of other cultures. The course encourages students to explore their comfort level with different views of the world through experiential exercises and through investigation of some causes for differences across cultures. It introduces and develops critical thinking regarding the role of business and its obligations to all stakeholders while developing the notion of corporate social responsibility.

First Year Seminar

IBU 210 International Business (3 credits)

This course is designed to introduce students to the basic concepts of international business by examining the following: 1) Country differences in political economy and culture; 2) Theories and politics of international trade, foreign direct investment and regional economic integration; 3) International operations from a functional perspective (i.e. Marketing, Operations, and Human Resources).

IBU 270 Special Topics in International Business (3 credits)

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of Chair.

IBU 310 Managing Foreign Direct Investment (3 credits)

This course is designed to provide students with a deeper understanding of international business by examining the following: 1) Theories of foreign direct investment (FDI) and international trade; 2) types of multinational corporations (MNCs) and MNCs' global strategies; 3) managing entry-, operation-, and exit-level managerial issues, including exchange rates and risk. This course is primarily geared towards juniors who are interested in majoring or minoring in International Business.

IBU 370 International Topics and Study Tour (3 credits)

The objective of this course is to participate in a study tour or similar experience offering numerous corporate and institutional visits to allow first hand exploration of business issues. Emphasis will be placed on accounting, economic, finance, management, and marketing issues for various firms.

A secondary objective is to expose students to different national cultures and cultural issues related to business. A third objective is to focus on one or more current business topics affecting at least two functional areas. Students will be expected to analyze the impact of the topic (s) on the various areas of business, particularly on the operation of multinational corporations.

Pre-requisites: none

IBU 470 Special Topics in International Business (3 credits)

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of Chair.

IBU 471 International Business Practicum I (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 s/he 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.

IBU 472 International Business 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 s/he 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.

IBU 490 International Business Internship I (3 credits)

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; Permission of Chair.

CAS students: Permission of Chair.

IBU 491 International Business Internship II (3 credits)

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; Permission of Chair.

CAS students: Permission of Chair.

IBU 493 International Business Research I (3 credits)

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; Permission of Chair.

CAS students: Permission of Chair.

IBU 494 International Business Research II (3 credits)

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; Permission of Chair.

CAS students: Permission of Chair.

IBU 495 Global Strategic Planning (3 credits)

This course is the capstone class of the International Business program and focuses on the management of corporations operating internationally. The international environment implies greater opportunities as 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 are international.

Prerequisite IBU210 MGT 110/120/121 and PHL154, and senior standing

Leadership, Ethics and Organizational Sustainability Courses

LEO 150 Serious Comedy & Social Justice (3 credits)

Comedy has long been a vehicle by which performers and audiences can engage uncomfortable truths and issues of social injustice. Comedy is increasingly important to individuals' identity; recent research has shown that comedy is essential to how people view themselves and others. Comedy (including satire and parody) is also a growing business, as evidenced by the popularity of Comedy Central, movies, television programs, YouTube, and other platforms. In this course, we will explore important issues of social justice (e.g., globalization, racism, gender equity, poverty) as presented in comedy across a variety of sources both contemporary (e.g., South Park, The Daily Show, The Colbert Report, The Simpsons) and classic (e.g., All in the Family, The Smothers Brothers, M*A*S*H).

First Year Seminar only

LEO 210 Business, Stakeholders, and Ethics (3 credits)

This course analyzes the question, "Does business have a social responsibility?" through the examination of various internal and external stakeholders of the contemporary business organization. Students will be introduced to frameworks and theoretical principles in ethics that may be used as foundations to the analysis of the question above. Students then will learn how stakeholder management relates to an organization's triple bottom line of people, planet, and profits. The course includes theoretical concepts and practical analysis, exposing 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 Chair. PHL 154

LEO 211 Perspectives on Leadership (3 credits)

This course aims to increase students' knowledge and skills concerning effective leadership. Through a seminar format we will employ a historical perspective to investigate

different approaches, models and contexts to leadership. We will then explore the contemporary role of leadership in work organizations. Through workshops, we will develop skill competencies critical to effective leadership. Students will have an opportunity to apply their knowledge and skills to a leadership experience they design and implement themselves.

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of Chair.

LEO 212 Organizational Sustainability (3 Credits)

This course is an introduction to Organizational Sustainability in its broader sense and is primarily designed for the Leadership, Ethics, and Organizational Sustainability major and minor and those students interested in this area. For the organization, sustainability means the capacity to survive (to sustain itself) while contributing to the survival (the sustenance) of the various environments in which it finds itself, be these social, biological, economic, ecological, or other. The course offers a framework for understanding sustainability and introduces the concept of the triple-bottom line whereby corporate social responsibility and environmental protection are necessary conditions for business success in addition to profitability. It is not enough to fulfill only one or two of these three necessary conditions: organizations should be structured so all three are mutually reinforcing. The main objective of the course is to provide students with a broad context enabling them to develop the capacity for critical thinking and the skills necessary to understand the importance of sustainability.

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of Chair. PHL 154

LEO 270 Special Topics in Leadership, Ethics and Organizational Sustainability (3 credits)

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of Chair.

LEO 310 Breaking News: Making Moral Decisions (3 credits)

Everyday business ethics uses real-time reporting of current events by credible media as the vehicle to help students connect the language of moral reasoning and business ethics to emerging ethical issues in the world of business, organizations, and leadership. The course will review the major theoretical basis for moral reasoning, e.g., deontological ethics, utilitarian ethics, and ethical relativism. A discussion of source credibility will also precede the second (main) portion of the course. Students will keep abreast of current events via daily reading of various media outlets. Students will be expected to (a) identify ethical issues, controversial decisions, and unethical conduct reported by journalists; (b) analyze the stakeholders and ethical issues identified in news reporting, and (c) identify potential resolutions or recommendations for action that might be taken by individuals involved in the decisions. The course will culminate in a research paper by each member of the class on a current business ethics issue of interest.

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; LEO 210 (or Permission of Chair); CAS students: Permission of Chair. PHL 154; ENG 101

LEO 370 Special Topics in Leadership, Ethics and Organizational Sustainability (3 credits)

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of Chair.

LEO 470 Special Topics in Leadership, Ethics and Organizational Sustainability (3 credits)

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of Chair.

LEO 471 Leadership, Ethics and Organizational Sustainability Practicum I (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 s/he 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.

LEO 472 Leadership, Ethics and Organizational Sustainability Practicum II (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 s/he 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.

LEO 490 Leadership, Ethics and Organizational Sustainability Internship I (3 credits)

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; Permission of Chair.

CAS students: Permission of Chair.

LEO 491 Leadership, Ethics and Organizational Sustainability Internship II (3 credits)

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; Permission of Chair.

CAS students: Permission of Chair.

LEO 493 Leadership, Ethics and Organizational Sustainability Research I (3 credits)

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; Permission of Chair.

CAS students: Permission of Chair.

LEO 494 Leadership, Ethics and Organizational Sustainability Research II (3 credits)

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; Permission of Chair.

CAS students: Permission of Chair.

LEO 495 Applied Leadership and Sustainability Capstone (3 credits)

This course is an integrative course in which students (either individually or in teams) undertake an action-learning project in an organization under the direction of a faculty member with the objective of applying leadership and sustainability concepts developed throughout the program. Students will work with live clients (e.g., non-profit organizations or for-profit businesses) to help them improve their triple bottom-line performance along the people, planet, and profits dimensions and test their leadership skills as they do so.

Prerequisites: MGT 110 or MGT 120 or MGT 121; LEO 210 (or Permission of Chair); LEO 211 (or Permission of Chair); Senior standing.

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 CAN take either MGT 110 or MGT 120 or MGT 121 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 or MGT 121 to satisfy the HSB core Management requirement. Students who take MGT 120 cannot take MGT 110 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. *University Honors students only. Students who take MGT 121 cannot take MGT 110 or MGT 120 for credit.*

MGT 200 Introduction to Project Management (3 credits)

Project Management is the application of knowledge and techniques to project activities in order to meet stakeholder needs. A project is an endeavor having a definite beginning and a definite end, undertaken to create a unique product or service. Key elements of Project Management will be introduced in this course: *scope, schedule, budget, quality, human resources, communications, risk, and procurement*. Through lectures, exercises and case studies, we will see how these elements fit into a project management plan, as well as how the plan is executed and controlled. Guidelines presented will be consistent with The Project Management Body of Knowledge (PMBOK) and be a step towards a possible Project Management Professional (PMP) certification.

Pre-requisites: none

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. *University 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.

Managing Human Capital Courses

MHC 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.

First Year Seminar only

MHC 220 Introduction to Managing Human Capital (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.

MHC 221 Diversity in the Workplace (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.

MHC 222 Influence, Negotiation and Conflict (3 credits)

This course focuses on developing students' interpersonal and communication skills in order to increase influence, negotiation, and conflict resolution abilities in a fair and principled fashion. Students should obtain a theoretical understanding of influence and negotiation, and improve their ability to engage in negotiations and address conflict in an effective and ethical manner in a wide range of situations.

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of Chair

MHC 270 Special Topics in Managing Human Capital (3 credits)

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of Chair.

MHC 320 Career Management (3 credits)

This course provides students with the knowledge and skills to understand and manage careers in organizations. Students will learn to help others manage their careers while also learning how to manage their own careers. Topics will include, but will not be limited to motivation theory, professional skill-development, career ladders, career coaching, labor market/occupational trends, market research, job search techniques, resume writing, interviewing skills, negotiating, and networking.

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of Chair.

MHC 321 International Human Capital and Talent Management (3 credits)

The purpose of this course is to develop knowledge for managing a global workforce, and to prepare students to encounter international business from an interpersonal

standpoint. While expertise in international human capital and talent management is an important pathway to competitive advantage for organizations, the goal of this course is also to develop thoughtful managers and workers who will be cognizant of the challenges of an international career, and respectful of cross-cultural differences.

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of Chair.

MHC 322 Metrics for Managing Human Capital (3 credits)

This course introduces students to the metrics that are essential to the strategic management of human capital. Human capital leaders help drive business performance by delivering competitive advantage through people. Performance relies on measures, so future leaders need to be adept at planning and interpreting those measures. The emphasis of this course will be on logical and strategic decision making through planning which measures to use, and using the resulting analytics to facilitate effective talent acquisition and retention, maximize the productivity and effectiveness of organizational human capital, and allocate limited resources effectively.

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of Chair.

MHC 360 Employment and Labor Law (3 credits)

The purpose of this course is to acquaint the student with the legal aspects of human resource management. It will describe the sources of employment law and how those laws govern the hiring, promotion, evaluation and termination of employees, as well as the terms and conditions of employment in 21st century America. Attention will be given to current legal and ethical issues, including the challenges of managing an increasingly diverse workforce.

Pre-requisites: None

MHC 370 Special Topics in Managing Human Capital (3 credits)

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of Chair.

MHC 470 Special Topics in Managing Human Capital (3 credits)

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of Chair.

MHC 471 Managing Human Capital Practicum I (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 s/he 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.

MHC 472 Managing Human Capital Practicum II (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 s/he 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.

MHC 490 Managing Human Capital Internship I (3 credits)

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; Permission of Chair.

CAS students: Permission of Chair.

MHC 491 Managing Human Capital Internship II (3 credits)

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; Permission of Chair.

CAS students: Permission of Chair.

MHC 493 Managing Human Capital Research I (3 credits)

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; Permission of Chair.

CAS students: Permission of Chair.

MHC 494 Managing Human Capital Research II (3 credits)

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; Permission of Chair.

CAS students: Permission of Chair.

MHC 495 Managing Human Capital Capstone (3 credits)

This course focuses on critical thinking skills, research skills, and applied human capital issues. Students will learn and work on HR metrics (assessing, measuring, and valuing employee behaviors and attitudes). Substantive topics will be of interest to both people-oriented future managers and those who aspire to a career in human resources. This offering focuses on critical thinking, research and metrics relating to motivation (the OB side) and compensation (the HR side). There will also be a strong emphasis on the strategic importance of human capital in all organizations.

Prerequisites: MGT 110 or MGT 120 or MGT 121; MHC 220 (or Permission of Chair); MHC 221 (or Permission of Chair); Senior standing.

Marketing

Professors: *Allan (Chair), Lord, Solomon*

Associate Professors: *Phillips, Smith, Wood*

Assistant Professors: *Burkhalter, Kelley, Shen, Tryce*

Mission

The Marketing Department provides a rigorous education in the theory and practice of Marketing as well as opportunities to focus on particular aspects of the field, so that our students can succeed and thrive in today's ever changing and challenging marketplace. With concentrations in General Marketing, Sports and Entertainment Marketing, and Advertising and Promotions, students can hone their skills in specific disciplines and make important industry connections.

With courses in Consumer Behavior and Market Research, students gain insight into understanding and satisfying customer wants and needs. Marketing Communications courses teach students how to successfully engage the target audience using traditional and digital media. Upper level Marketing courses challenge majors to address real-world scenarios. SJU graduates leave Hawk Hill with a well-rounded knowledge base of ethics, strategy, global commerce, technology, analytics and more, that will make them more versatile and desired in their chosen fields.

Graduates of Saint Joseph's Marketing Department have moved on to careers in communications, sales, consumer products, retail, sports, entertainment, health care to name a few. Many such graduates return to Hawk Hill to recruit current students to carry on the tradition of SJU student achievements.

Want to get involved? The award-winning student chapter of the American Marketing Association is a great a way to start. The AMA hosts many Marketing-related events on campus, including networking panels, industry guest speakers and service projects. You can try the campus radio station—Radio 1851—or its record label—1851 Records (founded by professor and former radio executive Dr. David Allan)—to get experience in Entertainment Marketing. The Sports Marketing Club puts students in touch with sports executives from all aspects of the business and also hosts many networking events and field trips.

The Marketing Department faculty boasts an array of talent from industry-renowned scholars to successful business executives, all of whom are dedicated to developing our students both in and out of the classroom.

Learning Goals and Objectives Marketing Major

Goal 1: Functional Marketing Skills:

Objective 1.1: Students will have the ability to apply target market strategies in support of organizational, divisional, and functional goals.

Objective 1.2: Students will have the ability to apply product strategies in support of organizational, divisional, and functional goals.

Objective 1.3: Students will have the ability to apply pricing strategies in support of organizational, divisional, and functional goals.

Objective 1.4: Students will have the ability to apply place strategies in support of organizational, divisional, and functional goals.

Objective 1.5: Students will have the ability to apply promotion strategies in support of organizational, divisional, and functional goals.

Goal 2: Functional Marketing Skills

Objective 2.1: Students will be able to assess the potential effect of various environmental conditions on the market players and behaviors.

Goal 3: Functional Marketing Skills

Objective 3.1: Students will be able to collect and analyze data to develop customer insights.

Goal 4: Functional Marketing Skills

Objective 4.1: Students will be able to develop and evaluate resource-based and market-oriented marketing plans intended to satisfy objectives for for-profit and not-for-profit organizations.

Objective 4.2: Students will be able to measure, evaluate, and effectively communicate performance against key objectives.

Goal 5: Communication Skills

Objective 5.1: Students will demonstrate clear and persuasive oral and written communication skills.

Goal 6: Critical Thinking Skills

Objective 6.1: Students will engage in critical analyses and discussions of real marketing problems.

Offerings

The Marketing Department offers a variety of programs allowing students to build a solid foundation in core Marketing concepts as well as probe their interest in specialized fields. Three degrees are available: a B.S. in General Marketing, a B.S. in Sports Marketing and a B.S. in Entertainment Marketing.

For students who are majoring in other subjects within the Haub School of Business or in the College of Arts & Sciences, certain courses (as described below) may count towards minor requirements in:

- Advertising & Promotions

- Communications Studies
- Entertainment Marketing
- General Marketing
- Music
- Sports Marketing

Requirements For The General Marketing Major

The General Marketing Degree endows students with a solid foundation in the basic principles of Marketing which can be applied to various industries, product and service categories, and non-profits. The requirements are:

GEP Signature Courses (See Curricula): six courses

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

Integrated Learning Component (ILC): three courses including: Microeconomics (ECN 101), Macroeconomics (ECN 102) and any other courses from the social sciences of Economics, Psychology and Sociology.

Free electives: six courses

Business Foundation: ten courses including

ACC 101	Financial Accounting
ACC 102	Managerial Accounting
DSS 200	Introduction to Information Systems
DSS 210	Business Statistics
DSS 220	Business Analytics
FIN 200	Introduction to Finance
MGT 110	Essentials of Organizational Behavior
120	Essentials of Management
MGT 360	Legal Environment of Business I
MKT 201	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).

Sports Marketing Major

Learning Goals and Objectives Sports Marketing Major

Goal 1: Functional Sports Marketing Skills:

Objective 1.1: Students will gain knowledge of the structure and operations of the professional and amateur sports industry and the organizations that comprise the industry, from both an historical and contemporary perspective.

Objective 1.2: Students will master and be able to apply the specialized terminology used in digital media to generate advertising and transactional revenues in the sports industry.

Objective 1.3: Students will gain a keen understanding of the difference between *marketing of sports* (events and properties) and *marketing through sports* (building brands via alignment with a sports property) by conducting research which will enhance their knowledge of the critical role that fan affinity plays in the marketing of and through sports.

Goal 2: Critical Thinking and Problem Solving

Objective 2.1: Students will be able to identify and critically analyze the application of select intellectual property laws, vital to monetizing sports business activities and protecting the significant revenue stream in the sports industry.

Goal 3: Ignatian Values/Jesuit Traditions

Objective 3.1: Student will gain knowledge of and develop proficiencies for utilizing compelling and ethical techniques for selling sports as a product by able to demonstrating the understanding of tactical versus strategic selling and how each is critical to successfully building revenue.

Objective 3.2: Student will gain knowledge of and develop proficiencies for utilizing compelling and ethical techniques for selling sports as a product by creating compelling and ethical sales presentations to support ticket sales and sponsorship proposals.

Objective 3.3: Student will gain knowledge of and develop proficiencies for utilizing compelling and ethical techniques for selling sports as a product by conducting critical analyses of business and ethical challenges facing the sports industry and creating policy solutions for those challenges.

Goal 4: Communication Skills

Objective 4.1: Students will demonstrate clear and persuasive oral and written communication skills.

Requirements For The Sports Marketing Major

Philadelphia is a city that loves its sports teams, and that passion makes Saint Joseph's an exciting place to study Sports Marketing. A strong foundation in Marketing, blended with an appreciation for sports culture and the business of sports, characterizes this unique program.

The theme of the program is to "move the revenue needle of sports properties in an ethical and socially responsible manner." Students can choose from a diverse array of classes taught by industry experts who combine theory and real-world experience that touch on today's "hot" sports issues. From managing a franchise, to the ins and out of Sports Law, to how to engage fans in today's digital world, the SJU Sports Marketing program equips students with the tools to succeed in all aspects of the Sports Marketing arena.

The Sports Marketing major requirements are the same as the General Marketing major with respect to the GEP, Business Foundation and free electives with one exception:

Sports Marketing majors should take Sports Economics (ECN 420) as the third ILC course.

All Sports Marketing majors must take Business of Sports (MKT 351) as a pre-req to all other Sports Marketing courses except for Sports Law (MKT 352). The second course you should take is Sports Marketing (MKT 353) which is a pre-req/co-req for all remaining SPMKT courses. The major requires six courses as follows:

Classes of 2015 and 2016

MKT 351 Business of Sports
MKT 353 Sports Marketing
MKT 490/497 Internship in Sports Marketing
MKT 35x-36x Three Upper level Sports Marketing courses

Classes of 2017 and beyond

MKT 351 Business of Sports
MKT 353 Sports Marketing
MKT 352 Sports Law
MKT 355 Sports Sales and Selling
MKT 362 Digital Media in Sports
MKT 35x-36x One Upper level Sports Marketing course

Entertainment Marketing Major

Learning Goals and Objectives Entertainment Marketing Major

Goal 1: Functional Marketing Skills:

Objective 1.1: Students will have the ability to apply target market strategies in support of organizational, divisional, and functional goals.

Objective 1.2: Students will have the ability to apply product strategies in support of organizational, divisional, and functional goals.

Objective 1.3: Students will have the ability to apply pricing strategies in support of organizational, divisional, and functional goals.

Objective 1.4: Students will have the ability to apply place strategies in support of organizational, divisional, and functional goals.

Objective 1.5: Students will have the ability to apply promotion strategies in support of organizational, divisional, and functional goals.

Goal 2: Functional Marketing Skills

Objective 2.1: Students will understand & apply key media & communications theories to the fan experience.

Goal 3: Functional Marketing Skills

Objective 3.1: Students will gather, analyze, and assess customer and industry data.

Goal 4: Functional Marketing Skills

Objective 4.1: Students will develop, implement, and evaluate strategies in support of key objectives.

Goal 5: Critical Thinking Skills

Objective 5.1: Students will engage in critical analyses and discussions of real problems in the entertainment industry.

Goal 6: Communication Skills

Objective 6.1: Students will demonstrate clear and persuasive oral and written communication skills.

Requirements For The Entertainment Marketing Major

The Entertainment Marketing program is a one-of-a-kind major for the student who wants to work behind the scenes in show business. With a degree in Entertainment Marketing, you can help develop a marketing plan for a blockbuster movie, a concert tour or the big game.

The Entertainment Marketing major teaches students how traditional Marketing practices are applied and often rewritten in entertainment via specialized courses and interaction with industry experts. Music Marketing, Sports Marketing, Event Planning are among the course offerings. The Entertainment Marketing major requirements are the same as the General Marketing major with respect to the GEP, Business Foundation and free electives. The program requirements are:

MKT 202 Marketing Research
MKT 302 Consumer Behavior
MKT 342 Entertainment Law
MKT 343 Entertainment Marketing
MKT XXX Two Music or Sports Marketing Electives

Specialized Marketing Focus

Students who wish to enhance their Marketing training in a specific area may use their upper level MKT electives to take additional courses in these disciplines.

Advertising and Promotions Courses:

MKT 312 Selling and Sales Management
MKT 314 Social Media Marketing
MKT 321 Advertising
MKT 324 Public Relations and Publicity
MKT 325 Fundamentals of Applied Design
MKT 326 Media Now

Entertainment Marketing Courses:

MKT 341 Music Marketing
MKT 342 Entertainment Law
MKT 343 Entertainment Marketing
MKT 350 Event Marketing

Sports Marketing Courses:

MKT 351 Business of Sports

MKT 352	Sports Law
MKT 353	Sports Marketing
MKT 354	Business of Baseball
MKT 355	Sports Sales & Selling
MKT 356	Sports Media
MKT 358	College Athletics: Administration & Marketing
MKT 361	Sports Licensing
MKT 362	Digital Media in Sports
MKT 370	Special Topics in Sports Marketing

Requirements for Marketing Related Minors

Requirements for the Advertising And Promotions Minor

The Advertising and Promotions minor is directed at A&S students who have an interest in pursuing employment in the advertising industry. This minor is NOT available to Marketing majors or Communications Studies minors. Double minors or exceptions to this policy require approval of the Marketing Department Chair. The required courses and electives are listed below.

ECN 101	Microeconomics
MKT 201	Principles of Marketing
MKT 301	Marketing Communications OR MKT 303 Marketing Communications (non-business)
MKT 321	Advertising
MKT 324	Public Relations & Publicity
MKT 300-400	One Elective from the following list:
MKT 314	Social Media Marketing
MKT 315	Marketing in a Multicultural World
MKT 325	Fundamentals of Applied Design
MKT 490	Marketing Internship

Requirements for the Entertainment Marketing Minor

The Entertainment Marketing minor is directed at A&S students who have an interest in pursuing employment in the entertainment industry. This minor is NOT available to Marketing majors. Double minors or exceptions to this policy require approval of the Marketing Department Chair. The required courses and electives are listed below.

ECN 101	Microeconomics
MKT 201	Principles of Marketing
MKT 202	Marketing Research
MKT 302	Consumer Behavior
MKT 342	Entertainment Law
MKT 343	Entertainment Marketing

Requirements for the General Marketing Minor

The Marketing minor allows HSB students in other majors and A&S students to expand their Marketing skills. Double minors require approval of the Marketing Department Chair. 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	Marketing Elective

Requirements for the Sports Marketing Minor

The Sports Marketing minor is directed at A&S students who have an interest in pursuing employment in the sports industry. This minor is NOT available to Marketing majors. Double minors or exceptions to this policy require approval of the Marketing Department Chair. The required courses and electives are listed below.

ECN 101	Microeconomics
MKT 201	Principles of Marketing
MKT 351	The Business of Sports
MKT 353	Sports Marketing
MKT 35x-36x	Two Upper level Sports Marketing courses

Other Minors

The General Marketing curriculum allows for several minors that are offered in conjunction with the College of Arts & Sciences. Students can easily accommodate these minors by using their general electives to fulfill the remaining course requirements. Double minors require approval of the Marketing Department Chair. These minor fields of study include:

- Communications Studies Minor
- Music Industry Minor

Marketing Courses

MKT 150 People, Planet & Profit (3 credits)

The purpose of this **freshman seminar** is to help students understand the responsibility they have 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 learn how individuals, the environment, and organizations can exist in harmony with one another.

MKT 201 Principles of Marketing (3 credits)

Brands, sports teams, charities, politicians and entertainers all depend on Marketing to stand out from the crowd. An introduction to the theory and practice of Marketing—the process of building strong relationships with customers by meeting or exceeding their needs. In this course, you will review the basic concepts of Marketing from "STP" (Segmenting, Targeting & Positioning) to the "4 Ps" (Product, Promotion, Price & Place). The broad social, cultural, political and economic issues that impact Marketing are also examined.

Pre- or corequisite: ECN 101.

MKT 202 Marketing Research (3 credits)

In today's Marketing environment, information is power. 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.

MKT 211 Honors Principles of Marketing (3 credits)

Brands, sports teams, charities, politicians and entertainers all depend on Marketing to stand out from the crowd. An introduction to the theory and practice of Marketing—the process of building strong relationships with customers by meeting or exceeding their needs. In this course, you will review the basic concepts of Marketing from "STP" (Segmenting, Targeting & Positioning) to the "4 Ps" (Product, Promotion, Price & Place). The broad social, cultural, political and economic issues that impact Marketing are also examined. *Limited to students in the Honors Program.*

Pre- or corequisite: ECN 101.

MKT 301 Marketing Communications (3 credits)

Breaking through the "clutter" to gain the customer's attention is a never-ending challenge. 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, digital/alternative media, public relations 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)

Understanding what makes customers "tick" is the foundation of successful Marketing. A study of how consumer and business needs and wants are converted into satisfactions, with primary emphasis 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 influence consumers.

Prerequisite: MKT 201

MKT 303 Marketing Communications for Non-Business Students (3 credits)

This course is for Communications Studies students who will not take Principles of Marketing (MKT 201). Topics such as advertising, digital/alternative media, public relations and sales promotion are addressed from creative development to media selection to execution with the goal of communicating to constituents with one clear voice. *Not available to Marketing majors or minors.*

MKT 312 Selling and Sales Management (3 credits)

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 sales force management including the tools and techniques of effective sales presentations, the role of technology, sales training and motivation.

Prerequisite: MKT 201.

MKT 313 Ethics in Marketing (3 credits)

Discussion and analysis of the behavior and interaction of companies, consumers and customers across various topics such as personal privacy, sales responsibility, intellectual property, pricing, 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 314 Social Media Marketing (3 credits)

With almost lightning speed, technology has changed the way we learn, communicate, forge relationships and shop. Explore the growing popularity of using digital technologies to reach consumers and further your working knowledge of the four zones of social media (community, publishing, entertainment & commerce).

Prerequisites: MKT 201 and MKT 301 or MKT 303.

MKT 315 Marketing in a Multicultural World (3 credits)

The American demographic landscape is shifting dramatically and Marketing must strive to keep up. Discussion of the challenges and opportunities for marketers wishing to target various ethnic groups in the United States. Topics include how to develop Marketing strategies and refine the Marketing mix to best serve and research these different and changing groups.

Prerequisites: MKT 201 and MKT 301 or MKT 303.

MKT 321 Advertising (3 credits)

Advertising has come a long way from the days of "Mad Men", yet it is still the most prominent and glamorous component of the communications mix. An effective ad should inspire us to buy, click, donate or even vote. This course will examine the elements of successful Advertising from strategy and development to execution and evaluation.

Prerequisites: MKT 201 and MKT 301 or MKT 303

MKT 324 Public Relations and Publicity (3 credits)

Is all PR really good PR? The concepts, history, theory, social responsibility and management of Public Relations and its role in the communications mix. This course will survey PR problems and practices in corporations, government agencies, associations and not-for-profit organizations.

Prerequisites: MKT 201 and MKT 301 or MKT 303

MKT 325 Fundamentals of Applied Design (3 credits)

A "hands on" course where you will learn graphic skills that are the technical foundation for transforming advertising concepts into effective visual communications. Extensive use of current online graphics programs.

Prerequisites: MKT 201 and MKT 301 or MKT 303

MKT 326 Media Now (3 credits)

This course will introduce students to the institutional, political and economic forces that shaped the development of media, including ownership structures, corporate practices, and state policy interventions affecting media institutions in both the public and private sectors. Students will also analyze

the interrelations between Cultural, Multicultural and Communication Policy interventions.

Prerequisites: MKT 201 and MKT 301 or MKT 303

MKT 331 International Marketing (3 credits)

Marketing is going global at a rapid pace. A multi-faceted study of the concepts, methods and challenges of conducting business in international markets. The 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 341 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.

MKT 342 Entertainment Law (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.

Prerequisite: MKT 201.

MKT 343 Entertainment Marketing (3 credits)

Entertainment can be viewed as both a 'product' and as a promotional tool. Learn about entertainment industry Marketing practices as well as the organizations and people who conceive of, create and distribute entertainment properties including television, film, music, gaming and theater.

Prerequisite: MKT 201

MKT 350 Event Marketing (3 credits)

The use of Event Marketing as a strategy to reach consumers beyond traditional, cluttered advertising mediums. You will learn how to plan and execute events, and use events to effectively engage prospective consumers, build brand awareness, and market a company's products and services.

Prerequisite: MKT 201.

MKT 351 The Business of Sports (3 credits)

A look at professional and college sports as big business including league structure; ownership and franchise values; sources of revenue; sports media; labor issues; competitive balance; and the economic and financial aspects of college athletic departments.

Prerequisite: MKT 201.

MKT 352 Sports Law (3 credits)

Many of today's sports headlines have little to do with wins and losses. 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 collective bargaining agreements to stimulate discussion and formulate answers to practical sports business problems. *Must be Sophomore or above.*

MKT 353 Sports Marketing (3 credits)

Sports Marketing has become increasingly sophisticated over the last decade as teams compete for the entertainment dollar. A study of Marketing, promotion, sales and sponsorship strategies utilized in the sports industry by both sports properties and brand partners.

Prerequisite: MKT 201

MKT 354 The Business of Baseball

An examination of how MLB and its franchises operate as business entities, starting with baseball's antitrust exemption and reserve clause. The course covers league operations, labor relations, financial issues, marketing, baseball and the media, and ballparks. *Must be Sophomore or above.*

MKT 355 Sports Sales and Selling

Learn how to develop the skills essential to effectively building sales and revenue within a sports business and leverage the various revenue producing opportunities within a sports franchise or organization. The course will explore critical factors in successfully renewing and growing sales with both consumers and corporate partners.

Prerequisites: MKT 201 and MKT 351. Corequisite: MKT 353.

MKT 356 Sports Media (3 credits)

Focus on the unique interaction between sports and the communications and media industries. Topics include the evolution of sports and media; current and future relationships between sports and radio, TV, newspapers, digital and mobile media; and the growth and influence of cable TV, ESPN, regional sports networks, and league networks.

Prerequisites: MKT 201 and MKT 351. Corequisite: MKT 353.

MKT 358 College Athletics: Administration and Marketing (3 credits)

Principles and practices of running the business of college athletics in an NCAA institution. Discussion of the roles and responsibilities of the athletic director and staff, compliance officers, coaches, and marketing personnel, as well as issues related to conformance to NCAA regulations and racial and gender equity in the business of college athletics.

Prerequisites: MKT 201 and MKT 351. Corequisite: MKT 353.

MKT 361 Sports Licensing

Sports licensing is a major contributor to team and league revenue. Learn about the history of sports licensing, the principles of trademark law, current licensing models and types of licenses, licensor-licensee relationship and responsibilities, and social compliance issues related to manufacturing, sourcing and distribution.

Prerequisites: MKT 201 and MKT 351. Corequisite: MKT 353.

MKT 362 Digital Media in Sports

This course will review the sports digital landscape including current issues, best practices, branding, mobile sports, ticketing, fantasy sports and e-commerce.

Prerequisites: MKT 201 and MKT 351. Corequisite: MKT 353.

MKT 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.

Prerequisite: MKT 201.

MKT 401 Marketing Strategy (3 credits)

Pulling it all together is the focus of this Marketing capstone course, 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 201, MKT 202, MKT 301 and MKT 302.

MKT 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.

MKT 490 Marketing Internship (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 pre-requisite 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 one other MKT course. 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.

MKT 491 Marketing Practicum (1 credit)

This course is meant for students with an internship opportunity, for which the prospective employer requires university credits, and who have already completed a three-credit internship. The course is limited to General and Sports Marketing majors who have completed MKT 201 plus a three-credit internship. Course requires approval of Marketing Department Internship Coordinator prior to registration. This practicum does not satisfy any major or minor requirements. Grade will be Pass/Fail.

MKT 493-494 Independent Study in Marketing 1-6 credits

MKT 494-494 Honors Research in Marketing 1-6 credits

MKT 497 Sports Marketing Internship (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 pre-requisite to any internship. A minimum GPA of 2.5 is required. This course is limited to Sports Marketing majors taking their required 3-credit internship during the summer and counts as a course during the following fall semester.

MKT 499 Research Practicum (3 credits)

Take your research skills to the next level while developing the insights needed to make effective Marketing decisions.

Prerequisites: MKT 201 and MKT 302

Pharmaceutical and Healthcare Marketing

Professor: *Trombetta*

Associate Professor: *Jambulingam*

Associate Professor: *Sillup (Chair)*

Assistant Professor: *DelConte*

Requirements for the Pharmaceutical & Healthcare Marketing Major

Learning Goals and Objectives Pharmaceutical & Healthcare Marketing Major

Goal 1: Leadership: Students will recognize the ability to lead others to accomplish goals successfully.

Objective 1.1: Students will demonstrate the ability to lead in team situations.

Objective 1.2: Students will constructively work with team members to achieve its goals.

Goal 2: Knowledge of Functional Areas is to know the core concepts of each business discipline.

Objective 2.1: Students will be able to apply the core concepts of Accounting, Finance, Management, Marketing and Information Technology in PMK courses.

Goal 3: Critical Thinking and Problem Solving is the ability to think critically and generate viable solutions to problems.

Objective 3.1: Students will be able to analyze business scenarios in an integrative way.

Objective 3.2: Students will be able to make constructive and actionable recommendations for problem solving.

Goal 4: Interpersonal/Communication Skills is the ability to communicate effectively.

Objective 4.1: Students will demonstrate competency in written and verbal communication.

Objective 4.2: Students will be able to report results of collaborative problem solving and decision making processes concisely and effectively.

Goal 5: Ignatian Values is the ability to generate scholarship that embodies free, open inquiry and provokes imaginative thinking and reflection on values.

Objective 5.1: Students will show an ability to apply the Ignatian values of:

Objective 5.1.1: a commitment to rigorous education and lifelong learning ;

Objective 5.1.2: an insistence upon ethical decision making;

Objective 5.1.3: a desire for social justice and a care and concern for others.

Goal 6: Global/Diversity is recognizing the challenges businesses face in a global economy and how firms must adjust to meet those challenges.

Objective 6.1: Students will appreciate the cultural issues firms must address to succeed in a globally diverse environment. This includes:

Objective 6.1.1: Understanding of and respect for diversity in the population and in organizations;

Objective 6.1.2: Understanding differences across cultures, ethnic groups, socio-economic groups, gender and sexual orientations

Objective 6.1.3: Appreciation of scholarship that embodies free, open inquiry and provokes imaginative thinking and reflection on values.

Goal 7: Program Specific is an ability to develop and express strategic approaches to the complex business related problems in the pharmaceutical, medical device, diagnostic industry and with health organizations associated to healthcare delivery

Objective 7.1: Students will able to craft alternative strategies to address complex business-related situations as well as evaluate the pros and cons of those alternatives.

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:

GEP Signature Courses (See Curricula): six courses

- 1)First-Year Seminar PMK first-year seminars are PMK 140 and PMK 150; see course descriptions below)
- 2)Faith & Reason
- 3)ENG 102 Texts and Contexts
- 4)HIS 154 Focusing the Modern World

- 5)PHL 154 Moral Foundations
- 6)THE 154 Faith, Justice, Catholic Tradition

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

- 1)ENG 101¹ Craft of Language
- 2)Non-Native Language # 1
- 3)Non-Native Language #2
- 4)Math Beauty
- 5)ECN 101 Introductory Economics (Micro)
- 6)Laboratory Science²
- 7)Theology Religious Difference
- 8)Philosophical Anthropology
- 9)Arts/Literature

¹Students may earn credit for English 101 by earning a grade of 4 or 5 on the AP English exam. If that is the case, the student may take ENG 102 during the fall semester of freshman year.

²Students must take one, three-credit, laboratory courses, BIO 165 + 165, Exploring the Living World.

Integrated Learning Component (ILC): three courses

- 1)ILC#1- ENC 102 Macroeconomics
- 2)ILC#2*
- 3)ILC#3* *Recommendations are: HIS 458 Epidemiology, HIS/SOC323 Health & Society, PSY 100 Intro to Psychology, PSY 122 Abnormal Psychology for Non-Majors, PSY 200 Personality, PSY 210 Research Methods, ART 173 digital Photo 1 or THE 366 Christian Medical Ethics

Free Electives: Six Courses

Please consult your advisor.
Recommended: PMK 180 Patient Access to Healthcare or PMK 190 Healthcare Delivery Alternatives (service-learning courses)

HSB (BC) Foundation Courses

- 1)ACC 101 Concepts of Financial Accounting
- 2)ACC 102 Managerial Accounting
- 3)DSS 200 Introduction to Information Systems
- 4)DSS 210 Business Statistics
- 5)DSS 220 Business Analytics
- 6)MGT110 Essentials of Organizational Behavior or
- 7)MGT120 Essentials of Management
- 8)MGT Legal Environment of Business I 360
- 9)FIN 200 Principles of Finance
- 10)MKT20 Principles of Marketing
- 1
- 11)BUS49 Business Policy
- 5

Courses in the Major: six courses

- 1)PMK 211 Healthcare Marketing Environment

- 2)PMK 221 Pharmaceutical Marketing Research
- 3)PMK 331 Pharmaceutical Sales Management
- 4)PMK 341 Supply Chain Management and Pricing
- 5)PMK 351 Pharmaceutical Promotions Management
- 6)PMK 461 Pharmaceutical Marketing Strategy I

Pharmaceutical & Healthcare Marketing Courses

PMK 140 FY 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. Open to all freshmen

PMK 150 FY 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 will change in the delivery of healthcare, if anything?
- * What can stop the ever increasing cost of healthcare?
- * Healthcare systems throughout the world: aka, 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 Gardener, Congressional debates and cable news analyses.

Open to all freshmen

PMK 180 SL Patient Access to Healthcare (3 credits)

This service-learning 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 also have the opportunity to assist patients with various interactions with healthcare delivery ranging from interpreting their healthcare coverage options to post-operative recovery. This course fulfills the requirement for the Minor in Healthcare Ethics. *Elective.*

PMK 190 SL Healthcare Delivery Alternatives

This service learning course focuses on the medical, cultural, social and spiritual needs of short and long term residents at a local nursing home. Projects involve direct patient encounters and are popular with marketing, biology, and HIS majors. Projects also involve working in departments of nursing, pastoral care, dietary, human resources, finance, social services, development, activities and volunteer services.

This course fulfills the requirement for the Minor in Healthcare Ethics. *Elective*

PMK 211 Healthcare 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, disease management and accountable care organizations (ACO's). Additionally, students will learn a basic understanding of pharmacology.

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.

PMK 351 Pharmaceutical Promotions Management (3 credits)

Covers advertising, direct marketing, promotions, e-marketing, ethical, legal and regulatory concerns associated with the promotion of pharmaceutical products.

Prerequisites: PMK 211, PMK 221, PMK 341.

PMK 461 Pharmaceutical Marketing Strategy and Planning (3 credits)

The course focuses on strategy and planning development for a specific pharmaceutical product. This course focuses on teamwork and expands students' ability to synthesize critical functions in product management.

Prerequisites: PMK 211, PMK 341, PMK 351.

PMK 465 Advanced Pharmaceutical Marketing Research (3 Credits)

The pharmaceutical and biotech business is rapidly changing and requires marketing researchers and brand managers to appreciate the decision-making contexts in which marketing research is conducted.

Prerequisites: PMK 211, PMK 221

PMK 471 Pharmaceutical Marketing Strategy and Planning II (3 credits)

Drawing on the broad range of content covered in the first six courses, this capstone course integrates and builds on the foundations laid previously. This course addresses pharmaceutical corporate strategies including health policy issues with practical application through a number of formats: cases; exercises; simulations.

Prerequisites: All other PMK courses.

PMK 491 Pharmaceutical Internship/Independent Study 1-3 credits

The Pharmaceutical Internship/Independent Study enables students who have declared Pharmaceutical Marketing as their major to earn one (1) credit and enhance their knowledge in the sponsoring firm by working in the pharmaceutical or related industries as an intern. Students can earn up to three (3) credits by combining an internship with independent study. Credit is based on a review by the sponsoring faculty member of the student's circumstance, needs of the firm where the student is doing their internship and academic requirements of the sponsoring faculty member. The internship/independent study credits are counted as free electives and can only be applied to the semester during which the internship/independent study was taken.

Prerequisite – completed at least 4 courses in the major.

Graduate Programs

College of Arts and Sciences

Erivan K. Haub School of Business

Saint Joseph's University offers graduate degrees; Master of Art, Master of Science, Master of Business Administration and Doctor of Educational Leadership. The degree awarded is determined by the student's major field.

Graduate Admissions Procedure

Contact Information

Graduate Operations Office
Saint Joseph's University
5600 City Avenue
Philadelphia, PA 19131
Telephone: 610.660.1101
Fax: 610.660.1224

Application Instructions

Domestic students (U.S. Citizens, Permanent Residents, Refugees & Asylees) must complete and submit the online Graduate application, sju.edu/gradapplynow

along with all required credentials, supporting documents, and the required \$35 USD application fee directly to the Graduate Operations Office. (*Fee is waived for Executive Program applicants.*) Applicants for admission must possess a Bachelor's degree from a regionally-accredited institution or its equivalent and must provide evidence of their ability and preparedness necessary for the satisfactory completion of graduate work. Domestic students who have received degrees from outside the United States should review our International Admissions section below for information on required documentation. All documents submitted in support of an application will become the property of the University and are not returnable.

Specific requirements differ among the programs, and students are advised to consult the appropriate program requirements listed in each program section.

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. 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. Again, programs vary. 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 with rolling admissions thereafter pending space availability. The MS Psychology program admits and enrolls new students in the fall semester only. Applicants for the Ed.D. in Educational Leadership program must complete their application by June 1st. The Ed.D. in Educational Leadership admits and enrolls students on a cohort schedule which begins each fall semester. Visit individual program sections for further information on restrictions and required admissions documents.

Graduate Admission Requirements in the College of Arts and Sciences

- The minimum requirements are:
- a bachelor's degree (based on a four-year curriculum) completed before graduate study begins or its international equivalent with an accredited institution. Grade point average and academic criteria as specified by the program for which you are applying.
- Along with these requirements, admission decisions are based on a number of factors, including academic record, personal statement, letters of recommendation, test scores (if required by program), and relevant work and research experience (if required). All admission recommendations are made by each individual program or department.

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 department 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

Admission for Undergraduates in a Final Semester

Applications from undergraduate students who have yet to complete course work for their bachelor's degree will only be processed if the student is in his/her final semester of

undergraduate study. Admission to graduate programs for these students will be on a conditional basis, and the student will be required to furnish a final transcript for their undergraduate work documenting degree conferral. The final transcript will be reviewed by the graduate program department in which the student has conditionally been admitted, and if acceptable, the student's admission status will be changed to full admission status.

Non-Degree or Visiting Isolated Credit Admission

Graduate non-degree applicants may enroll in graduate level course work for professional development, certification, and personal enrichment. Under this classification, students are admitted to the university, but not to a specific degree granting, graduate program. Non-degree or isolated credit applicants must complete the online graduate application process.

Re-Admission for Previously Enrolled Students.

A graduate student retains active admission status for three years from the date of last enrollment. Graduate students who are in a degree-seeking program and no longer have active admission status must reactivate their files by completing another admission application before enrolling in graduate courses.

International Students

Application Instructions

International students (seeking or holding non-immigrant visas) intending degree-seeking study must complete the online Graduate application, sju.edu/gradapplynow along with all required credentials, supporting 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

Note: The College of Arts and Sciences does not offer admission to international applicants for the summer term.

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 with rolling admissions considered thereafter. The MS Psychology program admits and enrolls new students in the fall semester only.

All applicants for 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 which begins each fall. 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. All documents submitted in support of an application will become the property of the University and are not returnable.

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 80. 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 112 of the intensive program at an approved ELS Center accompanied by a letter of recommendation from the Academic Director. To find a list of approved ELS centers visit www.els.edu.

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;

official test scores from either the GMAT/GRE/MAT may be required for scholarship consideration. Please contact the director of the program of interest for additional information.

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 Post-Masters Certificate, in Food Marketing, On-line Pharmaceutical & Healthcare Marketing M.B.A. for Executives Program, and Pharmaceutical & Healthcare Marketing M.B.A. for Executives Program, Pharmaceutical & Healthcare Marketing Post MBA/Master's and Advanced Certificates for Executives (classroom and online)*) 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 by the Program Director in consultation with the department Chair and approved by the appropriate Associate Dean in the College of Arts and Sciences, and then only for unusual and serious reasons. Doctoral students should refer to the Doctoral Student Handbook for degree completion requirements and the leave of absence policy.

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 dismissal 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 dismissed from the degree program. Students in programs that require twelve or more courses who receive four grades below **B** will be dismissed from the degree program. Also, students who

receive two grades of **F** will be dismissed 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 dismissed 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 which can be obtained at <http://www.sju.edu/int/resources/hawkcentral/>. 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 completion of an Extraordinary Withdraw form, documentation to support any extraordinary or unusual reasons for the withdraw, 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. The Intent to Graduate form can be located on nest.sju.edu under Student Records.

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

Amanda Thomas, Ph.D., Dean

Nancy Fox, Ph.D., Associate Dean of Social Sciences

Shawn Krahmer, Ph.D., Interim Associate Dean of Humanities.

Michael McCann, Ph.D., Associate Dean for Computer Science, Mathematics, and Natural Sciences.

John Vacca, Ph.D., Associate Dean of Education & Professional and Liberal Studies

Elisabeth Woodward, M.S., Interim Executive Director
2014-2015

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.

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

Graduate Arts and Sciences

Director: *Dr. Karen Snetselaar*

Science Center 225, 610- 660-1826, ksnetzel@sju.edu

Mission Statement

The Biology Department offers programs leading to the Master of Science (M.S.) and Master of Arts (M.A.) degrees in Biology. These flexible programs meet the needs of students wishing to develop their skills as research scientists or prepare for admission to professional school or doctoral programs. Both programs can prepare students to enter science-related careers or help them advance in education or corporate settings. The M.S. program is thesis-based and designed to be completed within two years of full time study. Competitive Teaching Assistantships are available for students who qualify. The M.A. program is course-based and accommodates both full and part time students.

Program learning goals and objectives

Learning Goal 1: Students will develop their identity as scientists through interactions with faculty mentors, with their colleagues and with non-scientists. They will become informed about prospective careers for life scientists in government, industry and academia as well as learning about the professional and ethical expectations for scientists.

Objective 1.1: Students will be familiar with the appropriate set of research, laboratory and/or field skills used by specialists in their subfields of choice.

Learning Goal 2: Students will be able to understand and critique articles from the primary literature in biology. They will improve their skills in communicating about science, particularly about biology, including data presentation, writing, and oral communication appropriately targeted to various audiences.

Objective 2.1: Students will be able to locate, read, interpret, evaluate and discuss primary literature in Biology.

Objective 2.2: Students will be able to analyze, interpret and present data of various kinds.

Objective 2.3: Students will design, execute and communicate results of research. (For M.A. students, this will take the form of projects completed for courses. M.S. students will complete a traditional thesis that includes a public defense and a written report.)

Learning Goal 3: Students will develop skills in experimental design, data collection and analysis.

Objective 3.1: Students will be able to analyze, interpret and present data of various kinds.

Objective 3.2: Students will design, execute and communicate results of research. (For M.A. students, this will take the form of projects completed for courses. M.S. students will complete a traditional thesis that includes a public defense and a written report.)

Learning Goal 4: Students will have a deeper and more sophisticated understanding of one or more of the subfields of biology, and they will develop the appropriate set of research, laboratory and/or field skills necessary for specialization in the subfields.

Objective 4.1: Students will increase their knowledge and understanding of one or more of the subfields of biology through assignments in courses and research experiences in courses and/or independent study.

Objective 4.2: Students will be familiar with the appropriate set of research, laboratory and/or field skills used by specialists in their subfields of choice.

The graduate programs of the Biology Department are intended for graduates who desire training in specialized

fields and who are planning a career in teaching, research or professional practice in these areas. Applicants must have a bachelor's degree from an accredited college or university and must present evidence of ability to pursue graduate work as exemplified by high scholastic achievement, high GRE test scores and exemplary recommendations. The Biology Department reserves the right to require additional undergraduate work prior to admission.

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.
- official copies of scores of the Graduate Record Examination (general test).
- letters of recommendation from at least two faculty evaluating the candidate's promise and capacity for graduate study 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 application to the Biology graduate programs is by rolling admissions and there is no specific deadline. However, applicants wishing 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 79.). The 24 credit hours of formal classroom study must be in graduate level courses (600-700 level), which may include up to 4 credit hours of seminar (BIO 552) and 6 credit hours of research (BIO 793). 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, 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

- a. The candidate for the M.S. Degree in Biology must maintain a grade point average of 3.0 or above to remain in the program.
- b. Successful completion of all requirements must be accomplished within a maximum of 5 years from the time of acceptance to the program.
- c. All of the requirements described in this document represent minimum requirements, and it is understood that the Thesis Committee may require additional work to make up for deficiencies in the student's background.

Graduate Assistantships

Full-time M.S. students will automatically be considered for Biology Department teaching assistantships that provide a stipend and a scholarship for tuition and fees. Notice of other fellowships is posted on the department website. Students seeking financial support are encouraged to apply by March 1 or earlier for the fall semester.

M.A. in Biology

Course requirements

Degree candidates for the Master of Arts Degree in Biology will be required to complete 32 credit hours of graduate study in biology. A minimum of two semesters of seminar must be taken, with a maximum of 4 credit hours counting toward the degree. Students must take Research Techniques (BIO 550) and at least one each from two of the three broad categories of cellular/subcellular, organismal, and superorganismal.

Other specific requirements

- a. The candidate for the M.A. degree in Biology must maintain a grade point average of 3.0 or above to remain in the program.
- b. Successful completion of all requirements must be accomplished within a maximum of 5 years from the time of acceptance to the program.
- c. All of the requirements described in this document represent minimum requirements, and it is understood that the Graduate Committee may require additional work to make up for deficiencies in the student's background.

Biology Curriculum

Core:

BIO 550	Research Techniques
BIO 550L	Research Techniques Lab

BIO 552 Graduate Seminar

Electives:

BIO 793 Research
BIO 7XX Advanced Topics in Biology*
BIO 794 Thesis Research

***Various topics, may qualify for one of the groups below**

Evolution and Diversity of Life

BIO 601 Animal Behavior
BIO 606 Comparative Anatomy
BIO 609 Ecology
BIO 614 Plant Systematics
BIO 619 Invertebrate Zoology
BIO 620 Bioinformatics
BIO 622 Applied and Environmental Biology
BIO 623 Evolution
BIO 624 Biotechnology

Cell Structure and Function

BIO 602 Advanced Cell Biology
BIO 604 Biochemistry
BIO 610 Light and Electron Microscopy
BIO 611 Molecular Genetics
BIO 612 Neurobiology
BIO 616 General Microbiology
BIO 621 Molecular and Cellular Biophysics

Systemic organization

BIO 603 Biometrics and Modeling
BIO 605 Biomechanics
BIO 607 Developmental Biology
BIO 613 Plant Physiological Ecology
BIO 615 Immunology
BIO 617 Systemic Physiology
BIO 625 Bacterial Pathogenesis

Biology Courses Offerings

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 (1 credit)

Students prepare and present seminars based on current primary literature or their own research work. *One period.*

BIO 601 Animal Behavior (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 (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 (4 credits)

Computer simulation of life science phenomena from the subcellular to population levels. Appropriate statistics are included along with exposure to simulation software. *Two lecture periods, one four-hour laboratory.*

BIO 604 Biochemistry (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. *Two 75-minute lecture periods, one three-hour laboratory period.*

BIO 606 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 lecture periods, one four-hour laboratory period.*

BIO 607 Developmental Biology (4 credits)

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

BIO 608 Histology (4 credits)

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

BIO 609 Ecology (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 (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 (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 (4 credits)

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

BIO 613 Plant Physiological Ecology (4 credits)

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

BIO 614 Plant Systematics (4 credits)

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

BIO 615 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 616 Microbiology (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 (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 619 Invertebrate Zoology (4 credits)

A study of the morphology, physiology, behavior, and phylogenetic relationships of the major groups of

invertebrates. Participants will compare and contrast the physical and biological challenges facing the invertebrates that live on land, in water, and inside other organisms. The laboratory will include observations and experiments on live and preserved animals. *Two lecture periods; one four-hour lab period.*

BIO 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 621 Molecular and Cellular Biophysics

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 622 Applied and Environmental Microbiology

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 623 Evolution

This course covers the major concepts of evolutionary biology, including natural selection, adaptation, genetic drift, and phylogenetic trees. The course trains students to know how to generate and test evolutionary hypotheses using data and inference. The lab portion of the course encourages hands-on learning through computer simulation and problem-solving. *Two 50-minute lecture periods, one four-hour lab period.*

BIO 624 Biotechnology

.A course in which students will learn how basic cell and molecular biology are used to develop products for biomedical, agricultural and industrial applications. The course will also cover fundamental and emerging techniques in the biotechnology field. The lab section will focus on the steps involved in the production and purification of recombinant proteins expressed in bacterial cells. *Two 50-minute lecture periods, one four-hour lab period*

BIO 625 Bacterial Pathogenesis (4 credits)

A study of the physiological, genetic, and biochemical basis underlying some of the commonly encountered bacterial diseases. The course also addresses the roles of antimicrobial compounds and the host immune system in counteracting disease. Finally, in the lab module for the course, students

perform discovery-oriented research as they identify novel genes in enteropathogenic *Escherichia coli* (EPEC) that affect bacterial virulence in a *C. elegans* (roundworm) model of disease. *Two 75-minute lecture periods, one three-hour laboratory period.*

BIO 770 Advanced Topics in Biology 3–4 credits

Topics, course format, and instructors may vary each semester.

BIO 793 Research 1–6 credits

Research project undertaken in the laboratory of a member of the graduate faculty. *Meeting times arranged.*

BIO 794 Thesis Research (6 credits)

Research credit during preparation of thesis. *Times to be arranged.*

Computer Science

Graduate Arts and Sciences

Director: *Babak Forouraghi, Ph.D., Barbelin Hall, Rm 209, 610-660-1167, bforoura@sju.edu*

M.S. Computer Science Goals and Objectives

Overview

The Department of Computer Science at Saint Joseph's University offers the following degrees: B.S. Computer Science, B.S. Information Technology (new fall 2014), and M.S. Computer Science. The department has recently earned ABET (Accreditation Board For Engineering And Technology) accreditation of its program (viz. B.S. Computer Science). "ABET accredits 3,367 programs in applied science, computing, engineering, and engineering technology at 684 institutions in 24 nations." – abet.org. The following goals and objectives (and student outcomes) for a course in Computer Architecture are in accordance with their guidelines as well as guidelines from the ACM (Association for Computing Machinery; acm.org) and the IEEE CS (Institute of Electrical and Electronics Engineers Computer Society; ieee.org).

Departmental goals and objectives for both the B.S. Computer Science and M.S. Computer Science appear on <http://www.sju.edu/int/academics/catalogs/computer-science.htm>. Specific course objectives appear on <http://people.sju.edu/~ggrevera/arch/> for the course to be assessed.

Learning Goal 1: Graduates succeed as practicing computer scientists.

Students will be able to:

Objective 1.1: Solve problems and implement their solutions in an appropriate computational environment.

Objective 1.2: Apply their knowledge of computer science, mathematics, and science to solve technical problems.

Objective 1.3: Design systems, components, or processes to meet specified requirements.

Objective 1.4: Work in teams to create various software systems, both large and small.

Objective 1.5: Communicate effectively, orally and in written form, individually and/or in teams.

Learning Goal 2: Graduates adapt and evolve in complex technological environments such as those found in the workplace.

Students will be able to:

Objective 2.1: Solve problems and implement their solutions in an appropriate computational environment.

Objective 2.2: Apply their knowledge of computer science, mathematics, and science to solve technical problems.

Objective 2.3: Design systems, components, or processes to meet specified requirements.

Objective 2.4: Work in teams to create various software systems, both large and small.

Objective 2.5: Analyze contemporary issues related to the evolving discipline of computer science.

Objective 2.6: Communicate effectively, orally and in written form, individually and/or in teams.

Learning Goal 3: Graduates are careful, precise, mature thinkers, and take with them the intellectual preparation they need to apply what they have learned, communicate it to others, and continue their education for the rest of their lives. Students will be able to:

Objective 3.1: Enter and successfully complete Ph.D. programs in computing.

Objective 3.2: Solve problems and implement their solutions in an appropriate computational environment.

Objective 3.3: Apply their knowledge of computer science, mathematics, and science to solve technical problems.

Objective 3.4: Design systems, components, or processes to meet specified requirements.

Objective 3.5: Articulate the social, professional, ethical and legal aspects of a computing environment.

Objective 3.6: Analyze contemporary issues related to the evolving discipline of computer science.

Objective 3.7: Communicate effectively, orally and in written form, individually and/or in teams.

Admission Requirements and Procedures

Application to the program does not require a GRE 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

Degree Requirements for M.S. in Computer Science: General Option

A total of ten (six core and four elective) courses is the minimum required for the M.S. in Computer Science with General Option. Of these, a maximum of two courses may be for an approved research project

Requirements for Six Core Courses:

Students take the following six core courses:

CSC 550 Object Oriented Design and Data Structures

CSC 551 Design and Analysis of Algorithms

CSC 552 Computer Architecture

CSC 553 Computer Systems

CSC 554 Theory of Computation

CSC 610 Software Engineering

A student who receives a grade lower than a **B** in a core course must retake the course.

Requirements for Four Elective Courses: Students take any four CSC courses numbered 600 and above.

Degree Requirements for M.S. in Computer Science: Concentration Option

A total of ten (four core and six elective) courses is the minimum for obtaining an M.S. degree in Computer Science in any of the following concentrations:

- Web and Database Technologies
- 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 Object Oriented Design and Data Structures

CSC 551 Design and Analysis of Algorithms

The two elective core courses are taken from the following list:

CSC 552 Computer Architecture

CSC 553 Computer Systems

CSC 554 Theory of Computation

CSC 610 Software Engineering

CSC 621 Database Systems

CSC 680 Artificial Intelligence

CSC 681 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:

Web and Database Technologies Concentration

CSC 620 Internet Application Development

CSC 621 Database Systems

CSC 622 Advanced Database Concepts

CSC 623 Data Communications and Networking

CSC 624	Networks and Distributed Systems
CSC 625	Cryptography and Network Security
CSC 626	Web Technologies

Information Sciences Concentration*

ACC 550	Creating and Measuring Shareholder Value
MGT 551	Empowering Human Potential at Work
DSS 600	Foundations for Business Intelligence
DSS 610	Business Analytics for BI

*Other business courses chosen in consultation with the Graduate Computer Science Director may be acceptable as well. Students whose business background is deficient may be required to take one or both of the following, in addition to any mathematics or computer science prerequisite courses required: ACC 500 Accounting, Business Analysis, and Financial Reporting, MGT 500 Managing Work Organizations.

Foundation Courses

CSC 500 Discrete Structures (3 credits)

Mathematics needed for Computer Science. Topics covered include: functions, relations, propositional and first order predicate logic, set theory, proofs and their construction, counting and elementary probability. The course will use a declarative language as a tool to support concrete implementations of the mathematical ideas.

CSC 501/502 Computer Science I and II 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 (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 (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 (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 (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.

Prerequisite: CSC 550 Object Oriented Design and Data Structures or permission of the Graduate Director.

CSC 554 Theory of Computation (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 610 Software Engineering (3 credits)

(See description in Software Engineering Courses)

CSC 612 Programming Paradigms (3 credits)

(See description in Free Distribution Courses)

CSC 621 Database Systems (3 credits)

(See description in Web and Database Technologies Courses)

CSC 680 Artificial Intelligence (3 credits)

(See description in Free Distribution Courses)

Software Engineering Courses

CSC 610 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 611 Human Computer Interaction (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 (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 613 Software Testing (3 credits)

A systematic approach to software testing, in context of the software life cycle and as a branch of software engineering, building on students' prior knowledge of software engineering. Through both the breadth and depth of its coverage, the course prepares students to make an effective contribution to software testing as professional software engineers.

Prerequisite: CSC 610 Software Engineering.

Web and Database Technologies Courses

CSC 620 Internet Application Development (3 credits)

This course will attempt to give you experience in designing Internet applications. A student finishing this course should be able to design, implement, and maintain a large community or e-commerce web site. They should leave the course with an understanding of a variety of Internet protocols and markup languages, a knowledge of at least one common scripting tool, an understanding of how to implement a database back-end into a large-scale site, and the ability to critically assess the usability of both their design and the design others.

CSC 621 Database Systems (3 credits)

This course covers the concepts and structures necessary to design and implement a database management system. Topics to be covered: data models (entity-relationship and relational), SQL, normalization, storage structures, enterprise applications and database integrity.

Prerequisite: CSC 550 Object Oriented Design and Data Structures.

CSC 622 Advanced Database Concepts (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 (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 Distributed Systems (3 credits)

Overview of networks; topologies; ISO levels; routing in networks, local area networks; distributed computing systems; network operating systems; networked databases; future trends.

Prerequisites: CSC 553 Computer Systems.

CSC 625 Cryptography and Network Security (3 credits)

Topics include classical cryptosystems, public and symmetric cryptography, key management, digital signatures, cipher techniques, authentication and federated identity management. Course also covers concepts relating to cryptovirology, malware, viruses, Trojan horses, worms and other types of infectors as they relate to network security. Course includes programming projects.

Prerequisite: CSC 550 Object Oriented Design and Data Structures.

CSC 626 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 550 Object Oriented Design and Data Structures.

Graphics and Visualization Courses

CSC 630 Introduction to Graphics (3 credits)

The course provides an introduction to the principles of computer graphics. The emphasis will be placed on understanding how various elements that underlie computer graphics interact in the design of graphics software systems. Topics include pipeline architecture, graphics programming, 3D geometry and transformations, modeling, viewing, clipping and projection, lighting, shading and texture mapping and visibility determination. A standard graphics API will be used to reinforce concepts and the study of basic graphics algorithms. Students need some proficiency in C language and basic concepts from Linear Algebra.

Prerequisite: CSC 550 Object Oriented Design and Data Structures.

CSC 631 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 550 Object Oriented Design and Data Structures.

CSC 632 Interactive 3D Game Development (3 credits)

This is a technology-based course that uses the latest computer games technology to teach advanced programming, mathematics, and software development. The course is ideal for students with an interest in computer games who plan to seek employment in one of the country's more profitable industries, or students looking for a career in new technologies or software development. The interactive entertainment industry in the US and throughout the world is entering a new phase. New technology platforms are forcing existing development firms to diversify. There are many aspects of game design, development, production, finance, and the distribution process. This course specializes in the programming and technology aspects of the industry.

Prerequisite: CSC 550 Object Oriented Design and Data Structures.

CSC 633 Advanced Computer Graphics and Visualization (3 credits)

The goal of this course is to expose students to advanced techniques in modeling and rendering in computer graphics and visualization. Topics include parametric curves and surfaces, mesh representation, multiresolution modeling, mesh simplification, ray-tracing, radiosity and volume rendering (iso-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 (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 (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 (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 (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 (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 (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 (3 credits)

An approved internship in advanced computer science.

CSC 791 Research Project I (3 credits)

Supervised independent research mentored by a graduate faculty member.

Prerequisite: GPA of 3.5 and permission of the Graduate Director.

CSC 792 Research Project II (3 credits)

Supervised independent research mentored by a graduate faculty member.

Prerequisite: GPA of 3.5 and permission of the Graduate Director.

CSC 793 Research Project I/II (6 credits)

Supervised independent research mentored by a graduate faculty member.

Prerequisite: GPA of 3.5 and permission of the Graduate Director.

Criminal Justice and Public Safety

Graduate Arts and Sciences

Kimberly Logio, Associate Professor and Chair, Sociology
Sylvia DeSantis, M.A., Graduate Director,
376 Merion Hall, 610-660-1269. sdesanti@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 online.

Graduate Criminal Justice and Public Safety Institute

Learning Goals, Educational Objectives and Learning Outcomes

Goal 1: MS Criminal Justice students can demonstrate comprehension of the theoretical foundations of the criminal justice system

Objective 1.1: Students can explain traditional and contemporary social policy

Objective 1.2: Students can apply theoretical concepts to their field

Objective 1.3: Students (Federal Law Enforcement, Admin/Police Executive, Probation, Criminology, and Intelligence specializations) can identify legal statutes and constitutional principles

Goal 2: MS Criminal Justice students can understand how to integrate ethical principles into the criminal justice system

Objective 2.1: Students can explain and apply historical and modern ethical principles to the workplace

Goal 3: MS Criminal Justice students will illustrate graduate-level written and oral communication

Objective 3.1: Students can write clear, organized papers following APA format

Objective 3.2: Students can clearly and concisely articulate research or course materials through oral presentations

Goal 4: MS Criminal Justice students will conduct and employ empirically-sound criminal justice-related research

Objective 4.1: Students can identify empirical Criminal Justice research materials

Objective 4.2: Students can evaluate and incorporate scholarly research into literature reviews

Objective 4.3: Students can apply research techniques to original research

Goal 5: MS Criminal Justice students can implement and demonstrate intervention strategies

Objective 5.1: Students (Behavioral Analysis and Behavior Management specializations) can identify and chart

behavioral issues and create behaviorally-specific interventions

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 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 the following documents for admission consideration:

- a completed Saint Joseph's University online graduate application, www.sju.edu/gradapplynow.
- 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 (professional) from at least two faculty or employers 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.
- International applicants (MS-Criminal Justice only) must submit documentation of English language proficiency. See www.sju.edu/gradstudies, International Students for more information.
- For the Behavior Analysis Concentration, a year of work experience in the field is strongly recommended.

Admission is on a rolling basis and applications will be considered for summer, fall, and spring terms. There is a five year time limit on completion of degree programs based on date of enrollment in the first course. Please note that the M.S. Environmental Protection and Safety Management, M.S. in Homeland Security, and the M.S. in Public Safety Management programs do not accept applications from international applicants.

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.

A limited number of graduate assistantships are offered each academic year. Applicants who wish to be considered for a graduate assistantship must complete the above application process and submit a letter directly to Sociology Program Chair by March 1 prior to the fall semester for which they are applying for admission. Please contact the Criminal Justice/Public Safety Program Office for more information 610-660-1269.

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 **or**
- CRJ 575 Advanced Research Methods and Analysis
- CRJ 560 Criminological Theory
- CRJ 565 Ethics and Criminal Justice
- CRJ 570 Professional Writing for Law Enforcement

Remaining coursework should be chosen to facilitate the student's individual professional growth.

All Graduate Assistants and students, who intend to do a thesis, and those who have a recent and substantial undergraduate preparation in research methods, will be required to take CRJ 575 Advanced Research Methods and Analysis in lieu of CRJ 550.

Master of Science—Criminal Justice- Concentration General

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 Criminal Justice—Concentration in Administration

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)

Required concentration courses

- CRJ Police Executive Management

612

CRJ Criminal Justice Administration

605

Specialized area courses (select any two listed below)

CRJ 601 Law and Social Policy

CRJ 602 Courts, Policies, and Administration

CRJ 603 The Criminal Justice Process: Policy Values, Efficiency and Due Process

CRJ 604 Law Enforcement Management

CRJ 606 Criminal Procedure: Investigation to Testimony

CRJ 607 Multiculturalism and Diversity in Criminal Justice

CRJ 610 Community and Problem-Oriented Policing

CRJ 611 Crime Analysis Using GIS Mapping

CRJ 613 Technology for the Police Executive

CRJ 641 Homeland Security

Electives (two required)

Selected from any Criminal Justice courses

CRJ 643 *Law Enforcement Intelligence: Policy and Process (recommended for police executives)*

Master of Science Criminal Justice—Concentration in Intelligence and Crime Analysis

This program provides insights into the contemporary functions of law enforcement intelligence and crime analysis. The specialized courses develop the deliberative and cognitive activities and methodologies including crime mapping that produce intelligence information in support of decision-making at the strategic, tactical, and operational levels of law enforcement. Students will be prepared for the growing number of intelligence and criminal analyst positions at the federal, state, and local levels.

Core courses (four required, as specified under Degree Requirements)

Required concentration courses

CRJ 642 Law Enforcement Intelligence Analysis

CRJ 643 Law Enforcement Intelligence: Policy and Process

Specialized area courses (select any two listed below)

CRJ 611 Crime Analysis Using GIS Mapping

CRJ 639 Organized Crime: Targets and Strategies

CRJ 635 White Collar Crime

CRJ 638 Drugs: Threats, Laws, and Strategies

CRJ 640 Terrorism: Threats and Strategies

CRJ 641 Homeland Security

CRJ 644 Electronic Intelligence Analysis

CRJ 637 Forensic Financial Analysis

Elective (two required)

Selected from any Criminal Justice courses

Master of Science Criminal Justice—Concentration in Behavior Management & Justice

This is an excellent program for clinicians who wish to learn more about evidenced-based practices in the treatment of children and adults. This program focuses on psychological treatment of offenders and prevention of offenders. Treatment approach to children and adults based on the principles of environmental arrangement, operant and respondent conditioning.

Core courses (four required, as specified under Degree Requirements)

Specialized area courses (select any four listed below)

CRJ 618 Therapeutic Strategies in Criminal Justice

CRJ 617 Mental Health and the Law

CRJ 615 Youth Cultures and Deviance

CRJ 616 Juvenile Justice and Delinquency

CRJ 620 Evidence-Based Practices in Substance Abuse and Behavioral Health Treatment

CRJ 619 Foundations of Addiction for Criminal Justice Professionals

CRJ 621 Co-Occurring Disorders

Master of Science Criminal Justice- Concentration in Behavior Analysis

This program prepares graduates to become skilled behavior management practitioners. Behavior Analysis is recognized as a "best practice" in the field of autism, behavioral health, addictions, business and corrections. Graduates are prepared to work in a variety of settings including education, autism, criminal justice, public policy, addictions, mental health, business and other fields where the understanding and management of human behavior is desired.

Specialized area courses – Six courses required.

CRJ 622 Basic Principles of Behavior Analysis

CRJ 623 Applied Behavior Analysis

CRJ 624 Behavior Analysis: Consultation

CRJ 625 Behavioral Development

CRJ 626 Clinical Behavior Analysis

CRJ 657 Ethics in Behavior Analysis

The Behavior Analyst Certification Board (BACB) has approved courses CRJ 622 through CRJ 626 and CRJ 657 as meeting the coursework requirement for taking the Board Certified Behavior Analyst (BCBA) Examination. Applicants need to complete an experiential component to qualify.

Internship and Practicum Requirements

Students are not required to complete an internship or practicum for the awarding of a degree or post master's certificate but for those who wish to pursue licensure or BACB Certification, skill experience/internship is required. SJU's Behavior Analysis programs offer an approved BACB Intensive Practicum Program containing 750 hours of student identified field practicum (three internship courses) and supervision.

Behavior Analysis Certification vs. Behavior Specialist Licensure

Certification

National certification is offered by the Behavior Analyst Certification Board (BACB). The BACB is responsible for certifying training programs and administering the certification examination. Saint Joseph's University's Behavior Analysis programs are approved by the BACB as meeting the coursework and practicum requirements for eligibility to take the certification examination. For more information, please visit www.bacb.com

Licensure

The Commonwealth of Pennsylvania has instituted a Behavior Specialist License for professionals who work with children diagnosed with Autism Spectrum Disorder and who seek compensation for their services via insurance and medical assistance. The Saint Joseph's University Behavior Analysis program can verify content hours toward this license. The amount of content hours awarded will vary by student depending upon the coursework completed by the student.

Internship Courses (Optional)

- CRJ 790 Internship in Behavior Analysis I
- CRJ 791 Internship in Behavior Analysis II
- CRJ 792 Internship in Behavior Analysis III

Master of Science Criminal Justice—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)

- CRJ 627 Contemporary Criminology: Scope and Application
- CRJ 647 Problems in Contemporary Corrections
- CRJ 648 Contemporary Probation, Parole, and Community Corrections
- CRJ 603 The Criminal Justice Process: Policy Values, Efficiency and Due Process
- CRJ 616 Juvenile Justice and Delinquency: Issues and Responses
- CRJ 615 Youth Cultures and Deviance
- CRJ 607 Multiculturalism and Diversity in Criminal Justice
- CRJ 631 Criminal Jurisprudence
- CRJ 620 Evidence-Based Practices in Substance Abuse and Behavioral Health Treatment
- CRJ 619 Foundations of Addiction for Criminal Justice Professionals
- CRJ 655 Inside/Out: Exploring Crime and Justice Behind Bars
- CRJ 628 Victimology
- CRJ 650 Victim-offender Mediation
- CRJ 659 Restorative Justice: Theory & Practice

Electives (two required)

Selected from any Criminal Justice courses

Master of Science Criminal Justice —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

- CRJ 633 Federal Criminal Justice
- CRJ 634 Federal Criminal Law & Prosecution

Specialized area courses (select any two listed below)

- CRJ 635 White Collar Crime
- CRJ 636 Federal Search and Seizure
- CRJ 637 Forensic Financial Analysis
- CRJ 638 Drugs: Threats, Laws, and Strategies
- CRJ 639 Organized Crime: Targets and Strategies
- CRJ 640 Terrorism: Threats and Strategies
- CRJ 641 Homeland Security

Electives (two required)

Selected from any Criminal Justice courses with the following recommendations. Students interested in **investigative positions** should consider courses from the specialized area courses and/or the Law Enforcement Intelligence and Crime Analysis concentration. Students interested in **federal probation, parole, corrections, or pre-trial services** should select courses from the Probation, Parole, and Corrections concentration and may substitute one additional course for one of the specialized area courses.

Master of Science Criminal Justice —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)

- CRJ 601 Law and Social Policy
- CRJ 627 Contemporary Criminology: Scope and Application
- CRJ 628 Victimology
- CRJ 629 Violence and Victims
- CRJ 615 Youth Cultures and Deviance
- CRJ 630 Gender, Crime, and Justice
- CRJ 659 Restorative Justice: Theory & Practice
- CRJ 631 Criminal Jurisprudence
- CRJ 632 Crime and Urban Communities
- CRJ 619 Foundations of Addiction for Criminal Justice Professionals
- CRJ 617 Mental Health and the Law
- CRJ 655 Inside/Out: Exploring Crime and Justice Behind Bars

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 master's 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; General; Federal Law Enforcement; Intelligence and Crime Analysis;; Probation, Parole, and Corrections; Behavior Management & Justice; Criminology; and Behavior Analysis;. 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 an online graduate application www.sju.edu/gradapplynow.
- Complete six courses. Must be approved by the Program Director.
- If Master's Degree is not in Criminal Justice or a closely related field, you may be required to 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.

Learning Goals, Educational Objectives and Learning Outcomes

Goal 1: MS Environmental Protection and Safety Management students can demonstrate an understanding of disaster planning and management

Objective 1.1: Students apply nationally-regulated, OSHA-enforced policies and processes to the management of safe and healthy work and public environments.

Admissions Requirements and Procedures

Students applying for admission must have a baccalaureate degree from a regionally- 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 must achieve a grade of at least B in your first two courses while in a provisional status. Upon completion, the student's application will be reviewed for a

full admissions decision. This program does not accept applications from international students.

Applicants should submit the following documents for admission consideration:

- a completed Saint Joseph's University online graduate application, www.sju.edu/gradapplynow.
- 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 (professional) from at least two faculty or employers 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.

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

PSE 552	Seminar: Environmental Protection Management
PSE 553	Seminar: Disaster Planning and Management
PSE 554	Occupational Safety and Health Administration
PSE 556	Industrial Hygiene
PSE 557	Environmental Law and Enforcement
PSE 555	Risk Analysis
PSE 795	Case Study in Environmental Protection and Safety Management

Electives: four (4) of the following courses

PSE 602	Research and Evaluation
PSE 551	Management Principles and Practices
PSE 604	Critical Incident Stress Management
PSE 560	Seminar: Special/Target Hazard Planning and Evaluation
PSE 609	EPA/OSHA Auditing: Concepts and Procedures
PSE 605	EPA/OSHA Issues for Health Care Institutions
PSE 606	Behavioral Aspects of Health and Safety Promotion

PSE 610	Environmental Waste
PSE 607	Seminar: Environmental Crime
PSE 608	Strategic Planning for the Public Safety Sector (<i>Distance Learning</i>)
PSE 770	Independent Study in Environmental Protection and Safety Management
PSE 611	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 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. This program does not accept applications from international students.

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:

PSE 552	Seminar: Environmental Protection Management
PSE 553	Seminar: Disaster Planning and Management
PSE 554	Occupational Safety and Health Administration
PSE 556	Industrial Hygiene
PSE 555	Risk Analysis
PSE 611	Seminar: Global Chemical Regulations and Compliance Management

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.

Learning Goals, Educational Objectives and Learning Outcomes

Goal 1: MS Homeland Security students will build strategies to prevent, and partnerships to prepare, for homeland security incidents

Objective 1.1: Students can critically evaluate Homeland Security policies, procedure, and protocol.

Admissions Requirements and Procedures

Students applying for admission must have a baccalaureate degree from a regionally- 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 must achieve a grade of at least B in your first two courses while in a provisional status. Upon completion, the student's application will be reviewed for a full admissions decision. This program does accept applications from international students.

Applicants should submit the following documents for admission consideration:

- a completed Saint Joseph's University online graduate application, www.sju.edu/gradapplynow.
- 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 (professional) from at least two faculty or employers 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.

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

CRJ 612	Police Executive Management
CRJ 613	Technology for the Police Executive
PSE 560	Seminar: Special/Target Hazard Planning and Evaluation
PSE 553	Seminar: Disaster Planning and Management
CRJ 640	Terrorism: Threats and Strategies
CRJ 641	Homeland Security
PSE 795	Case Study in Homeland Security
Electives: Four (4) of the following courses	
PSE 550	Fire Department Organization and Management
PSE 602	Research and Evaluation
PSE 603	Emergency Medical Services Management
PSE 551	Management Principles and Practices
PSE 604	Critical Incident Stress Management
PSE 554	Occupational Safety and Health Administration
PSE 770	Independent Study in Public Safety
PSE 557	Environmental Law and Enforcement
PSE 605	EPA/OSHA Issues for Health Care Institutions
PSE 555	Risk Analysis
PSE 607	Seminar: Environmental Crime
PSE 608	Strategic Planning for the Public Safety Sector
PSE 611	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 Public Safety Management and M.S. in Environmental Protection and Safety Management Programs.

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. This program does not accept applications from international students for either the post master's or post baccalaureate certificate.

Post-Baccalaureate Certificate in Homeland Security

Students who are interested in the Post-Baccalaureate Certificate in Homeland Security must complete six courses:

CRJ 612	Police Executive Management
PSE 560	Seminar: Special/Target Hazard Planning and Evaluation
PSE 553	Seminar: Disaster Planning and Management
CRJ 640	Terrorism: Threats and Strategies
CRJ 641	Homeland Security
PSE 795	Case Study in Homeland Security

*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.

Learning Goals, Educational Objectives and Learning Outcomes

Goal 1.0: MS Public Safety Management and Law Enforcement Admin students will integrate concepts of emergency management into planning for public safety sectors

Objective 1.1: Students can apply practical decision-making and problem solving skills to emergency management, terrorism, natural disaster, and environmental crisis decisions/scenarios

Admissions Requirements and Procedures

Students applying for admission 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 must achieve a grade of at least B in your first two courses while in a provisional status. Upon completion, the student's application will be reviewed for a full admissions decision. This program does accept applications from international students.

Applicants should submit the following documents for admission consideration:

- a completed Saint Joseph's University online graduate application, www.sju.edu/gradapplynow.
- 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 (professional) from at least two faculty or employers 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.

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

PSE 550	Fire Department Organization and Management
PSE 551	Management Principles and Practices
PSE 552	Seminar: Environmental Protection Management
PSE 553	Seminar: Disaster Planning and Management
PSE 554	Occupational Safety and Health Administration
PSE 555	Risk Analysis
PSE 795	Case Study in Public Safety

Electives (four (4) of the following courses)

PSE 601	Fire Protection and Emergency Service Master Planning
PSE 602	Research and Evaluation
CRJ 612	Police Executive Management
PSE 603	Emergency Medical Services Management
CRJ 613	Technology for the Police Executive
PSE 604	Critical Incident Stress Management
PSE 560	Seminar: Special/Target Hazard Planning and Evaluation
PSE 770	Independent Study in Public Safety
PSE 557	Environmental Law and Enforcement
PSE 605	EPA/OSHA Issues for Health Care Institutions
PSE 606	Behavioral Aspects of Health and Safety Promotion
CRJ 640	Terrorism: Threats and Strategies
CRJ 641	Homeland Security
PSE 607	Seminar: Environmental Crime
PSE 608	Strategic Planning for the Public Safety Sector (<i>Distance Learning</i>)
PSE 611	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. This program does not accept applications from international students for either the post master's or post baccalaureate certificate.

Post-Baccalaureate Certificate in Public Safety Management (General Track)

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	Fire Department Organization and Management
PSE 552	Seminar: Environmental Protection Management
PSE 553	Seminar: Disaster Planning and Management
PSE 554	Occupational Safety and Health Administration
PSE 555	Risk Analysis
PSE 607	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
CRJ 613	Technology for the Police Executive
PSE 553	Seminar: Disaster Planning and Management
PSE 555	Risk Analysis
CRJ 640	Terrorism: Threats and Strategies
PSE 607	Environmental Crime
PSE 795	Case Study in Public Safety

Electives Four (4) of the following courses:

PSE 550	Fire Department Organization and Management
PSE 602	Research and Evaluation
PSE 603	Emergency Medical Services Management

PSE 551	Management Principles and Practices
PSE 604	Critical Incident Stress Management
PSE 560	Seminar: Special/Target Hazard Planning and Evaluation
PSE 554	Occupational Safety and Health Administration
PSE 770	Independent Study in Public Safety
PSE 557	Environmental Law and Enforcement
PSE 605	EPA/OSHA Issues for Health Care Institutions
CRJ 641	Homeland Security
PSE 608	Strategic Planning for the Public Safety Sector (<i>Distance Learning</i>)
PSE 611	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. This program does not accept applications from international students for either the post master's or post baccalaureate certificate.

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
CRJ 613	Technology for the Police Executive
PSE 553	Seminar: Disaster Planning and Management
PSE 555	Risk Analysis
CRJ 640	Terrorism: Threats and Strategies
PSE 607	Environmental Crime
PSE 795	Case Study in Public Safety

Students who register for the Post-Baccalaureate certification 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 Courses

CRJ 550 Research Methods and Analysis (3 credits)

The functions of concepts, hypotheses, and theories for an empirical discipline; the operationalization of theoretical variables; the principles of research design; and the problems of inference. The association between criminological theories

and research methods used to study crime is explored through the utilization of a variety of related data sources. Also covered are basic quantitative techniques, relevant statistics, data interpretation, and an overview of SPSS. *Required of all students unless CRJ 575 is taken.*

CRJ 560 Criminological Theory (3 credits)

A systemic and critical analysis of the major theories of criminality, including an examination of both traditional and contemporary theories. Consideration will be given to conceptualizations of crime, the relationship of criminological theories to crime on the streets, and specific aspects of criminal behavior. *Required of all students.*

CRJ 565 Ethics and Criminal Justice (3 credits)

This course will address ethical issues in the criminal justice system at both the theoretical and applied levels. Typical theoretical issues addressed might include the following: the relationship between law and morality; theories of punishment; conditions for the moral and/or legal responsibility of individuals; notions of procedural justice. Typical applied ethics issues might include the following: search and seizure rules; the insanity defense and the "guilty but mentally ill" verdict; plea bargaining; capital punishment; mandatory sentencing; civil disobedience; limits on the use of deadly force. *Required of all students.*

CRJ 570 Professional Writing for Law Enforcement (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 (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 793. May be substituted for CRJ 550 as a core course.

CRJ 601 Law and Social Policy (3 credits)

An exploration of various dimensions of the relationship between law and social policy in contemporary American society. In assessing how judicial opinions and legislative efforts affect Social relations and institutional arrangements, inquiry is focused upon: (1) the ways in which social problems become defined as legal issues; (2) the forces

which shape the initiation and ultimate formulation of legislative acts designed to affect public policy; (3) the role which cultural values and assumptions play in framing legal arguments and influencing judicial opinions and remedial programs; (4) the issue of compliance and the ways in which it is measured and enforced, and (5) the strengths and limitations of the law as a means of achieving specific social policy objectives.

CRJ 602 Courts, Policies, and Administration (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 (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 (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 (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 (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 (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 (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 (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 (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 (3 credits)

This course is geared to the non-technical police manager and is designed to give students an overview of major automated systems used today throughout the United States. Topics covered include: the Internet, project management, budgeting, automation via computer including networks, dealing with vendors, maintenance agreements, grants, and applying for technical grants. The course will highlight major public safety systems such as the National Crime Information Center (NCIC2000), computer-aided dispatch, utilization of geographic information systems, and crime mapping. The course will also cover 911 systems, mobile/field communications, and vehicle mobile data terminals (MDT). No prior technical knowledge is required.

CRJ 615 Youth Cultures and Deviance (3 credits)

This course offers economic, cultural, political, and social perspectives on American youth based on sociological theory. Special attention will be paid to youth popular culture and the unique social problems facing young adults (e.g. gangs, drugs, suicide, and teen pregnancy).

CRJ 616 Juvenile Justice and Delinquency: Issues and Responses (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 (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 (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 (3credits)

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 (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 (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 (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 (3 credits)

Professionals in the field of criminal justice often serve as consultants. Consultation has become a major approach to service delivery of psycho-educational services to children and adolescents. This course focuses on behavioral consultation in the juvenile justice system, school system, workplace, and community settings. The topics covered are best practices in behavioral consultation, the verbal behavior of the consultant and the consultee, building a consulting relationship, problem identification interviewing, direct observation methodology, problem analysis interviewing, skills and functional behavioral assessment methodology, functional analysis, standardized behavioral assessment, positive behavioral support and developing a competing behaviors model, treatment plan design and implementation, and treatment evaluation using single subject designs and graphical analysis of the data.

CRJ 625 Behavioral Development (3 credits)

Many people in the justice system today are there because of emotional and behavioral disorders. Conceptualization of behavior problems and the origins of behavioral disorders are critical to the functioning of a criminal justice professional. This course focuses on Basic Principles in Behavior Analysis and how they shape the development of normal and abnormal children. The role of these principles in normal development and developmental problems such as language delays, motor developmental delays, conduct and oppositional defiant disorder, childhood depression and autism are explored. The course reviews field applications including observations, functional behavioral assessment,

curriculum-based measures and intervention strategies that involve both the school and the family.

CRJ 626 Clinical Behavior Analysis (3 credits)

This course observes behavior analysis as it enters into the child clinical, adult clinical, supervisory level and organizational behavior. The primary goal of the course is to provide an overview and skills for behavior analysts in criminal justice to function as parole and probation officers with both adults and children, as well as organizational and system level change experts.

CRJ 627 Contemporary Criminology: Scope and Application (3 credits)

The goal of this course is to provide students with an understanding of topical issues in contemporary criminology. The course is designed to provide opportunities for active learning and critical analysis with an eye towards an understanding of the social reality of crime and crime control as well as how the social administration of justice operates. Specific areas to be discussed include: the correlates of crime (race, class, gender, and age); violent crime; economic crime; political crime; victimology; policing; and the control and regulation of criminals in the courts and corrections. Further, students will learn to apply their knowledge to better understand contemporary criminal justice research, evaluation, and policy analysis.

CRJ 628 Victimology (3 credits)

The course focuses on the contemporary concept and status of the victim, juxtaposed with their historical evolution in terms of compensation, retribution, and vengeance. Current victim assistance programs are evaluated. The definition of the victim is broadened to include currently undervalued categories. Other issues addressed are child abuse, environmental casualties, and controversies over recovered memories.

CRJ 629 Violence and Victims (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 (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 (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 (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 (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 (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 (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 (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 658 The Wire and its Contribution to Understanding Violence, Youth, and Urban Inequality (3 credits)

Although journalists and media critics around the world have heaped deserved acclaim on *The Wire*, many people do not recognize its contribution to social science. Students in this seminar will watch, critique, and discuss selected episodes of *The Wire* along with assigned readings on urban inequality, crime, and violence that relate to these episodes. The assigned readings will feature academic books and research articles that describe and analyze life and experiences in inner city neighborhoods, as well as the social, economic, political, and cultural factors that shape or influence these experiences.

CRJ 637 Forensic Financial Analysis (3 credits)

This course covers the detection of illegal financial transactions. Major topics include money laundering, fraud, embezzlement, and illicit accounting practices. Students will learn data gathering and analysis techniques for financial transactions, records, legitimate businesses, illegal organizations, and individuals. The course will include preparation for trial.

Prerequisite: a basic course in accounting or permission of the instructor.

CRJ 638 Drugs: Threats, Laws, and Strategies (3 credits)

This course covers illegal drugs and narcotics including prescription medication diverted for illicit use. Major topics include drug types, brief history, emerging trends, relevant federal and state laws, typical domestic and foreign sources, production and distribution methods. A strategy overview includes the National Drug Control Policy; agencies involved; the role of education, interdiction, investigation, prosecution, treatment and rehabilitation; and coordination among federal, state, and local law enforcement.

CRJ 639 Organized Crime: Targets and Strategies (3 credits)

This course will investigate the social, economic, and political impact organized crime has on our society. We will target specific industries where organized crime has influence/control (e.g. construction, waterfront, garment, trucking, and convention centers). The course will explore criminal, civil, and administrative strategies to control and/or remove the influence of organized crime in those industries.

CRJ 640 Terrorism: Threats and Strategies (3 credits)

This course is designed to give the student an understanding of the concepts of terrorism, both domestic and international. Lecturer will address the causes and effects of terrorism as they relate to political structures from both religious and historical perspectives; noting its impact on the world today.

CRJ 641 Homeland Security (3 credits)

This course focuses on the consolidation of responsibilities and functions across agencies, at various jurisdictional levels, that have the charge of mitigating hostilities, threats,

hazards, and consequences. Further, this course incorporates the pillars of robust response systems. This course is designed to develop analytical skills that will prepare students to identify, evaluate and resolve complex policy issues and initiate practical actions. Though the range of relevant issues extends from local matters to national security, this course will concentrate on preparedness strategies for state, urban and local areas.

CRJ 642 Law Enforcement Intelligence Analysis (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 (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 (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, NSA, US ARMY, INS, CUSTOMS, SECRET SERVICE, HOMELAND SECURITY, DEA, and more than 1500 other National, State and Local Law Enforcement agencies throughout the world, to combat Terrorism, Drug Smuggling, Money Laundering and Organized Crime. It is a hands-on training course and is limited to twenty-five students.

Prerequisite: CRJ 642.

CRJ 647 Problems in Contemporary Corrections (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 (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 (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 an 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 655 Inside/Out: Exploring Crime and Justice Behind Bars (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 657 Ethics in Behavior Analysis (3 credits)

The course will focus on the ethical application of behavior analytic services. The course will detail the Guidelines for Responsible Conduct of the Behavior Analyst Certification Board (BACB) © as well as relevant literature on the topic of ethical behavior in the field. The course will also provide "context" to these Guidelines, highlighting principles of behavior and potential applications of these principles that raise ethical issues.

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 659 Restorative Justice: Theory & Practice (3 credits)

Restorative justice is a new movement in the fields of victimology and criminology. Acknowledging that crime causes injury to people and communities, it insists that justice repair those injuries and that the parties are permitted to participate in that process. This course will provide the student with a strong foundation in restorative justice through the use of text, supplemental readings, videos and guest speakers. Students will also gain an understanding of how restorative justice differs from our traditional justice process.

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 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 570. 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

PSE 550 Fire Department Organization and Management (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 (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 (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 (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 (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 555 Risk Analysis (3 credits)

This course will provide an overview of the problems and challenges involved in risk identification and assessment. It examines the various physical, demographic, economic, technological, legal/political and socio-cultural factors that can threaten organizational stability or impede organizational change, such as liability. Finally, it will explore strategies to calculate probabilities of risk and to minimize uncertainty.

PSE 556 Industrial Hygiene (3 credits)

This course is designed to provide a broad overview of industrial hygiene principles. It will examine the various types of chemical, physical, biological and radiological hazards present in the workplace and the potential risks of employee exposures. It will also evaluate regulatory compliance issues and focus on special hazards found in various environments.

PSE 557 Environmental Law and Enforcement (3 credits)

This course will examine the regulatory and compliance issues involved in the area of environmental law. It will focus on the substantive and procedural elements of federal, state and local legislation and court decisions surrounding air, water and ground pollution. Finally, it will focus in developing a strategic and responsible approach to issues of compliance and control of environmental hazards.

PSE 560 Seminar: Special/Target Hazard Planning and Evaluation (3 credits)

This course will focus on the special problems of fire, safety and emergency management presented to local public safety

agencies by high risk or target hazards such as chemical plants, refineries, railroads, airports, port facilities, etc. It will analyze the unique challenges of prevention, protection and control at such major facilities and examine strategic approaches to ongoing and major incident planning. The course will integrate fire and safety codes that are related to specific target hazard occupancies.

PSE 601 Fire Protection and Emergency Service Master Planning (3 credits)

This course will focus on the environmental factors and processes involved in developing a comprehensive master plan for the provision of fire protection and emergency services. The course will focus on the broad social, political and economic issues involved in emergency planning, community master planning, and local emergency services. Finally, the course will examine future possibilities for regionalization, inter-local cooperation, disaster management and technological improvements.

PSE 602 Research and Evaluation (3 credits)

This course is an introduction to qualitative and quantitative concepts from different theoretical perspectives. It will help students design, analyze and evaluate research in the public safety, environmental protection and occupational safety fields including information-gathering techniques, organizational analysis and writing research reports.

PSE 603 Emergency Medical Services Management (3 credits)

Emergency medical services is the third side to the public safety triangle. EMS provides direct "hands on" personal care to those fallen victim to illness or injury. Though identical to the Fire Service's use of paid and volunteer staff, EMS responds to higher call volumes, operates under scrutiny of the Department of Health and receives reimbursement for services rendered. This course will address finance, delivery systems, specialized services and patient/personnel needs in EMS.

PSE 604 Critical Incident Stress Management (3 credits)

This course will focus on critical incidents, disasters and other traumatic events which often produce effects that disrupt the abilities and well-being of the individuals, organizations and communities that experience the event. It will examine critical incident stress management, prevention and mitigation strategies and protocols that can be used in the workplace and community. We will also investigate the principles of individual stress management and stress proofing.

PSE 605 EPA/OSHA Issues for Health Care Institutions (3 credits)

This course will focus on the unique and special problems of environmental, health and safety issues found in health care and medical facilities such as waste-stream management, personnel training and trends in regulatory policy. It will also focus on the impact of survey/accreditation by the Joint Council of Hospital Organizations and techniques and issues of compliance.

PSE 606 Behavioral Aspects of Health and Safety Promotion (3 credits)

This course provides a critical examination of the physical and social work environment and its role in causing and preventing occupational accidents and disasters. This course focuses on the techniques and theory of Applied Behavior Analysis as the conceptual basis for developing measurement, recording, intervention and evaluation strategies. Long-term maintenance, cost/benefit analysis, the roles of antecedents and consequences and problem solving strategies are stressed.

PSE 607 Seminar: Environmental Crime (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 (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 (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 (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 (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 (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 Case Study (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.*

Department of Health Services

Graduate Arts and Sciences

Sara Kuykendall, Ph.D. Professor and Chair, Department of Health Services

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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 areas. Full master's programs are offered in Health Care Ethics, Health Education, Health Administration, and a joint program in Health Administration and Health Education. The Department also partners with the Department of Psychology, Gerontological Services in offering a master's of science degree in Long Term Care Administration and a Master of Science in Gerontological Services.

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.

All of the master's and certificate programs offer combinations of in-class, on-line, and hybrid with some 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 also 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.

Departmental Programs

All of the master's degree programs and the post-master's certificate programs are described separately in this section. 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, and Gerontological Services. The post-master's certificates are in the fields of 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 2 to 3 years of professional work experience in the health care field or its equivalent. They must have a baccalaureate degree from a regionally- accredited institution or its equivalent that includes courses taken in biology, psychology and sociology, research methodology, or 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 Admissions the following:

- a completed Saint Joseph's University online graduate application, www.sju.edu/gradapplynow.
- 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 or employers evaluating 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 if a SJU graduate.
- International applicants will be required to submit proof of English language proficiency (for more information, please visit www.sju.edu/gradstudies and select International Students:

The Department reserves the right to require a personal interview or teleconference 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 3.00, the Committee may expect the scores from the Graduate Record Examinations. Applicants are notified of their admission status by formal letter. Domestic students will be admitted for enrollment in the fall, spring, or summer sessions. International students may be admitted in the fall and spring semesters only. 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.

Transfer of Graduate Credit

Graduate credit earned at another university may be transferred to Saint Joseph's University. A maximum of six graduate credits or two courses may be evaluated for transfer into a master's degree or post master's certificate program.

The following conditions must be satisfied in order to transfer graduate credit:

- that the graduate credit was earned as a graduate student at a regionally-accredited university
- that the graduate director approves the transfer

Course Load

Since the curriculum is designed for working professionals, part-time students are not permitted to enroll than two courses (six credits) for fall, spring and summer terms (six courses per year) unless approved by the graduate director. Students who are admitted on a full-time basis and international students must carry a full schedule of three courses or nine credits per term for fall and spring terms and a maximum of two courses or six credits for summer term. Any exceptions to this policy must be approved one term in advance by the graduate director of the program in which the student is enrolled.

Directed Research

Students who have completed core program requirements and have maintained a 3.5 GPA 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/Chair 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/Chair, the student will complete the independent study registration form and submit to the graduate director for approval and processing.

health care who are interested in the management and administrative aspects of health organizations.

- The M.S. in Health Administration curriculum is designed to provide the technical and behavioral competencies identified by the American College of Healthcare Executives to assist students to apply knowledge and skills to the management of the environment, processes of patient care, and/or population health. The M.S. curriculum presupposes no previous academic training in business.

Goals and Objectives

Goal 1: Graduates of the HAD MS Program will understand and apply the principles of public policy, effective governance, management and leadership to healthcare systems.

Objective 1.1: Graduates will demonstrate an understanding of healthcare systems and effective healthcare systems management, including the history, structuring, marketing, and positioning.

Objective 1.2: Graduates will adhere to sound financial principles of health organizations; will utilize data analysis to support decision-making; and will commit to the stability, health and well-being of an organization.

Objective 1.3: Graduates will be able to manage human resources in diverse environments such as hospitals, long term care institutions, behavioral health organizations, home care agencies, clinics, insurance companies, government agencies, and pharmaceutical companies.

Objective 1.4: Graduates will be able to demonstrate conflict and change management in diverse communities by applying principles of the social and behavioral sciences.

Goal 2: Graduates of the HAD MS Program will demonstrate effective oral and written communication skills (application).

Objective 2.1: Graduates will be able to develop and present reports and proposals using the medical, technical, and business language of the healthcare field.

Objective 2.2: Graduates will convey confidence, poise, presence, maturity and empathy in professional interactions with others.

Goal 3: Graduates of the HAD MS Program will critically evaluate health information in order to identify and apply best practices in health services administration.

Objective 3.1: Graduates will demonstrate the ability to manage information including the collection of data, qualitative and quantitative analysis, evaluation of the validity of data, and to summarize the information for effective decision making.

Health Administration

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Louis D. Horvath, MA Graduate Director

Department of Health Services

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- M.S. Health Administration
 - Concentrations: General, Ethics*, Informatics*, and Organization Development and Leadership
 - M.S. Health Administration and Health Education Joint Degree
 - M.S. Long Term Care Administration
 - Post Master's Certificate in Health Administration
 - Concentration: General and Informatics*
- *Concentration courses delivered online.

M.S. Health Administration

Program Description

Students in Health Administration may pursue courses of study leading to either the Master of Science in Health Administration or Post Master's Certificate.

- The M.S. in Health Administration offers a several concentration options including health care ethics, general, health informatics, and organization development and leadership. Each concentration option within a program varies in length.
- The M.S. program is designed for healthcare professionals with at least 2-3 years' experience in

Objective 3.2: Graduates will understand, critically evaluate and apply current research in health services administration to professional practice.

Objective 3.3: Graduates will employ quality assessment of business practices and health care delivery focusing on outcomes measurement, processes, outcomes, and methods for process improvement.

Goal 4: Graduates of the HAD MS Program will understand the legal principles applicable to the US Health Care Delivery System, follow ethical codes of conduct of the health professions, and model Jesuit values serving those in need.

Objective 4.1: Graduates will operationalize legal principles in health management, follow honest and ethical business conduct, and adhere to the best practices of the health professions.

Objective 4.2: Graduates will demonstrate the maturity to make decisions and to take responsibility for those decisions.

Objective 4.3: Graduates will act as global citizens, holding personal and career objectives that honor and serve communities and people in need.

Course topics offered:

- Population health assessment
- Health policy formulation, implementation, and evaluation
- Organization development/organization behavior theory and application
- Operations assessment and improvement
- Management of human resources and health professionals
- Information systems management and assessment
- Legal principles development, application, and assessment
- Governance: structure, roles, responsibilities, and alignment to leadership
- Leadership: visioning, change management and team development
- Statistical analysis and application
- Economic analysis and application to business decision making
- Market analysis, research, and assessment
- Financial analysis and management
- Ethical decision-making
- Strategy formulation and implementation
- Quality assessment for patient care improvement

General Concentration

Program requirements include the following twelve courses:

Core Component (five required)

HSV 550	Health Services Research
HAD 552	Health Administration
HAD 553	Health Care Organization
HAD 600	Ethics of Health Care
HSV 551	Managed Health Care

Administrative Component (four required)

HSV 554	Health Care Law
HAD 560	Health Care Informatics
HAD 555	Accounting for Health Care Organizations
HAD 556	Financial Management of Health Care Organizations

Plus one course from the following:

HAD 561	Health Care and the Internet
HAD 557	Health Care Strategic Planning and Marketing
HAD 558	Hospital Administration
HAD 559	Health Policy

Health Services Component (one required):

HAD 570	Psychosocial Aspects of Chronic Illness and Disability
HAD 602	Directed Research in Health Services
HED 571	Employee Assistance and Occupational Health
HED 552	Epidemiology and Community Health
HED 575	Stress and Crisis Management
HAD 601	Fieldwork in Health Administration

**Other HAD/HED/GRG/SOC courses as approved by the Director*

Research Component (one required):

HSV 700	Integrative Capstone Course in Health Services
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Informatics Concentration

Informatics Concentration Description

The purpose of the program is to train health care professionals in the tactical and strategic utilization of information technology (IT) in healthcare organizations so they may prepare to assume senior level leadership positions in the strategic planning, management, design, integration, implementation, and evaluation of clinical, financial and administrative information systems in various healthcare enterprises. The Informatics concentration program involves a 12-credit hour (four course) curriculum within the current Health Administration program for a total of 42 credits (14 courses): 10 required courses from the HAD curriculum plus the three required IT courses and 1 IT administrative component in lieu of the normal two electives. . The informatics concentration courses are offered online.

Students who wish to augment their current study in Health Administration with an advanced understanding of healthcare information technology should pursue the Health Care Informatics concentration. The program is designed to give students more knowledge and skills in the strategic, operational, and practical aspects of IT. Students who are majoring in health administration but want to concentrate in Healthcare Informatics may choose the following courses in lieu of the administrative component elective and the health services elective plus two additional courses. Students are required to have a basic competency in standard PC office applications (i.e. Word Processing, Data Base, Spreadsheet, and Internet Browsers). Students may also select any IT course as an elective option.

Core Component (5 required)

HSV 550	Health Services Research
HAD 552	Health Administration
HAD 553	Health Care Organization
HAD 600	Ethics of Health Care
HAD 551	Managed Health Care

Administrative Component (4 required)

HAD 554	Health Care Law
HAD 560	Health Care Informatics
HAD 555	Accounting for Health Care Organizations
HAD 556	Financial Management of Health Care Organizations

Concentration Health Informatics Online

HAD 561	Health Care and the Internet
HAD 562	Health Information Management Systems Data and Infrastructure
HAD 563	Health Information management Systems Applications
HAD 564	Computer-based Patient Record (CPR)

Required All Concentrations

HSV 700	Integrative Capstone Course in Health Services
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Concentration: Organization Development and Leadership 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

ODL 650	Organizational Leadership
ODL 655	Organizational Culture
ODL 665	Leadership Teams
ODL 700	Organizational Development

Concentration: Health Care Ethics**Core components (five required)**

HAD 552	Health Administration
HAD 553	Health Care Organization
HSV 550	Health Services Research
HAD 600	Ethics of Health Care
HSV 551	Managed Health Care

Administrative Component (four required)

HAD 560	Health Care Informatics
HAD 554	Health Care Law
HAD 555	Accounting for Health Care Organizations
HAD 556	Financial Management of Health Care

Organizations

Health Care Ethics Concentration (two required)

HED 552	Epidemiology & Community Health
HAD 700	Integrative Capstone Course in Health Services

M.S. Health Administration and Health Education Joint Degree- 48 credits

The M.S. in Health Administration and Health Education is designed for health professionals who are interested in both health management and health promotion. The curriculum develops student expertise in health care management, community health programs and healthcare law, and ethics. The M.S. in Health Administration and Health Education requires the completion of sixteen courses (48 credits)

Core Component (9 required)

HAD 552	Health Administration
HAD 553	Health Care Organization
HAD 560	Health Care Informatics
HAD 600	Ethics of Health Care
HSV 551	Managed Health Care
HED 553	Program Planning for Wellness
HED 552	Epidemiology and Community Health Curriculum Strategies for Health Care Educators
HED 554	Health Services Research
HSV 550	Health Services Research

Administration Component (3 required)

HAD 557	Health Care Strategic Planning and Marketing
HAD 554	Health Care Law
HAD 555	Accounting for Health Care Organizations
HAD 556	Financial Management of Health Care Organizations

Education and Health Services Component (3 required)

HED 571	Employee Assistance and Occupational Health
HED 577	Health Education in HIV/AIDS
HED 572	Concepts of Mental Health
HAD 570	Psychosocial Aspects of Chronic Illness and Disability

**Other HED/HAD courses as approved by the Director.*

Research Component (1 required)

HSV 700	Integrative Capstone Course in Health Services
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Long Term Care Administration**Master of Science in Long Term Care Administration**

Louis D. Horvath, MA Graduate Director

Department of Health Services

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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, assisted living, home care agencies, and other public and private organizations which service seniors. The program requires completion of 48 credits, as follows:

Core Component (9 required):

- HAD 552 Health Administration
- HAD 553 Health Care Organization
- HAD 560 Health Care Informatics
- HAD 600 Ethics of Health Care
- GRG 550-560 Proseminar in Gerontology I and II
- GRG 570 Delivery of Human Services to the Older Person
- GRG 605 Long-Term Care and Living Arrangements
- HSV 550 Health Services Research (HED 4025)

Administration Component (3 required):

- HAD 557 Health Care Strategic Planning and Marketing
- HAD 554 Health Care Law
- HAD 555 Accounting for Health Care Organizations
- HAD 556 Financial Management of Health Care Organizations

Gerontology Component (3 required):

- GRG 650 Dementia in Older Adults
- GRG/HED 4625 Psychosocial Aspects of Chronic Illness and Disability* (Independent Study Basis)
- GRG 791-792 Advanced Internship (

Research Component (1 required):

- GRG 795 Advanced Research Seminar in (6025) Gerontology

Post Master's Certificate in Health Administration

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.

General Concentration

Core Courses (3 required)

- HAD 552 Health Administration
- HAD 553 Health Care Organization
- HSV 551 Managed Health Care

Administrative Courses (5 required)

- HAD 557 Health Care Strategic Planning and Marketing
- HAD 554 Health Care Law
- HAD 560 Health Care Informatics
- HAD 555 (4675) Accounting for Health Care Organizations
- HAD 556 Financial Management of Health Care Organizations
- HAD 558 Hospital Administration
- HED 552 Epidemiology and Community Health
- HAD 559 Health Policy

Post Master's Certificate in Health Administration with a Concentration in Health Informatics

Students who have already earned a master's degree in a field other than Health Administration with Informatics but wish to continue their study in this area will receive a Post-Master's Certificate upon completion of the curriculum described below (18 credits, 6 courses). Students are required to have a basic competency in standard PC office applications (i.e. Word processing, data base, spreadsheet, and internet browsers).

- HAD 562 Health Information Management Systems Data and Infrastructure
- HAD 563 Health Information Management Systems Applications
- HAD 564 Computer-Based Patient Record (CPR)
- HAD 560 Health Care Informatics
- HAD 565 Decision Support and Data Analysis
- HAD 561 Health Care and the Internet

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 (4635) (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.

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 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 (4745) (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 (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. (See Directed Research for complete guidelines.)*

HSV 550 Health Services Research (HED 4025) (3 credits)

Explores the history of health research, basic principles and types of research in order that health professionals will be able to critically evaluate research in their respective fields. This course is a combination of lecture, discussion and experiential learning designed to instill a critical understanding of the research process for application to clinical practice.

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. Aita, S.J., M.D., Program Director
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Master of Arts in Health Care Ethics Program

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 those 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. One faculty member is a physician.

Learning Goals and Objectives

Goal 1: Students will master philosophical ethical theories and principles and understand their influence on the development of contemporary bioethics.

Learning Objective 1.1: Apply ethical theories and principles to the resolution of complex "real life" ethical dilemmas.

Goal 2: Students will understand how bioethics issues can be differently addressed in light of a specific method or ethical framework.

Learning Objective 2.1: Utilize several bioethics methodologies to the resolution of complex medical cases.

Goal 3: Student will understand basic theological concepts, frameworks, and analyses that have been used by both Catholic and Protestant theologians in their discussions of bioethics.

Learning Objective 3.1: Articulate the positions of various religious traditions on major bioethics issues

Goal 4: Students will gain working knowledge of a wide range of bioethics issues.

Learning Objective 4.1: Intelligently discuss a wide range of bioethics topics

Goal 5: Students will gain general knowledge of the major legal issues encountered in the health care field by administrators and practitioners.

Learning Objective 5.1: Evaluate the legal issues that arise in the health care environment, employ applicable legal principles and resolve cases.

Goal 6: Students will understand how legislative, regulatory, and political processes impact the health care system.

Learning Objective 6.1: Develop a conceptual and analytic framework for bioethics policy analysis.

Goal 7: Students will understand the ethical issues and norms that pertain to healthcare for patients who are near the end of life.

Learning Objective 7.1: Advise patients and their families as they face difficult decisions on end of life care.

Goal 8: Students will understand the dynamics of an interdisciplinary approach to ethical decision making in the ICU.

Learning Objective 8.1: Provide bioethics insight to an interdisciplinary team as it considers complex ethical issues.

Goal 9: Students will possess the skills to analyze and synthesize a designated bioethics topic and propose policy solutions or program development initiatives.

Learning Objective 9.1: Write an original research article suitable for publication in a peer-review journal which analyzes a bioethics topic and proposes policy initiatives.

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

Access Online Application by visiting www.sju.edu/gradapplynow. This link will take you step by step through the online application process. You will download the following:

- Current resume. (GRE not required)
- Personal statement- a letter of intention outlining your professional and educational goals (500 words)
- Name and Email address of two people who will write letter of recommendation for you: people who will write letter of Recommendation.
- \$35 application fee (waived if attended a Virtual Open House or are an SJU graduate).

N.B. Official sealed transcript(s) of undergraduate/graduate coursework should be mailed directly to Graduate Admissions @ 5600 City Avenue, Phila., PA 19131

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

A limited number of graduate assistantships are offered on a competitive basis. Applications for an assistantship may be obtained from the Office of the Institute of Catholic Bioethics, 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; twelve-credits of elective courses in Healthcare Ethics; and a three-credit integrative capstone course. The end-goal of the integrative capstone experience is a research paper of a quality publishable in a peer-reviewed journal. For those interested in pursuing a Ph.D in bioethics, this program will prepare them well to enter into a doctoral program at another institution.

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)

HCE 700	Integrative Capstone in Bioethics
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Online Certificate in Health Care Ethics Program

The Online Certificate in Health Care Ethics Program is designed to prepare individuals for the complex and growing field of biomedical ethics. It will enable students to reflect systematically on the ethical, legal and policy dimensions of contemporary issues in bioethics and health care.

Health Care 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 Health Care, have a solid understanding of moral theory and its application to decision-making in clinical practice.

In the near future members of Hospital Ethics Committees and Institutional Review Boards will be required to have academic credentials in health care ethics. The Online Certificate Program provides the education they need to carry out the three functions of Hospital Ethics Committees (1) advise doctors, patients and their families as they struggle with difficult end-of-life diagnostic and treatment decisions, (2) offer educational opportunities to the hospital community and (3) review and recommend hospital policies.

The Online Certificate Program is also intended for all professionals in the Health Care field who wish to pursue a credentialed career or enhance their expertise in bioethics. Executives in the pharmaceutical and insurance industries would also profit from the Online Certificate Program in Health Care Ethics. Clinical research and marketing pose moral questions for pharmaceutical executives. Moreover, health care management and allocation decisions pose moral questions for insurance executives. The Online Certificate program in Health Care Ethics would help these executives navigate stormy ethical waters.

Curriculum

Four Required Courses (12 Credits)

Course

#	Course Name	Semester Offered
HAD 600	Ethics of Health Care	Offered both sessions, every semesters
HAD 559	Health Policy	Offered both sessions, each semesters
HAD 554	Health Care Law	Offered both sessions, each semesters
HCE 552	Theological Issues in Bioethics	Offered 2nd session, Spring semester only

The Online Certificate in Health Care Ethics Program may be of interest to those who are not ready to make a commitment to master level studies. The four courses encompass the core of the MA curriculum and would be accepted in transfer if the student subsequently decides to advance to the Master of Arts Program.

Campus-Based Certificate in Health Care Ethics Program

The Campus-Based Certificate Program offers a distinctive program of studies to prepare individuals for the complex and growing field of biomedical ethics. The program provides graduate educational opportunities that will enable students to reflect systematically on contemporary issues in bioethics, medical research and health care principally through the prism of the intellectual heritage of the Roman Catholic philosophical and theological tradition.

Curriculum

Two Required Courses

HAD 554	Healthcare Law
HAD 600	Ethics of Healthcare

Two Elective Courses

HCE 550	Topics in Bioethics
HCE 552	Theological Issues in Bioethics
HCE 553	Philosophical Ethical Theories in Bioethics
HCE 571	Health Care Disparities
HCE 572	Social Justice and Bioethics
HCE 573	Death and Dying: End of Life Decision Making
HCE 574	Spirituality and Health Care
HAD 550	Health Services Research
HAD 559	Health Policy
HAD 570	Psychosocial Aspects of Chronic Disease and Disability
HED 552	Epidemiology and Community Health
HED 560	Aging in America
HED 577	Health Education and HIV/AIDS

(alternative electives can be taken with the permission of the Director)

Students in the Health Administration, and Health Education, Programs at SJU are eligible for the Certificate in Health Care Ethics as a "Value Added" feature. Only two additional courses are needed. Once the M.S. degree requirements are completed, students simply need to take two more elective courses which they have not previously taken. Contact Program Director of Health Care Ethics Programs to obtain approval. There is no need for formal, additional application to Saint Joseph's University.

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 health 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 and 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, Thantophoric Dysplasia, 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

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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 and Health Administration programs.

Health Education Mission

The mission of Health Education is to contribute to the health of all people through advances in theory and research, excellence in practice, and the promotion of public policies conducive to health. The program focuses on the professional code of ethics, standards for professional competence, research, and practice; on-going professional development; and public outreach. Core competencies are to follow the public health model of health promotion,

performing a needs assessment, planning, implementing, and evaluating an effective program, acting as a resource in health education, health communications, application of research principles, and advancing the profession in practice. The curriculum reflects the responsibilities and competencies of Certified Health Education Specialists (National Commission for Health Education Credentialing, Inc., 2010).

Goals and Objectives

Goal 1: Graduates of the Masters of Science degree in Health Education Program will be able to coordinate effective health education programs.

Objective 1.1: Graduates will be able to perform a needs assessment, plan, design, implement and evaluate health education programs specific to community needs.

Objective 1.2: Graduates will apply health theories to health education practice and research.

Goal 2: Graduates of the Masters of Science degree in Health Education Program will demonstrate information literacy in the field of Health Education.

Objective 2.1: Graduates will be able to analyze, critically evaluate, and draw conclusions from regional, national and global health data.

Objective 2.2: Graduates will be able to critically evaluate and apply current research in health education practice.

Goal 3: Graduates of the Masters of Science degree in Health Education Program will be able to will communicate effectively using the language of the health education profession.

Objective 3.1: Graduates will be able to write grants and reports using the language of health education.

Objective 3.2: Graduates will convey a professional image of confidence, competence and maturity in verbal and written assignments in order to engage audiences and encourage evidence-based interventions and practices.

Goal 4: Graduates of the Masters of Science degree in Health Education Program will be able to apply the principles of effective management to healthcare systems.

Objective 4.1: Graduates will commit to the stability, health and well-being of a healthcare organization.

Objective 4.2: Graduates will be able to train, delegate, coordinate, evaluate, and negotiate with others to promote health and well-being of a population.

Goal 5: Graduates of the Masters of Science degree in Health Education Program will have knowledge of and follow ethical codes of conduct.

Objective 5.1: Graduates will follow and promote ethical conduct reflecting Jesuit values, specifically the values of honesty, respect for persons, and justice.

Objective 5.2: Graduates will demonstrate the maturity to make decisions and to take professional responsibility for those decisions.

Objective 5.3: Graduates will act as global citizens, holding personal and career objectives that honor and serve the beneficence of people in need.

Admission Requirements and Procedure

Students seeking admission to the master's program in Health Education must have a baccalaureate degree from an accredited college or university that shows course work taken in the natural sciences and the social sciences. Two to three years experience in the healthcare field is preferred.

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 the program director 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 online graduate application, www.sju.edu/gradapplynow.
- 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 or employers 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.

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 3.00 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 (36 credit hours). Up to two graduate level courses (6 credit hours) may be transferred in from another institution to substitute for two courses in the University's Health Education curriculum 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):

HSV 550 Health Services Research (HED 4025)

Health Education Course Descriptions

HED 551 Mapping for Health Research, Planning, Policy Development and Marketing (4985) (3 credits)

Based on the ARCVIEW Geographic Information Systems (GIS), this course is a practical introduction to the use of computer mapping and spatial analysis. The course uses the most current GIS technology to understand the environment and how it impacts public health. There is a large computer lab component to the course.

HED 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, biopsychosocial/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 codependent.

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 intakes, 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 biopsychosocial 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 (4685) (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 politics of AIDS are examined. Emphasis is placed on skill-building in health education, counseling, and referrals for persons with AIDS, their families, and those individuals who test positive. The school and corporate sectors are explored, as well as high risk groups and global AIDS.

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 analyses, as well as behavioral theory, are evaluated. Planning and decision-making, dealing with the change process, motivation, coaching and counseling techniques, performance appraisal, and control are examined.

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 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 (HED 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: HED 4775 and HED 4805. Nurse Anesthesia students: no prerequisites.

HSV 700 Integrative Capstone Course in Health Services (HED 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.

Gerontological Services

Contact: Catherine S. Murray, Ph.D., Director, Graduate Gerontological Services Program

Post Hall 136, 610- 660-1805, cmurray@sju.edu

The Gerontological Services program is designed to train and/or retrain a broad range of qualified personnel to meet the varied and changing needs of America's aging 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 older people.

Current social concerns acknowledge the need to increase understanding of the broader dimensions of aging, as well as programs and services provided to the growing older population in the society. The Gerontological Services program attempts to address these needs by providing both practitioners and students opportunities to enhance their knowledge and skills for work in the field of aging.

Following a core program dealing with fundamental biologic, psychologic, and social principles of adult development and aging, students elect an area of concentration focusing either on issues related to the planning, development, and administration of programs for older persons (Human Services Administration option) or on the acquisition of skills and techniques used in assessing and counseling older persons (Gerontological Counseling option).

Program Goals and Objectives

Goal 1: Students will become knowledgeable of the processes of aging and their implications for understanding and improving the lives of older adults.

Learning Objective 1.1: Describe the basic biological, psychological and social changes that occur with aging and how these impact the functioning of older adults

Goal 2: Students will acquire the skills necessary to access, understand and apply research related to aging issues.

Learning Objective 2.1: Use electronic databases to access current research on a particular aging topic and be able to summarize its findings and significance in both written and oral form.

Goal 3: Students will learn the history of social welfare policies affecting older adults and the network of programs and services supported by them.

Learning Objective 3.1: Outline major U. S. social welfare policies affecting older adults and identify programs and services related to them.

Goal 4: Students will be able to apply acquired knowledge and skills to problems encountered in professional settings serving older people.

Learning Objective 4.1: Spend at least one semester doing a supervised internship in the field of aging that will require them to apply acquired knowledge and skills in a professional setting involving older adults.

Goal 5: Students will become knowledgeable about emerging issues impacting older adults in America today.

Learning Objective 5.1: Be able to discuss emerging issues impacting older adults, e.g. Alzheimer's Disease, long-term care financing, alternative housing options for older adults, including alternative approaches to deal with them.

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 online 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 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 SJU graduate.

M.S. Gerontological Services

Concentration: Gerontological Counseling

The M.S. degree with a concentration in Gerontological Counseling requires a total of 36 credits, including *four* core courses, which ordinarily must be satisfactorily completed before other courses are taken, *six* option courses and *two* electives.

Core courses

GRG 550 & 560 (4005-4015)	Proseminar in Gerontology I and II
GRG 570 (4045)	Delivery of Human Services to the Older Person
GRG 580 (4025)	Research Methods and Analysis

Option courses

GRG 610 (4135)	Clinical Pathology
GRG 620 (4115)	Assessing the Gerontological Client
GRG 630	Counseling the Gerontological Client*
GRG 640 (4125)	Group Processes and Interaction
GRG 791 & 792	Advanced Internship I and II (4905-4915)

M.S. Gerontological Services

Concentration: Human Services Administration

The M.S. degree with a concentration in Human Services Administration requires a total of 36 credits, including *four* core courses, which ordinarily must be satisfactorily completed before other courses are taken, *six* option courses and *two* electives.

Core courses

GRG 550 & 560	Proseminar in Gerontology I and II
GRG 570	Delivery of Human Services to the Older Person
GRG 580	Research Methods and Analysis

Option courses

GRG 605	Issues in Long Term Care (LTC) and Living Alternatives for the Older Person
GRG 791 & 792	Advanced Internship I and II
And three of the following	
HAD 552	Health Administration
HAD 553	Health Care Organization
HAD 554	Health Care Law
HAD 555	Accounting for Health Care Organizations
HAD 557	Foundations of Health Care Planning and Marketing
HAD 600	Ethics of Health Care

MGT 560 Human Resource Management
Courses may be substituted for option courses listed with permission of Director of Program.

Elective courses

Electives may be selected from Gerontological Services courses, courses part of other master's program curricula, or independent study courses (Directed Readings or Directed Research)

Post Baccalaureate Certificate in Gerontological Services

Students who are interested in a Post Baccalaureate Certificate in Gerontological Services must complete six (6) courses for the certificate, including two required courses.

GRG 550 & Proseminar in Gerontology I and II
560

GRG 570 Delivery of Human Services to the Older Person

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 two required courses.

GRG 550 & Proseminar in Gerontology I and II
560

GRG 570 Delivery of Human Services to the Older Person

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. Courses may be taken in any 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 be 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 as applied to the older person will be included.

GRG 640 Group Processes and Interaction (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 presentations.

GRG 650 Understanding Dementia (3 credits)

This course begins with an overview of dementia and the specific diseases that may cause dementia. The diagnostic process, dual diagnosis, and progression of Alzheimer's disease will be covered. Medications and non-pharmacologic forms of treatment will also be addressed.

GRG 660 Dementia Care (3 credits)

This course focuses on educational concepts and practices for the care and safety of elders experiencing dementia. Focus will be on understanding the disease and meeting the person's needs using person-centered concepts, techniques, and strategies. Caregiver support and community resources will be explored.

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.

GRG 794 Directed Research (4965) (3 credits)

An opportunity to conduct a research project under the supervision of a faculty member. Such work must be *preceded* by a proposal which must be approved by the Director of the Gerontological Services program.

GRG 795 Advanced Research Seminar (6025) (3 credits)

An integrative course in which students are expected to complete an independent thesis project combining the research methods and subject matter competencies obtained in previous coursework. *This should be the final course in the program.*

Nurse Anesthesia

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Nurse Anesthesia Program Mission

The Mission of the Masters of Science in Nurse Anesthesia, in conjunction with Nazareth Hospital, is to contribute to the well-being of patients in the Health Delivery System through advances in theory and research, excellence in practice, and the promotion of Best Practices. The Program focuses on professional code of ethics of Nurse Anesthesia, standards for professional competence, research and practice and on-going professional development. Core competencies are to apply the Nurse Anesthesia model, performing a needs assessment, application of research principles, and advancing the profession in practice. (Program closing May, 31, 2016).

Goals and Objectives

Goal 1: Graduates of the Masters of Science degree in the Nurse Anesthesia Program will be able to coordinate effective nurse anesthesia best practices.

Objective 1.1: Graduates will be able to perform a clinical assessment and implement nurse anesthesia protocol as demonstrated in the Clinical Practicum course work.

Objective 1.2: Graduates will comprehend and apply health theories to nurse anesthesia practice and research.

Goal 2: Graduates of the Masters of Science degree in the Nurse Anesthesia Program will be able to critically evaluate health information.

Objective 2.1: Graduates will be able to read, understand, and critically analyze health data, such as patient vital signs or regional or national health statistics.

Objective 2.2: Graduates will be able to understand, critically evaluate and apply current professional research in nurse anesthesia practice.

Goal 3: Graduates of the Masters of Science degree in the Nurse Anesthesia Program will be able to communicate effectively using the language of the health and medical fields.

Objective 3.1: Graduates will be able to utilize and demonstrate both administrative skills, including management principles and clinical competency, adhering to the standards of care in the field of nurse anesthesia.

Objective 3.2: Graduates will convey confidence, competence, and empathy in professional during interactions with staff and patients at the Clinical Practice site.

Goal 4: Graduates of the Masters of Science degree in the Nurse Anesthesia Program will be able to understand and apply the principles of effective management to healthcare systems.

Objective 4.1: Graduates will commit to the integrity, stability, health and well-being of a healthcare organization by implementing evidence-based clinical.

Objective 4.2: Graduates will be able to train, delegate, coordinate, evaluate, and negotiate with others in order to promote health and well-being of patients.

Objective 4.3: Graduates will learn and adhere to the Collaboration Model in applying Team Work practices in an integrative approach to patient care.

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 (3505)	Anatomy/Physiology/Pathophysiology in Anesthesia I
GRA 530 (3515)	Chemistry and Physics I
GRA 550 (3525)	Pharmacology I
GRA 500 (4005)	Orientation to the Study and Practice of Anesthesia
GRA 520 (4105)	Anatomy/Physiology/Pathophysiology in Anesthesia II
GRA 540 (4155)	Chemistry and Physics of Anesthesia II and III
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
 (4655)

Plus any three of the following:

- HAD 552 Health Administration
 (4605)
 HAD 570 Psychosocial Aspects of Chronic Illness and
 (4625) Disability
 HSV 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 Educators
 (4845)
 HED 575 Stress and Crisis Management
 (4855)
 HED 576 Addictions
 (4885)

Nurse Anesthesia Core Courses

(offered 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 these 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 anesthesia. 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.

GRA 700 Clinical Practicum (4995) (9 credits)

Clinical applications of theoretical knowledge in hands-on experience with patients.

GRA 710 Thesis/ Project (4365) (1 credit)

The students explore an anesthesia-related topic of choice in the form of an independent project. The projects take many forms and are developed in conjunction with the input and approval of the directors.

Education Unit

Graduate Arts and Sciences

John Vacca, Ph.D., Associate Dean of Education

Education Departments

The Education Departments offer Master's degree programs designed to meet the interests and needs of pre-service and in-service early childhood/elementary, elementary/middle,

Kindergarten-12 the grades, and secondary school professionals.

For those seeking initial certification and who were accepted as a student at Saint Joseph's University prior to August 15, 2011, the following 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 (N-12; not available after August 31, 2013 see new special education certification below) and Reading Education (specialist, K-12), Principal (K-12), Curriculum Supervisor (K-12), Reading Supervisor, Special Education Supervisor, and Superintendent's letter of eligibility.

For those students accepted on or after August 15, 2011, the following programs are available in the new certification areas developed by the Pennsylvania State Department of Education: 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 Early Childhood Education (PreK-4) and Elementary/Middle (4-8). Initial certification in special education as an additional certification is now available at the post baccalaureate level for only those students who already hold a teaching certification at either the early childhood, elementary, or secondary levels. The new certifications for those applying for special education certification after August 31, 2013 are PreK-8 and 7-12.

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.

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 621 (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 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.

- 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 for full admission. Candidates with a GPA below 3.00 may be considered for a provisional acceptance.
- First certification applicants must also have taken two English courses and two math courses in their previous coursework in higher education.
- For PK-4 (ECE) certification applicants, a U.S. History course, a general history course, a social science course, and a natural science course are additional requirements.
- K-12, 4-8 and 7-12 teacher candidates must meet all content prerequisites prescribed by their certification area.

Admission to all programs is done on a rolling basis. Students are responsible for verifying that the Graduate Operations Office has received all materials required for application. 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.

Financial aid is available to graduate students in the form of student loans. 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.

Course Load

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 generally do not register for more than two courses (6 credits) for the fall and spring terms, and they may not register for more than two courses (6 credits) for each summer term.

The Director of Graduate Education must approve any exceptions to this policy. 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.

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 are 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 will not

be recommended for certification to the Pennsylvania Department of Education.

The contact information for Graduate Admissions is as follows:

Graduate Operations Office Saint Joseph's University, 5600 City Avenue, Philadelphia, PA 19131 Telephone: 610.660.1101 Fax: 610.660.1224
<http://www.sju.edu/admissions/graduate/>

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. For applications submitted as a result of attendance at an Open House information session, the application fee is waived.

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 visit the International Students section of the Graduate Arts & Sciences webpage for information on required documentation:
<http://www.sju.edu/information/international-students/graduate-arts-sciences-international-students>

All documents submitted in support of an application will become the property of the University and are not returnable.

Terms of Acceptance

An applicant is afforded full acceptance when all admission criteria have been met and all required application materials have been submitted.

"Provisional acceptance" is provided if an application is complete, but academic credentials have not been satisfied. In this case an applicant is allowed to register for 9-12 credits. A student who is provisionally accepted must achieve grades of B or higher in their initial 3-4 graduate courses in order to be fully accepted into the master's program and to continue taking courses. A registration hold is activated if a student's admission status is not updated to full admission (via the Registrar's office) after taking his or her first 9-12 credits (3-4 courses).

Applicants whose application package is incomplete may receive "conditional acceptance," and permitted 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).

Applications that do not meet at least provisional academic requirements are generally not accepted.

Time Limit

Graduate students in the College of Arts and Sciences are required to complete all degree requirements within five years from the date of admission. Extensions beyond this limit may be granted only with the program director's recommendation and the approval of the Associate Dean of Graduate arts and Sciences, and then only under unusual or serious circumstances.

Transfer of Courses

Applicants who have taken graduate courses elsewhere may request transfer of not more than six graduate credits in Arts and Sciences programs. Such requests must be filed at the time of application for admission. Only those courses which are judged to meet program requirements and in which a student has received a grade of **B** or higher will be accepted. 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, (American Council on Education) ACE approved courses are eligible for transfer.

Certification Requirements

Students seeking certification in a secondary subject area (7-12) must provide evidence of an undergraduate major in their specialty area or obtain approval from the Director of Graduate Education to complete appropriate additional coursework. Early advising in the program is necessary. Students seeking certification in PK-4, 4-8, 7-12, special education or reading specialists should discuss their plans of study with an advisor at the time of admission. No student with a cumulative graduate 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 or to complete necessary Praxis II exams prior to student teaching. All students must also have passed all required Praxis tests for their area in order to be certified.

Note: Formerly, first certification graduate students were required to have successfully completed the PPST (basic skills) Praxis tests prior to the application for student teaching. However, Act 24 of 2011 removed the requirement for Basic Skills Tests for fully admitted GRADUATE students. This provision only applies to candidates seeking an Instructional Certificate. There are noted exceptions to this provision.

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.

Test/licensure Requirements

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 schools.

Advising

For inquiries about any graduate education program, prospective students are encouraged to contact the Graduate Director of Teacher Education Director at 610-660-3285 or graduate_education@sju.edu. All students accepted into the program are required to meet with the Graduate Director of Teacher Education 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.

Curriculum/Program of Study listings

Department of Teacher Education

Dr. Frank Bernt, Chair, Teacher Education Programs

Marion Hall 235, 610-660-1274, fbernt@sju.edu

Kenneth Rovine, Director, Graduate Teacher Education Programs

Merion Hall 283, 610-660-3285, krovine@sju.edu

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 for all students accepted by Saint Joseph's University after August 31, 2013. Students enrolled in this program may be certified to teach the following areas and grade levels:

- Early Childhood Education (PreK to 4)
- Elementary/Middle (4 to 8)
Option 1 Concentrations: (1A) Language Arts, (1B) Mathematics, (1C) Science, (1D) Social Studies
- Option 2 Concentrations: (2A) Language Arts and Science, (2B) Language Arts and Math, (2C) Science and Math (2D) Social Studies and Math, (2E) Social Studies and Science
- Secondary Education (7 to 12)
 - Sciences: General Science, Chemistry, Biology, Physics
 - Mathematics
 - Citizenship Education
 - English
- Art Education (K to 12)
- Foreign Languages (K to 12): French, Latin, German, Spanish, Italian

M.S. Early Childhood Education PK-4: Learning Goals and Objectives

Goal 1: The student will demonstrate an understanding of learner development.

Objective 1.1: The student will explain how learning occurs—how learners construct knowledge, acquire skills and develop disciplined thinking processes.

Objective 1.2: The student will identify readiness for learning and explain how development in one area may affect performance in others.

Goal 2: The student will demonstrate an understanding of learning differences.

Objective 2.1: The student will identify and explain reasons for differences in children's learning and performance.

Objective 2.2: The student will articulate learner strengths based on their individual experiences, prior learning, and peer and social group interactions, as well as language, culture, family and community values.

Goal 3: The student will demonstrate an understanding of the central concepts of PK-4 teaching.

Objective 3.1: The student will identify and describe major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to PK-4 teaching.

Objective 3.2: The student will identify and describe PK-4 content standards and learning progressions.

Goal 4: The student will plan instruction that supports PK-4 student learning.

Objective 4.1: The student will plan for instruction based on appropriate curriculum goals and content standards.

Objective 4.2: The student will plan instruction that is responsive to the identified strengths and needs of individual learners.

Goal 5: The student will demonstrate understanding and effective use of multiple methods of assessment.

Objective 5.1: The student will define and interpret types of valid and reliable education assessments (including screening, diagnostic, formative, summative, and authentic) and identify principles of their effective use.

Objective 5.2: The student will analyze and interpret assessment data to identify patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners and their guardians.

Goal 6: The student will demonstrate an understanding of educating for social justice.

Objective 6.1: The student will describe key elements of interacting positively and respectfully with those of different racial, ethnic, language and socioeconomic backgrounds and sexual orientations.

Objective 6.2: The student identify and describe practices and policies that reinforce inequalities and that undermine PK-4 student learning, as well as what can be done to

challenge such practices in order to create a more just society.

M.S. Art Education K-12 Learning Goals and Objectives

Goal 1: The student will demonstrate an understanding of child and adolescent learner development.

Objective 1.1: The student will understand and accurately interpret key concepts, principles, theories, and research about child and adolescent (K-12) development in social context.

Objective 1.2: The student will identify the diverse developmental needs and abilities of K-12 learners and use this information effectively when selecting instructional strategies and making curricular decisions with respect to art education.

Goal 2: The student will understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all high school learners' competence in the area of learning a second language.

Objective 2.1: The student will describe and explain the philosophical and historical foundations of art education and apply this knowledge in analyzing school culture and climate, classroom management, and instructional design.

Goal 3: The student will understand and use developmentally appropriate instructional strategies.

Objective 3.1: The student will describe and analyze a range of specific teaching strategies and apply them appropriately in instructional planning, modifying their use based on the unique learning needs of high school students and the particular demands of art education.

Objective 3.2: The student will demonstrate a practiced habit of self-analysis and collaboration with students and colleagues to assess the impact of instruction on student motivation and learning and will adjust teaching accordingly.

Goal 4: The student will demonstrate understanding and appropriate use of multiple methods of assessment.

Objective 4.1: The student will define and describe types of valid and reliable educational assessments (including screening, diagnostic, formative, summative, and authentic) and identify strengths, weaknesses, and appropriate uses associated with each.

Goal 5: The student will demonstrate an understanding of educating for social justice.

Objective 5.1: The student can demonstrate the ability to interact positively and respectfully with those of different racial, ethnic, language and socioeconomic backgrounds and sexual orientations.

Objective 5.2: The student will identify and describe practices and policies that reinforce inequalities and undermine K-12 student learning, as well as steps that can be taken to challenge such practices in order to create a more just society.

M.S. Foreign Language Education K-12 Learning Goals and Objectives

Subject Areas: French, German, Italian, Latin, and Spanish.

Goal 1: The student will demonstrate an understanding of adolescent learner development.

Objective 1.1: The student will understand and accurately interpret key concepts, principles, theories, and research about adolescent development in social context.

Objective 1.2: The student will identify the diverse developmental needs and abilities of adolescent learners and use this information effectively when selecting instructional strategies and making curricular decisions with respect to language learning.

Goal 2: The student will understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all high school learners' competence in the area of learning a second language.

Objective 2.1: The student will describe and explain the philosophical and historical foundations of foreign language education and apply this knowledge in analyzing school culture and climate, classroom management, and instructional design.

Goal 3: The student will understand and use developmentally appropriate instructional strategies.

Objective 3.1: The student will describe and analyze a range of specific teaching strategies and apply them appropriately in instructional planning, modifying their use based on the unique learning needs of high school students and the particular demands of learning a foreign language.

Objective 3.2: The student will demonstrate a practiced habit of self-analysis and collaboration with students and colleagues to assess the impact of instruction on student motivation and learning and will adjust teaching accordingly.

Goal 4: The student will demonstrate understanding and appropriate use of multiple methods of assessment.

Objective 4.1: The student will define and describe types of valid and reliable educational assessments (including screening, diagnostic, formative, summative, and authentic) and identify strengths, weaknesses, and appropriate uses associated with each.

Objective 4.2: The student will analyze and interpret assessment data to understand patterns and gaps in

learning, to guide planning and instruction, and to provide meaningful feedback to learners and their guardians.

Goal 5: The student will demonstrate an understanding of educating for social justice.

Objective 5.1: The student can demonstrate the ability to interact positively and respectfully with those of different racial, ethnic, language and socioeconomic backgrounds and sexual orientations.

Objective 5.2: The student will identify and describe practices and policies that reinforce inequalities and undermine high school student learning, as well as steps that can be taken to challenge such practices in order to create a more just society.

For those students accepted after August 15, 2011, the M.S. degree in early childhood/elementary (PreK-4) requires 36 credits and 39 credits for certification. The M.S. degree in Elementary/Middle (4-8) requires 36 credits for both the degree and certification. The M.S. degree in Secondary Education (7-12) requires 36 credits for the degree and 30 credits for certification.

M.S. in Education with Level II Certification

1. Early Childhood/Elementary Education / PreK-4 Certification

The following courses are required for elementary certification (note that one-credit labs do not apply to the 36 graduate credits required for the Master's degree):

EDU 550/550F	Historical and Contemporary Perspectives in Education
EDU 551/551F	Psychology of Teaching: Development Perspectives
EDU 642/642F	Perspectives in Early Childhood Education
EDU 646/646F	Language and Culture
EDU 632/632F	Reading/Literature I
EDU 640/640F	Reading Literature II
EDU 665/665F	Interdisciplinary Teaching: Math, Science and Technology
EDU 667/667F	Interdisciplinary Teaching: Social Studies and Creative Exp
SPE 600/600F	Foundations and Current Issues in Special Education
SPE 602/602F	Diagnostic Assessment and Progress Monitoring
SPE 612/612F	Inclusive Classroom Practices

EDU 695 Early Childhood/Elementary Student Teaching (6 credits)

"F" courses are those that have a field assignment

2. Elementary/Middle Years Education: 4-8 Certification

M.S. Elementary Education 4-8 Learning Goals and Objectives

Goal 1: The student will demonstrate an understanding of young adolescent learner development.

Objective 1.1: The student will understand and accurately interpret key concepts, principles, theories, and research about young adolescent development in social context.

Objective 1.2: The student will identify the diverse developmental needs and abilities of 4-8 learners and use this information effectively when selecting instructional strategies and making curricular decisions.

Goal 2: The student will understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter.

Objective 2.1: The student will describe and explain the philosophical foundations of middle level education and apply this knowledge in analyzing classroom management and instructional design.

Goal 3: The student will understand and use developmentally appropriate instructional strategies.

Objective 3.1: The student will describe and analyze a range of specific teaching strategies and apply them appropriately in instructional planning, modifying their use based on the unique learning needs of middle school students.

Objective 3.2: The student will demonstrate a practiced habit of self-analysis and collaboration with students and colleagues to assess the impact of instruction on student motivation and learning and will adjust teaching accordingly.

Goal 4: The student will demonstrate understanding and effective use of multiple methods of assessment.

Objective 4.1: The student will define and describe types of valid and reliable educational assessments (including screening, diagnostic, formative, summative, and authentic) and identify strengths, weaknesses, and appropriate uses associated with each.

Objective 4.2: The student will analyze and interpret assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to learners and their guardians.

Goal 5: The student will demonstrate an understanding of educating for social justice.

Objective 5.1: The student will describe key elements of interacting positively and respectfully with those of different

racial, ethnic, language, and socioeconomic backgrounds and sexual orientations.

Objective 5.2: The student will identify and describe practices and policies that reinforce inequalities and undermine 4-8 student learning, as well as steps that can be taken to challenge such practices in order to create a more just society.

EDU 550/550F	Historical and Contemporary Perspectives in Education
EDU 551/551F	Psychology of Teaching: Developmental Perspectives
EDU 557/557F	Adolescent Psychology
EDU 646/646F	Language and Culture
EDU 647/647F	Literacy and Learning Across the Curriculum
EDU 665/665F	Interdisciplinary Teaching: Math, Science & Technology
EDU 667/667F	Interdisciplinary Teaching: Social Studies and Creative Expressions
SPE 600/600F	Foundations and Current Issues in Special Education
SPE 612/612F	Inclusive Classroom Practices
SPE 602/602F	Assessment Identification and Progress Monitoring
EDU 696	Student Teaching 4-8 (6 credits)

"F" courses are those that have a field assignment

4-8 Major Additional Content Requirements

Students who complete the 4-8 program can be certified to teach all subjects in grades 5-6. 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 three 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
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Option 2B	Science 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.

3. Secondary Education: 7-12 Certification

Prerequisite coursework to meet certification standards may be required. Elective coursework listed is required for M.S. degree, but not for certification.

M.S. Secondary Education 7-12 Learning Goals and Objectives

Subject Areas: Biology, Chemistry, Physics, General Science, English, Mathematics, Citizenship Education and Social Studies.

Goal 1: The student will demonstrate an understanding of adolescent learner development.

Objective 1.1: The student will understand and accurately interpret key concepts, principles, theories, and research about adolescent development in social context.

Objective 1.2: The student will identify the diverse developmental needs and abilities of adolescent learners and use this information effectively when selecting instructional strategies and making curricular decisions.

Goal 2: The student will understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all high school learners' competence in a specific subject matter area.

Objective 2.1: The student will describe and explain the philosophical and historical foundations of comprehensive high school education and apply this knowledge in analyzing school culture and climate, classroom management, and instructional design.

Goal 3: The student will understand and use developmentally appropriate instructional strategies.

Objective 3.1: The student will describe and analyze a range of specific teaching strategies and apply them appropriately in instructional planning, modifying their use based on the unique learning needs of high school students and the particular demands of the subject matter.

Objective 3.2: The student will demonstrate a practiced habit of self-analysis and collaboration with students and colleagues to assess the impact of instruction on student motivation and learning and will adjust teaching accordingly.

Goal 4: The student will demonstrate understanding and appropriate use of multiple methods of assessment.

Objective 4.1: The student will define and describe types of valid and reliable educational assessments (including screening, diagnostic, formative, summative, and authentic) and identify strengths, weaknesses, and appropriate uses associated with each.

Objective 4.2: The student will analyze and interpret assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to learners and their guardians.

Goal 5: The student will demonstrate an understanding of educating for social justice.

Objective 5.1: The student can demonstrate the ability to interact positively and respectfully with those of different racial, ethnic, language and socioeconomic backgrounds and sexual orientations.

Objective 5.2: The student will identify and describe practices and policies that reinforce inequalities and undermine high school student learning, as well as steps that can be taken to challenge such practices in order to create a more just society.

The following courses are required for secondary certification (note that field assignment credits do not apply to the 36 graduate credits required for the Master's degree):

Required courses for PA Certification (30 credits)

EDU 550/550F	Historical and Contemporary Perspectives in Education
EDU 557/557F	Adolescent Psychology
EDU 646/646F	Language and Culture
EDU 647/647F	Literacy and Learning Across the Curriculum
EDU 612-618/F	Instructional Techniques (in content area discipline)
SPE 600/600F	Foundations and Current Issues in Special Education
SPE 612/612F	Inclusive Classroom Practices
SPE 602/602F	Assessment Identification and Progress Monitoring
EDU 691	Secondary Student Teaching in Inclusive Environments (6 credits)

Students seeking certification in English must include the following course in their elective program:

EDU 671/671F Writing in the Classroom

Students seeking certification in Foreign Languages or English must include the following course in their elective program:

EDU 710 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 Electives for MS degree (12 credits)

EDL 600	Educational Leader as Researcher and Reflective Practitioner
EDL 605	Critical Contemporary Educational Issues
EDL 610	Promoting Communication, Collaboration and Access to
EDL 680	Law and American Education
ITS 605	Technology Applications for Learning Environments
ITS 655	Delivering Instructions Using Interactive Peripherals

OATCERT (Online Accelerated Teacher Certification) Program

Kenneth Rovine, Director, Graduate Teacher Education Programs

Merion Hall 283, 610-660-3285, krovine@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. Note: Course requirements (number and topics) subject to change based upon PA Department of Education regulations.

Required courses for PA Certification (30 credits)

EDU 550/550F	Historical & Contemporary Perspective in Education
EDU 557 /557F	Adolescent Psychology
EDU 646/646F	Language and Culture
EDU 647/647F	Literacy and Learning Across the Curriculum
EDU 610-618/625F	Instructional Techniques – Discipline Specific
SPE 600/600F	Foundations and Current Issues in Special Education
SPE 612/612F	Inclusive Classroom Practices
SPE 602/602F	Assessment Identify and Progress Monitoring
EDU 691	Secondary Student Teaching

Prescribed Electives for MS degree (6 credits)

EDL 600	Educational Leader as Researcher and Reflective Practitioner
EDL 605	Critical Contemporary Educational Issues
EDL 680	Law and American Education
ITS 605	Technology Applications for the Classroom

4. Certification in Reading (Level II Certification)

Althier Lazar, Ph.D., Director, Reading & ESL Programs

Merion 229, 610- 660-3078, alazar@sju.edu

This graduate program prepares educators to meet the literacy needs of children. This program is suited to classroom teachers who wish to become reading specialists, or those teachers who want to provide appropriate

instruction for the wide range of needs within the regular classroom.

Students in the Reading Specialist program are expected to have obtained their 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.

M.S. with Reading Specialist Certification

Learning Goal 1: The student demonstrates an understanding of instruction and materials, and an integrated, balanced curriculum to support student learning in reading and writing.

Objective 1.1: The student will demonstrate an understanding of the research and literature that undergirds the reading and writing curriculum and instruction for pre-K–12 students.

Objective 1.2: The student will provide appropriate in-depth instruction for students, especially those who struggle with reading and writing.

Learning Goal 2: The student will understand types of assessments and their purposes, strengths, and limitations.

Objective 2.1: The student will demonstrate an understanding of the literature and research related to assessments and their uses and misuses.

Objective 2.2: The student will administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.

Learning Goal 3: The student will understand the role of cultural diversity in planning literacy instruction.

Objective 3.1: The student will demonstrate an understanding of the ways in which diversity influences students' reading and writing development.

Objective 3.2: The student will plan and implement literacy instruction based on knowledge of students' cultural backgrounds.

Learning Goal 4: The student will demonstrate understandings how to create literate environments that foster reading and writing development.

Objective 4.1: The student will demonstrate an understanding of the research on motivation and its effect on literacy learning.

Objective 4.2: The student will design a social environment to optimize students' motivation and engagement in learning to read and write.

The M.S. degree requires a total of 36 credits, as follows:

Reading Component

EDU 646/646F	Language and Culture
EDU 671	Writing in the Classroom
EDU 700	Psychology of Literacy
EDU 701	Literacy Assessment & Instruction K-3 (pre requisite EDU 700 and 702)
EDU 702	Literacy Assessment & Instruction 4-12*
EDU 703	Literacy Research
EDU 704	Planning and Organizing Literacy Programs
EDU 705	Literacy Practicum (6 credits)**

* Meets SPE 602; Diagnostic Assessment and Progress Monitoring

**Practicum runs last two weeks in June and 4 weeks in July
PDE Chapter 49 regulation courses is not completed as part of undergraduate program:

SPE 600/600F Foundations in Special Education
SPE 612/612F Inclusive Classroom Practices

Elective Option One: Program Specialist Certificate in ESL:

EDU 710	English Linguistics
EDU 712	Second Language Acquisition
EDU 713	Methods in Teaching English as a Second Language
EDU 714/714F	Internship in ESL (4 credits)

Elective Option Two: Reading Supervisory Program

Learning Goals and Objectives

Goal 1: Students will demonstrate the knowledge and ability to promote the success of P-12 students by facilitating a **school vision of learning** shared by the school community.

Objective 1.1: Students will demonstrate the knowledge of how to articulate the components of a school vision and the processes for its successful implementation.

Objective 1.2: Students will demonstrate the knowledge of how to formulate initiatives necessary to motivate staff, P-12 students and families to achieve the school's vision.

Goal 2: Students will demonstrate the knowledge and ability to develop a **school educational program** conducive to P-12 student learning through collaboration and rigorous, coherent curricular and instructional school program.

Objective 2.1: Students will demonstrate the knowledge of how to plan successful curricular methodologies and strategies collaboratively with staff.

Objective 2.2: Students will demonstrate the knowledge of how to assess the needs of the educational program.

EDL 660	Measurement & Evaluation of Instructional Outcomes
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EDL 665	Administration, Organizational Culture and Planned Change
EDL 675	Curriculum Development & Practice in Public & Private Schools
EDL 680	Law and American Education
EDL 769	Advanced Field Work in Literacy
EDL 769	Advanced Field Work in Literacy

individuals with exceptionalities how to adapt to different environments.

Objective 2.2: The student will demonstrate an understanding of ways to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

Goal 3: Students will demonstrate the use of assessment for diagnosis and progress monitoring

Objective 3.1: The student will be able to select and use technically sound formal and informal assessments that minimize bias.

Objective 3.2: The student will assess performance and provide feedback.

Goal 4: Students will demonstrate knowledge to use research-based instructional planning and strategies

Objective 4.1: The student will be able to identify an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.

Objective 4.2: The student will be able to use strategies and technology to enhance language development and communication skills of individuals with exceptionalities.

Goal 5: Students will demonstrate knowledge of professional ethical practice

Objective 5.1: The student will demonstrate an understanding that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

Objective 5.2: The student will demonstrated the ability to develop a variety of education and transition plans for individual with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families and teams.

Department of Special Education

Eileen Sabbatino., Chair, Special Education Department
Merion Hall 213, 610- 660-3079, esabbati@sju.edu

Sam Slike, Ph.D., Director of Online Graduate Programs
Sslike@sju.edu

The Special Education Department offers several certification options. Details regarding each Special Education certification can be found on-line under Majors and Programs.

The Master's in Education degree program is designed for students who already have an undergraduate degree and a valid Pennsylvania Instructional I certification or are working towards a Pennsylvania Instructional PreK-8 or 7-12 certification.

This graduate program provides the student with extensive preparation for working students with special needs 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.

MS in Education with Special Education 7-12 Certification

Goals and Objectives

Goal 1: Students will demonstrate knowledge of adolescent learner development and curricular content

Objective 1.1: The student will be able to identify individual differences and to respond to the needs of individuals with exceptionalities.

Objective 1.2: The student will be able to use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

Goal 2: Students will demonstrate the ability to create positive grade 7-12 learning environments

Objective 2.1: The student will demonstrate the ability to use motivational and instructional interventions to teach

MS in Education with Special Education Pre K-8 Certification

Goals and Objectives

Goal 1: Students will demonstrate knowledge of adolescent learner development and curricular content

Objective 1.1: The student will be able to identify individual differences and to respond to the needs of individuals with exceptionalities.

Objective 1.2: The student will be able to use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

Goal 2: Students will demonstrate the ability to create positive grade 7-12 learning environments

Objective 2.1: The student will demonstrate the ability to use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

Objective 2.2: The student will demonstrate an understanding of ways to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

Goal 3: Students will demonstrate the use of assessment for diagnosis and progress monitoring

Objective 3.1: The student will be able to select and use technically sound formal and informal assessments that minimize bias.

Objective 3.2: The student will assess performance and provide feedback.

Goal 4: Students will demonstrate knowledge to use research-based instructional planning and strategies

Objective 4.1: The student will be able to identify an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.

Objective 4.2: The student will be able to use strategies and technology to enhance language development and communication skills of individuals with exceptionalities.

Goal 5: Students will demonstrate knowledge of professional ethical practice

Objective 5.1: The student will demonstrate an understanding that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

Objective 5.2: The student will demonstrated the ability to develop a variety of education and transition plans for individual with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families and teams.

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 acquired, the student must be in the process of obtaining it. A Master's degree in Special Education is available with 3 additional courses (electives); the various suggested tracks are listed below.

Certification Requirements PreK-8 or 7-12

- GPA
- Pass ES Pearson Spec Ed PreK-8 Module 1 (8011) and Spec Ed PreK-8 Module 2 (8012) (www.pa.nesinc.com) Special Education Courses for Certification

SPE 600	Current Issues in Special Education: Theoretical Practice and Procedures
SPE 602	Diagnostic Assessment and Progress Monitoring
SPE 603	Theory and Instructional Practice: Students with High Incidence Disabilities
SPE 604	Research-Based Models and Procedures: Literature, Written and Oral Language and Reading Content Areas
SPE 605	Research-Based Models and Procedures: Mathematics and Science Procedures
SPE 606	Theory and Instructional Practice: Students with Emotional/Social and Behavioral Disorders
SPE 607	Theory and Instructional Practice: Students with Low Incidence Disabilities
SPE 608	Families, Schools, and Communities: Communication and Collaboration
SPE 638 or SPE 639	Inclusive Classroom Practices: Student Teaching (PreK-8) Inclusive Classroom Practices: Student Teaching (7-12)

Special Education Elective Tracks

Wilson Reading Program Certification (10 credits) – Online

SPE 710	WRP: Introduction to Multisensory Structured Language Instruction (1 credit)
SPE 711	WRP: Intensive Instruction for the Non-Responsive Reader Steps 1-3
SPE 712	WRP: Intensive Instruction for the Non-Responsive Reader Steps 4-6
SPE 713	WRP: Intensive Instruction for the Non-Responsive Reader Practicum

Autism Spectrum Disorder Specialist Endorsement (12 credits) – Online

Autism Spectrum Endorsement

Goals and Objectives

Goal 1: Students will demonstrate knowledge of the characteristics and etiology of ASD

Objective 1.1: The student will describe the defining characteristics of and diagnostic criteria for the various Autism Spectrum Disorders and other associated disorders, including common manifestations within communication and verbal behavior, social skills and social adaptation, repetitive and stereotypical behaviors, and patterns of responses to various sensory stimuli.

Objective 1.2: The student will identify and describe various diagnostic instruments and procedures, including their strengths and limitations.

Goal 2: Students will demonstrate an understanding of the use of assessment for instructional planning

Objective 2.1: The student will plan, structure, and conduct assessment for students with ASD.

Objective 2.2: The student will identify and demonstrate acceptable accommodations and appropriate adaptations to state- and district-wide assessments for students with ASD.

Goal 3: Students will demonstrate the ability to plan instructional interventions and methods across settings and grade levels.

Objective 3.1: The student will describe, interpret, utilize, and evaluate instructional strategies based on the principles of applied behavior analysis.

Objective 3.2: The student will demonstrated the ability to organize classroom teams to provide effective intervention and instruction by developing and managing a daily schedule for students and multiple staff that specifies appropriate levels.

Goal 4: Students will demonstrate the skills necessary to effectively collaborate with families, agencies, and the community

Objective 4.1: The student will demonstrate the ability to facilitate family and school collaboration by demonstrating sensitivity to the range of the impact that ASD may have on the family system.

Objective 4.2: The student will identify various agencies and community systems that support students with ASD in home, community, and work settings.

- SPE 720 Introduction to ASD: Overview of Causality, Diagnosis and Advocacy
- SPE 721 Augmentative and Alternative Communication and Socialization Strategies
- SPE 722 Evidence-Based Practices: Assessment, Intervention, and Instructional
- SPE 723 Autism: Behavior Management Approaches

Teacher of the Deaf and Hard of Hearing Program (30 to 36 credits) – Online

Program Goals and Objectives for the Education of the Deaf and Hard of Hearing Program

Goal 1: The student will demonstrate knowledge of learners who are deaf and hard of hearing.

Objective 1.1: The student will describe the range of programming for a classroom with students who are deaf and hard of hearing.

Objective 1.2: The student will analyze case studies of communication modes for deaf and hard of hearing learners.

Goal 2: The student will demonstrate an understanding of learners who have hearing losses from mild to profound.

Objective 2.1: The student will define the classifications of hearing loss.

Objective 2.2: The student will describe the characteristics of learners in a classroom where a variety of hearing losses and methods of communication occur.

Goal 3: The student will demonstrate knowledge of appropriate practices encountered in the education of deaf and hard of hearing learners.

Objective 3.1: The student will define the eight areas of concern of the Pennsylvania Agenda for Students who are Deaf and Hard of Hearing.

Objective 3.2: The student will evaluate educational placement options for deaf and hard of hearing students.

Goal 4: The student will demonstrate knowledge of current trends used in the education of deaf and hard of hearing learners.

Objective 4.1: The student will define pedagogical strategies used with learners who are deaf and hard of hearing.

Objective 4.2: The student will identify strategies to support specially designed instruction across educational environments.

Goal 5: The student will demonstrate an understanding of the social, ethical, legal, and human issues that impact programs for deaf and hard of hearing learners

Objective 5.1: The student will create learning experiences for deaf and hard of hearing learners.

Objective 5.2: The student will analyze case studies to determine specially designed instruction and accommodations for learners who are deaf and hard of hearing.

- SPE 600 Current Issues in Special Education: Theoretical Practice and Procedures
- SPE 608 Families, Schools, and Communities: Communication and Collaboration
- SPE 612 Inclusive Classroom Practices
- SPE 730 Educational Foundations for Students who are Deaf and Hard of Hearing
- SPE 731 Language, Literacy and Communication Development for Students who are Deaf and Hard of Hearing
- SPE 732 Curriculum, Instruction and Learning Environments for Students who are Deaf and Hard of Hearing
- SPE 733 Listening and Speaking Skills for Students who are Deaf and Hard of Hearing
- SPE 734 Sign Communication in Instructional Settings
- SPE 739 Student Teaching and Professional Seminar (6 credits)

Advanced Special Education Courses (9 credits) - Online

- SPE 700 Special Education School Law and Policy

SPE 701	Cognitive Processes: Research-Based Brain Studies for the Educator
SPE 702	Culturally Responsive Teaching

Supervisor of Special Education Certification

This program is a cooperative effort of the Education Leadership Program and the Special Education Program of the Saint Joseph's Graduate Education Unit. It combines the strength of two programs for the preparation of tomorrow's leaders in inclusive schools. Students take coursework in organizational culture, management functions, curriculum and supervision, research and measurement, and gain additional expertise in elementary/secondary and special education (K-12).

The Supervisor of Special Education Certification Program requires 24 credits, which can be taken in conjunction with the M.S. in Education degree program (36 credits). In addition, by taking a few additional courses, Special Education Supervisor candidates can obtain a Curriculum Supervisor and/or a Principal's Certification. Students are urged to maintain continued contact with the Special Education Department Chair to assure certification program compliance. Students must be formally admitted into the Special Education Supervisory Program for certification eligibility. In the event that certain content is missing in a student's transcript, prerequisite courses may be deemed necessary before the Supervisory Certification Program can commence.

Learning Goals and Objectives

Goal 1: The student will demonstrate an understanding of and the ability to promote the success of all P-12 students by facilitating the shared school vision of learning supported by the stakeholders.

Objective 1.1: The student will collaboratively develop a shared vision of learning for a school that promotes the success of all P-12 students.

Objective 1.2: The student will articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.

Goal 2: The students will demonstrate an understanding of how to articulate a plan for a school culture that is conducive to P-12 student learning.

Objective 2.1: The student will create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

Objective 2.2: The student will develop a plan for the future supervision of the instructional and leadership capacity.

Goal 3: The student will demonstrate an understanding of the role of Special Education within the school and school district.

Objective 3.1: The student will demonstrate knowledge of the needs of Special Education programs in relation to budgeting and curriculum and instruction.

Objective 3.2: The student will demonstrate an understanding of standardized testing results for students with IEPs.

*To earn the MS Degree in Educational Leadership – an additional 4 courses (12 credits) must be completed**

Beginning in January 2012, the courses in this program will be offered either online or in a hybrid format.

Certification Requirements

- Pass PRAXIS Test 10410: 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)

EDL 665	Administration, Organizational Culture and Planned Change
EDL 670	Educational Leadership and Human Resource Development
EDL 675	Curriculum Development and Practice in Public and Private Schools
EDL 690	Managing Financial and Material Resources
SPE 621	Law, Policy and Procedures for the Special Education Supervisor
SPE 622	Administration and Supervision of Special Education Programs
SPE 690	Managing Financial and Material Resources

Required Fieldwork

SPE 623	Advance Fieldwork/Seminar (3 credits)
SPE 624	Advanced Supervision and Curriculum Fieldwork/Seminar (3 credits)

Endorsement in English as a Second Language (ESL)

Althier Lazar, **Director** alazar@sju.edu

The ESL training program at Saint Joseph's University is designed to prepare teachers who have a valid Pennsylvania Instructional I or II certificate to obtain the Pennsylvania Program Specialist-ESL endorsement. The program aims to help candidates develop theoretical understanding and pedagogical knowledge and skills that are needed in working with students who are learning English as a second language.

M.S. with Program Specialist Endorsement in English as a Second Language

Learning Goals and Objectives

Learning Goal 1: The student will demonstrate an understanding of language as an integrative system.

Objective 1.1: The student will describe the components of language (phonology-the sound system; morphology-the

structure of words; syntax-phrase and sentence structure; semantics-word/sentence meaning; pragmatics-the effect of context on language).

Objective 1.2: The student will demonstrate an understanding of how to apply knowledge of language as an integrated system to help ELLs acquire English.

Learning Goal 2: The student will demonstrate an understanding of concepts, theories, research, and practice to facilitate the acquisition of a new language. (understand and apply" instead of 'demonstrate')

Objective 2.1: The student will apply the theory of comprehensible input to support emergent bilinguals' development of a new language.

Objective 2.2: The student will demonstrate an ability to create a secure, positive, and motivating learning environment for emergent bilinguals.

Learning Goal 3: The student will demonstrate an understanding of the role of culture in language development and academic achievement for emergent bilinguals.

Objective 3.1: The student will recognize how cultural values and beliefs shape language development.

Objective 3.2: The student will apply knowledge about the effects of racism, stereotyping, and discrimination to ESL teaching and learning.

Learning Goal 4: The student will demonstrate understandings about the concepts, research, and best practices to plan classroom instruction for emergent bilinguals

Objective 4.1: The student will plan instruction based on the concepts, research and practices recommended for emergent bilinguals.

Objective 4.2: The student will plan learning experiences based on an assessment of students' language proficiency and prior knowledge.

The Program Specialist-ESL Certificate Program requires 16 credits plus field experience hours

- EDU 646 Language & Culture
- EDU 710 English Linguistics
- EDU 712 Second Language Acquisition
- EDU 712F Field Experience (15 contact hours)
- EDU 713 Methods in Teaching English as a Second Language
- EDU 713F FE Methods in Teaching English as Second Language (1 credit)
- EDU 714 Internship in ESL/Bilingual Programs (30 contact hours)

Post-Baccalaureate Certification Programs

Kenneth Rovine, Director, Graduate Teacher Education Programs

Merion Hall 285, 610-660-3214, krovine@sju.edu

The Post-Baccalaureate program is a non-degree granting certification program for students interested in 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 Professional and Liberal Studies program (PLS).

Early Childhood Education (PreK-4)

- EDU 550/550F Historical and Contemporary Perspectives in Education (3 credits)
- EDU 551/551F Psychology of Teaching: Developmental Perspectives (3 credits)
- EDU 642/642F Perspectives in Early Childhood Education (3 credits)
- EDU 632/632F Reading/Literature I Perspectives (3 credits)
- EDU 646/646F Language and Culture (3 credits)
- SPE 550 Foundations in Special Education (3 credits)
- SPE 612 Inclusive Classroom Practices (3 credits)
- SPE 602 Diagnostic Assessment and Progress Monitoring (3 credits)
- EDU 663/663F Interdisciplinary Teaching: Math, Science & Technology (3 credits)
- EDU 667/667F Interdisciplinary Teaching: Social Studies & Creative Expressions (3 credits)
- EDU 640/640F Reading Literature II Perspectives (3 credits)
- EDU 695 Early Childhood/Elementary Student Teaching

Elementary/Middle Education (4-8)

- EDU 550/550F Historical and Contemporary Perspectives in Education (3 credits)
- EDU 551/551F Psychology of Teaching: Developmental Perspectives (3 credits)
- EDU 646/646F Literacy and Learning Across the Curriculum (3 credits)
- EDU 646/646F Language and Culture (3 credits)
- SPE 550 Foundations in Special Education (3 credits)
- SPE 612 Inclusive Classroom Practices (3 credits)
- SPE 602 Diagnostic Assessment and Progress Monitoring (3 credits)

Teacher Intern Program

Joe Cifelli, Ph.D. jcifelli@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 completion of any needed courses, students will be eligible for Intern certification (a three-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.

Department of Educational Leadership

A. William Place, Ph.D., Chair, **Department of Educational Leadership.**

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The Department of Educational Leadership offers programs at the **graduate and post-graduate levels only**. The Department of Educational Leadership houses graduate programs and certifications in the following areas:

- Educational Leadership and Professional Education (EDL)
- Instructional Technology (ITS)
- Organizational Development and Leadership (ODL)
- Interdisciplinary Doctor of Education Program for Educational Leaders (IDEPEL)

The Educational Leadership Department is committed to developing and educating aspiring and current leaders. The Educational Leadership Department serves local, national and international students, school and organizations through Doctoral programs, Masters of Science programs, Certifications, Graduate Teacher and Administrative Certificates, Professional Development and other customized programs.

Degree Program Descriptions and Requirements

Educational Leadership and Professional Education

Admission Requirements and Procedures

The Master of Science degree includes Master of Science with a concentration in Educational Leadership geared towards school leaders, specifically Curriculum Supervisors, Special Education Supervisors, Principals, and Superintendents. For students with a previous M.S. degree, Graduate Teacher and Administrative Certificates stand-alone certification programs are offered in each of those same fields (Curriculum Supervisors, Special Education Supervisors, Principals, and Superintendents). The Master of Science degree in Education with a *concentration in Professional Education* provides a flexible curriculum focused on students' goals for developing competencies in a variety of areas within the education field.

The Master of Science degree with a concentration in *Educational Leadership* is a 36-credit professional degree that may also lead to certification as a school supervisor (of curriculum and instruction in one's certification area, including special education) or principal. Upon acceptance in the program, students must meet with the academic advisor prior to registration for courses. Students are urged to maintain continued contact with their assigned advisor to assure program compliance for certification.

Students must be formally admitted to the Educational Leadership program for certification eligibility. A valid

teaching certification is a prerequisite for admission as is five years of full-time teaching experience (for supervisors, in their original certification area). For principals, five years of full-time teaching experience must be completed by the time of certification.

This program is offered online and face-to-face. The curriculum and program requirements are the same for all online and face-to-face students. A combination of online and face-to-face courses may also be taken.

Students already holding a master's degree can apply for the stand-alone certification programs. Each stand-alone certification programs require courses approved by and meeting the requirements of the Pennsylvania Department of Education. Students not seeking a certification and only seeking a Master's in Educational Leadership do not need a valid teaching certification and/or five years of full-time teaching experience.

In order to be eligible for programs leading to certification within the Educational Leadership combination offerings, applicants must be U.S. citizens or legal permanent residents. Application requirements are:

1. A completed Saint Joseph's University graduate application.
2. Official sealed transcript(s) of undergraduate/graduate coursework.
3. 3.0 Grade Point Average (GPA) in undergraduate work.
4. Personal statement – a 500 word statement of intention outlining the applicant's professional goals and educational objectives for attending a program of their choice.
5. Valid teaching certificate.
6. Five years full-time teaching experience (by the time the degree is awarded).
7. An interview may be required at the discretion of the program director.
8. \$35 application fee.
9. 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.

Additional materials for students seeking Principal certification only:

10. Portfolio items:
 - Essay concerning how principals shape learning in their schools (500 words)
 - Resume that includes evidence of leadership potential (other leadership roles)
 - Applicant's educational philosophy
 - A written description of a problem based learning activity (500 words)

International students may be considered for the M.S. with a concentration in *Educational Leadership (without certification)* OR in *Professional Education*. The Master of

Science degree in Education with a concentration in *Professional Education* is a course of professional study which allows a concentration in education and an allied field. The 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. Application Requirements for the *Professional Education* concentration are:

1. A completed Saint Joseph's University graduate application.
2. Official sealed transcript(s) of undergraduate/graduate coursework.
3. 2.0 Grade Point Average (GPA) in undergraduate work.
4. Personal statement – a 500 word statement of intention outlining the applicant's professional goals and educational objectives for attending a program of their choice.
5. Two letters of recommendations.
6. An interview may be required at the discretion of the program director.
7. \$35 application fee.

In addition, a *Superintendent Letter of Eligibility* is offered and all Pennsylvania Department of Education prerequisites must be met for admission. 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 applicant'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. 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.

Superintendent LOE Program Learning Goals and Objectives

Program Goal 1: Students will demonstrate Knowledge of the need to promote the success of all P-12 students by facilitating a vision of learning shared by district stakeholders

Program Learning Objective 1.1: Students will collaboratively develop a shared vision of learning that promotes the success of all P-12 students.

Program Learning Objective 1.2: Students will articulate the components of this vision and the leadership processes necessary to implement and support the vision.

Program Goal 2: Students will demonstrate knowledge of how to articulate a program for a culture that is conducive to P-12 student learning across the district.

Program Learning Objective 2.1: Students will demonstrate knowledge of the need for comprehensive, rigorous, and coherent curricular and instructional program across the district.

Program Learning Objective 2.2: Students will demonstrate the skills necessary to develop procedures for the supervision of the instructional and leadership capacity across the district.

Program Goal 3: Students will demonstrate knowledge of the moral and legal consequences of decision making in a district.

Program Learning Objective 3.1: Students will demonstrate skills required to formulate sound district strategies that address specific educational issues.

Program Learning Objective 3.2: Students will demonstrate skills required to prevent difficulties related to moral and legal issues.

Program Goal 4: Students will demonstrate knowledge of local, district, state, and national decisions affecting P-12 student learning across the district.

Program Learning Objective 4.1: Students will demonstrate skills required to advocate for district policies and programs that promote equitable learning opportunities for P-12 student success.

Program Learning Objective 4.2: Students will demonstrate skills required to communicate laws, policies, and procedures to appropriate district stakeholders.

Courses are offered at the Masters' level **when a minimum cohort of 12 students exists**. When completed at the Masters' level, the following four (4) courses are required:

- EDL 780 Policy, Politics & Community Relations
- EDL 785 Educational Planning and Evaluation
- EDL 790 Managing Educational Environments
- EDL 795 The Superintendency Fieldwork

When a cohort of 12 students does NOT exist, prospective candidates are encouraged to pursue the equivalent

doctoral courses. At the doctoral level, the superintendency fieldwork is integrated in the other three core courses. The course equivalence is as follows:

EDL 845 Policy, Politics and School Law
EDL 860 Educational Planning and Evaluation
EDL 850 Educational Environment

Finally, professional development is offered via the *Digital Teacher Professional Development Program*. The *Digital Teacher Professional Development* consists of five courses that are designed to prepare classroom teachers for the successful and seamless integration of technology using the school district's curriculum.

Course Load

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. Course load may be further discussed with the academic advisor on a one-on-one basis.

Any exceptions to this policy must be approved by the Director of each program (Educational Leadership, Organizational Development Leadership, and Instructional Technology). Students requesting full time status should submit a letter in writing to the Director of the program stating that they are working less than 20 hours per week during the semester(s) for which full-time status is being requested.

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. Additionally, candidates are expected to abide by the Pennsylvania's Code of Professional Practice and Conduct for Educators.

The contact information for Graduate Admissions is as follows:

Office of Graduate Studies, Saint Joseph's University, 5600 City Avenue, Philadelphia, PA 19131 Telephone: 610.660.1101 Fax: 610.660.1224
<http://www.sju.edu/admissions/graduate/>

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 Office of Graduate Studies. For applications submitted as a result of attendance at an Open House information session, the application fee is waived.

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 for information on required documentation. All documents submitted in support of an application will become the property of the University and are not returnable.

Terms of Acceptance

An applicant is afforded "full acceptance" when all admission criteria have been met and all required application materials have been submitted, reviewed and approved.

"Provisional acceptance" may be provided if an application is complete, but academic credentials have not been satisfied. In this case an applicant is allowed a trial semester of up to 9 credits. Candidates must receive a grade of B or better during all courses taken during the trial semester.

Applicants whose application package is incomplete may receive "conditional acceptance," and permitted to register for up to 6 credits in the first semester. To be granted "conditional" status, an application must at least include and application form and unofficial transcript.

Applications that do not meet at least provisional academic requirements will not be accepted.

Time Limit

Graduate students in the College of Arts and Sciences are required to complete all degree requirements within five years of their full acceptance into the graduate program. Extensions beyond this limit may be granted only with the program director's recommendation and the approval of the Department Chair, and then only under unusual or serious circumstances. The *Request for an Extension of Time Limit for Degree Completion* form is available in the Office of Graduate Studies.

Transfer of Courses

Applicants who have taken graduate courses elsewhere may request transfer of no more than six graduate credits in Arts and Sciences programs. Such requests must be filed at the time of application 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. 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, some Alliance for Catholic Education (ACE) approved courses may be eligible for transfer.

Curriculum/Program of Study Listings

- 1. M.S. in Education with a Concentration in Educational Leadership Without Certification (36 credits)**

EDL 600	Educational Leader as Researcher and Reflective Practitioner (3credits)
EDL 605	Critical Contemporary Educational Issues (3 credits)
EDL 655	Interpersonal Relations (3 credits)
EDL 660	Measurement and Evaluation of Instructional Outcomes (3 credits)
EDL 665	Administration, Organizational Culture and Planned Change (3 credits)
EDL 670	Educational Leadership and Human Resource Development (3 credits)
EDL 675	Curriculum Development and Practice in Public and Private Schools (3 credits)
EDL 680	Law and American Education (3 credits)
EDL 685	Seminar in Administration of Curriculum and Instruction (3 credits)
EDL 690	Managing Financial and Material Resources (3 credits)

Elective I and Elective II (6 credits total)

2. M.S. in Education with a Concentration in Professional Education Without Certification (36 credits)

Learning Goals and Objectives

Program Goal 1: Students will demonstrate knowledge of the American educational context, to include the pedagogical, cultural, linguistic, and political challenges affecting teaching and learning in schools today.

Program Learning Objective 1.1: Students will be able to analyze American education as a social, political, economic and cultural "system."

Program Learning Objective 1.2: Students will demonstrate knowledge of the socio-historical context in which legislation came into existence and the implications that such laws have on schools.

Program Goal 2: Students will demonstrate the knowledge and skills of conducting graduate research.

Program Learning Objective 2.1: Students will demonstrate knowledge of qualitative, quantitative and mixed research methods.

Program Learning Objective 2.2: Students will demonstrate competency in designing a research project that is fair and ethical, valid and reliable.

6 courses from the core below (18 credits):

EDU 550 and EDU 550F	Historical and Contemporary Perspectives in Education (3 credits)
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EDU 551 and EDU 551F	Psychology of Teaching: Developmental Perspective (3 credits)
SPE 600 and SPE 600F	Foundations and Current Issues: Special Education (3 credits)
EDL 600	Educational Leader as Researcher and Reflective Practitioner (3 credits)
EDU 646 and EDU 646F	Language and Culture (3 credits)
EDL 605	Critical Contemporary Educational Issues (3 credits)

6 courses as Graduate Electives (18 credits) – EDU, EDL or SPE course options

3. M.S. in Education with a Concentration in Educational Leadership With Principal Certification (36 credits)

Learning Goals and Objectives

Program Goal 1: Students will demonstrate knowledge of Educational Leadership content, theory and practices.

Program Learning Objective 1.1: Student will develop and articulate a shared school vision, mission, and goals for P-12 student success.

Program Learning Objective 1.2: Students will demonstrate knowledge of school improvement plans based on data and school community input.

Program Goal 2: Students will demonstrate knowledge of and professional leadership skills in developing a strong, positive school culture to ensure P-12 student success.

Program Learning Objective 2.1: Students will demonstrate knowledge of an effective instructional program conducive to a positive school culture and P-12 student learning.

Program Learning Objective 2.2: Students will demonstrate knowledge of the instructional and leadership capacity of school staff and design comprehensive professional growth plans for self and others.

Program Goal 3: Students will demonstrate the ability to manage democratically the school organization, operations and resources for effective results.

Program Learning Objective 3.1: Students will develop operational policies and procedures and assess them for long-term school plans and the welfare of the school community.

Program Learning Objective 3.2: Students will demonstrate knowledge of human, fiscal and technological resources to manage school

operations and develop capacity for democratic (distributed) leadership.

Program Goal 4: Students will demonstrate knowledge of policies, laws and regulations and apply the principles of integrity, equity and fairness in effectively advocating for children and public education.

Program Learning Objective 4.1: Students will accurately interpret laws, policies and regulations to promote P-12 students success.

Program Learning Objective 4.2: Students will apply basic Jesuit principles in a plan that promotes social opportunities for P-12 students.

EDL 600	Educational Leader as Researcher and Reflective Practitioner (3 credits)
EDL 655	Interpersonal Relations (3 credits)
EDL 660	Measurement and Evaluation of Instructional Outcomes (3 credits)
EDL 665	Administration, Organizational Culture and Planned Change (3 credits)
EDL 670	Educational Leadership and Human Resource Development (3 credits)
EDL 675	Curriculum Development and Practice in Public and Private Schools (3 credits)
EDL 680	Law and American Education (3 credits)
EDL 685	Seminar in Administration of Curriculum and Instruction (3 credits)
EDL 690	Managing Financial and Material Resources (3 credits)
EDL 695	Advanced Fieldwork I (2 credits)
EDL 696	Advanced Fieldwork II (2 credits)
EDL 697	Advanced Fieldwork III (2 credits)
SPE 620	Fundamentals of Special Education Practices for School Leaders (3 credits)

4. M.S. in Education with a Concentration in Educational Leadership with Curriculum Supervisor Certification (36 credits)

Learning Goals and Objectives

Program Goal 1: Students will demonstrate knowledge of Educational Leadership content, theory and practices.

Program Learning Objective 1.1: Student will develop and articulate a shared school vision, mission, and goals for P-12 student success.

Program Learning Objective 1.2: Students will demonstrate knowledge of school improvement plans based on data and school community input.

Program Goal 2: Students will demonstrate knowledge of and professional leadership skills in

developing a strong, positive school culture to ensure P-12 student success.

Program Learning Objective 2.1: Students will demonstrate knowledge of an effective instructional program conducive to a positive school culture and P-12 student learning.

Program Learning Objective 2.2: Students will demonstrate knowledge of the instructional and leadership capacity of school staff and design comprehensive professional growth plans for self and others.

Program Goal 3: Students will demonstrate the ability to manage democratically the school organization, operations and resources for effective results.

Program Learning Objective 3.1: Students will develop operational policies and procedures and assess them for long-term school plans and the welfare of the school community.

Program Learning Objective 3.2: Students will demonstrate knowledge of human, fiscal and technological resources to manage school operations and develop capacity for democratic (distributed) leadership.

Program Goal 4: Students will demonstrate knowledge of policies, laws and regulations and apply the principles of integrity, equity and fairness in effectively advocating for children and public education.

Program Learning Objective 4.1: Students will accurately interpret laws, policies and regulations to promote P-12 students success.

Program Learning Objective 4.2: Students will apply basic Jesuit principles in a plan that promotes social opportunities for P-12 students.

EDL 600	Educational Leader as Researcher and Reflective Practitioner (3 credits)
EDL 605	Critical Contemporary Educational Issues (3 credits)
EDL 655	Interpersonal Relations (3 credits)
EDL 660	Measurement and Evaluation of Instructional Outcomes (3 credits)
EDL 665	Administration, Organizational Culture and Planned Change (3 credits)
EDL 670	Educational Leadership and Human Resource Development (3 credits)
EDL 675	Curriculum Development and Practice in Public and Private Schools (3 credits)
EDL 680	Law and American Education (3 credits)

EDL 685	Seminar in Administration of Curriculum and Instruction (3 credits)	SPE 622	Administration and Supervision for Special Education Supervisors (3 credits)
EDL 690	Managing Financial and Material Resources (3 credits)	SPE 623	Advanced Fieldwork Seminar (3 credits)
EDL 695	Advanced Fieldwork I (2 credits)	SPE 624	Advanced Supervision and Curriculum Fieldwork Seminar (3 credits)
EDL 696	Advanced Fieldwork II (2 credits)		
EDL 697	Advanced Fieldwork III (2 credits)		

5. M.S. in Education with a Concentration in Educational Leadership with Principal AND Curriculum Supervisor Certifications (36 credits)

EDL 600	Educational Leader as Researcher and Reflective Practitioner (3 credits)
EDL 655	Interpersonal Relations (3 credits)
EDL 660	Measurement and Evaluation of Instructional Outcomes (3 credits)
EDL 665	Administration, Organizational Culture and Planned Change (3 credits)
EDL 670	Educational Leadership and Human Resource Development (3 credits)
EDL 675	Curriculum Development and Practice in Public and Private Schools (3 credits)
EDL 680	Law and American Education (3 credits)
EDL 685	Seminar in Administration of Curriculum and Instruction (3 credits)
EDL 690	Managing Financial and Material Resources (3 credits)
EDL 695	Advanced Fieldwork I (2 credits)
EDL 696	Advanced Fieldwork II (2 credits)
EDL 697	Advanced Fieldwork III (2 credits)
SPE 620	Fundamentals of Special Education Practices for School Leaders (3 credits)

6. M.S. in Education with a Concentration in Educational Leadership with Supervisor of Special Education Certification (36 credits)

EDL 600	Educational Leader as Researcher and Reflective Practitioner (3 credits)
EDL 655	Interpersonal Relations (3 credits)
EDL 660	Measurement and Evaluation of Instructional Outcomes (3 credits)
EDL 665	Administration, Organizational Culture and Planned Change (3 credits)
EDL 670	Educational Leadership and Human Resource Development (3 credits)
EDL 675	Curriculum Development and Practice in Public and Private Schools (3 credits)
EDL 685	Seminar in Administration of Curriculum and Instruction (3 credits)
EDL 690	Managing Financial and Material Resources (3 credits)
SPE 621	Law, Policy and Procedures for Special Education Supervisors (3 credits)

7. M.S. in Education with a Concentration in Educational Leadership with Curriculum Supervisor AND Supervisor of Special Education Certifications (39 credits)

EDL 600	Educational Leader as Researcher and Reflective Practitioner (3 credits)
EDL 655	Interpersonal Relations (3 credits)
EDL 660	Measurement and Evaluation of Instructional Outcomes (3 credits)
EDL 665	Administration, Organizational Culture and Planned Change (3 credits)
EDL 670	Educational Leadership and Human Resource Development (3 credits)
EDL 675	Curriculum Development and Practice in Public and Private Schools (3 credits)
EDL 685	Seminar in Administration of Curriculum and Instruction (3 credits)
EDL 690	Managing Financial and Material Resources (3 credits)
EDL 695	Advanced Fieldwork I (2 credits)
EDL 696	Advanced Fieldwork II (2 credits)
EDL 697	Advanced Fieldwork III (2 credits)
SPE 621	Law, Policy and Procedures for Special Education Supervisors (3 credits)
SPE 622	Administration and Supervision for Special Education Supervisors (3 credits)
SPE 623	Advanced Fieldwork Seminar (3 credits)

8. M.S. in Education with a Concentration in Educational Leadership with Principal, Curriculum Supervisor AND Supervisor of Special Education Certifications (42 credits)

EDL 600	Educational Leader as Researcher and Reflective Practitioner (3 credits)
EDL 660	Measurement and Evaluation of Instructional Outcomes (3 credits)
EDL 665	Administration, Organizational Culture and Planned Change (3 credits)
EDL 670	Educational Leadership and Human Resource Development (3 credits)
EDL 675	Curriculum Development and Practice in Public and Private Schools (3 credits)
EDL 680	Law and American Education (3 credits)
EDL 685	Seminar in Administration of Curriculum and Instruction (3 credits)

EDL 690	Managing Financial and Material Resources (3 credits)
EDL 695	Advanced Fieldwork I (2 credits)
EDL 696	Advanced Fieldwork II (2 credits)
EDL 697	Advanced Fieldwork III (2 credits)
SPE 620	Fundamentals of Special Education Practices for School Leaders (3 credits)
SPE 621	Law, Policy and Procedures for Special Education Supervisors (3 credits)
SPE 622	Administration and Supervision for Special Education Supervisors (3 credits)
SPE 623	Advanced Fieldwork Seminar (3 credits)

9. Graduate Teacher and Administrative Certificate – Principal Certification (27 credits)

EDL 660	Measurement and Evaluation of Instructional Outcomes (3 credits)
EDL 665	Administration, Organizational Culture and Planned Change (3 credits)
EDL 670	Educational Leadership and Human Resource Development (3 credits)
EDL 680	Law and American Education (3 credits)
EDL 685	Seminar in Administration of Curriculum and Instruction (3 credits)
EDL 690	Managing Financial and Material Resources (3 credits)
EDL 695	Advanced Fieldwork I (2 credits)
EDL 696	Advanced Fieldwork II (2 credits)
EDL 697	Advanced Fieldwork III (2 credits)
SPE 620	Fundamentals of Special Education Practices for School Leaders (3 credits)

10. Graduate Teacher and Administrative Certificate – Curriculum Supervision Certification (27 credits)

EDL 660	Measurement and Evaluation of Instructional Outcomes (3 credits)
EDL 665	Administration, Organizational Culture and Planned Change (3 credits)
EDL 670	Educational Leadership and Human Resource Development (3 credits)
EDL 675	Curriculum Development and Practice in Public and Private Schools (3 credits)
EDL 680	Law and American Education (3 credits)
EDL 685	Seminar in Administration of Curriculum and Instruction (3 credits)
EDL 690	Managing Financial and Material Resources (3 credits)
EDL 695	Advanced Fieldwork I (2 credits)
EDL 696	Advanced Fieldwork II (2 credits)
EDL 697	Advanced Fieldwork III (2 credits)

11. Graduate Teacher and Administrative Certificate – Principal and Curriculum Supervisor Certifications (30 credits)

EDL 660	Measurement and Evaluation of Instructional Outcomes (3 credits)
EDL 665	Administration, Organizational Culture and Planned Change (3 credits)
EDL 670	Educational Leadership and Human Resource Development (3 credits)
EDL 675	Curriculum Development and Practice in Public and Private Schools (3 credits)
EDL 680	Law and American Education (3 credits)
EDL 685	Seminar in Administration of Curriculum and Instruction (3 credits)
EDL 690	Managing Financial and Material Resources (3 credits)
EDL 695	Advanced Fieldwork I (2 credits)
EDL 696	Advanced Fieldwork II (2 credits)
EDL 697	Advanced Fieldwork III (2 credits)
SPE 620	Fundamentals of Special Education Practice for School Leaders (3 credits)

12. Graduate Teacher and Administrative Certificate – Principal and Supervisor of Special Education Certification (36 credits)

EDL 660	Measurement and Evaluation of Instructional Outcomes (3 credits)
EDL 665	Administration, Organizational Culture and Planned Change (3 credits)
EDL 670	Educational Leadership and Human Resource Development (3 credits)
EDL 680	Law and American Education (3 credits)
EDL 685	Seminar in Administration of Curriculum and Instruction (3 credits)
EDL 690	Managing Financial and Material Resources (3 credits)
EDL 695	Advanced Fieldwork I (2 credits)
EDL 696	Advanced Fieldwork II (2 credits)
EDL 697	Advanced Fieldwork III (2 credits)
SPE 620	Fundamentals of Special Education Practice for School Leaders (3 credits)
SPE 621	Law, Policy and Procedures for Special Education Supervisors (3 credits)
SPE 622	Administration and Supervision for Special Education Supervisors (3 credits)
SPE 623	Advanced Fieldwork Seminar (3 credits)

13. Graduate Teacher and Administrative Certificate – Curriculum Supervisor and Supervisor of Special Education Certifications (33 credits)

EDL 660	Measurement and Evaluation of Instructional Outcomes (3 credits)
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EDL 665	Administration, Organizational Culture and Planned Change (3 credits)
EDL 670	Educational Leadership and Human Resource Development (3 credits)
EDL 675	Curriculum Develop and Practice in Public and Private Schools (3 credits)
EDL 685	Seminar in Administration of Curriculum and Instruction (3 credits)
EDL 690	Managing Financial and Material Resources (3 credits)
EDL 695	Advanced Fieldwork I (2 credits)
EDL 696	Advanced Fieldwork II (2 credits)
EDL 697	Advanced Fieldwork III (2 credits)
SPE 621	Law, Policy and Procedures for Special Education Supervisors (3 credits)
SPE 622	Administration and Supervision for Special Education Supervisors (3 credits)
SPE 623	Advanced Fieldwork Seminar (3 credits)

14. Graduate Teacher and Administrative Certificate – Principal, Curriculum Supervisor and Special Education Supervisor (39 credits)

EDL 660	Measurement and Evaluation of Instructional Outcomes (3 credits)
EDL 665	Administration, Organizational Culture and Planned Change (3 credits)
EDL 670	Educational Leadership and Human Resource Development (3 credits)
EDL 675	Curriculum Develop and Practice in Public and Private Schools (3 credits)
EDL 680	Law and American Education (3 credits)
EDL 685	Seminar in Administration of Curriculum and Instruction (3 credits)
EDL 690	Managing Financial and Material Resources (3 credits)
EDL 695	Advanced Fieldwork I (2 credits)
EDL 696	Advanced Fieldwork II (2 credits)
EDL 697	Advanced Fieldwork III (2 credits)
SPE 620	Fundamentals of Special Education Practices for School Leaders (3 credits)
SPE 621	Law, Policy and Procedures for Special Education Supervisors (3 credits)
SPE 622	Administration and Supervision for Special Education Supervisors (3 credits)
SPE 623	Advanced Fieldwork Seminar (3 credits)

15. Superintendent Letter of Eligibility (12 credits)

<u>Masters' Level:</u>	
EDL 780	Policy, Politics and Public Relations (3 credits)
EDL 785	Educational Planning and Evaluation (3 credits)

EDL 790	Managing Educational Environments (3 credits)
EDL 795	The Superintendency Fieldwork (3 credits)
<u>Doctoral Level (Equivalence):</u>	
EDL 845	Policy, Politics and School Law
EDL 860	Educational Planning and Evaluation
EDL 850	Educational Environment

Instructional Technology

Master of Science in Instructional Technology with Instructional Technology Specialist Certification

Program Description

The online instructional design and technology graduate program from Saint Joseph's University helps you harness the latest technology tools and interactive, multi-media strategies to advance learning and comprehension in an instructional setting. This advanced specialty degree is built on a curriculum of hands-on practice and experience with the cutting-edge technologies that are used daily in modern classrooms and corporate training environments.

With classes in multimedia production, instructional design, emerging technologies, alternative instruction and more, the online instructional design and technology Master's program from Saint Joseph's University arms you with the theory and hands-on experience necessary to aid teachers in their quest to bring technology into the classroom, or to position yourself as a leader in delivering effective adult education and training in the private sector. Moreover, graduates are eligible for Instructional Technology Specialist Certification in the Pennsylvania public school system, a credential that can be the basis for educational certification in many other states as well.

Website: <http://online.sju.edu/idt/masters-instructional-design-technology>

M.S. in Education - Instructional Technology Certificate

Learning Goals and Objectives

Learning Goal 1: Students will develop and implement a shared vision for the comprehensive integration of technology throughout the instructional environment

Objective 1.1: Students will develop technology-infused strategic plans at the district and school level.

Objective 1.2: Students will implement strategies for sustaining technology innovations.

Learning Goal 2: Students will use technology effectively for differentiating student learning

Objective 2.1: Students will create technology-enhanced learning experiences

Objective 2.2: Students will incorporate research-based best practices in instructional design

Learning Goal 3: Students will create effective digital age learning environments to maximize the learning of all students

Objective 3.1: Students will select and evaluate adaptive and assistive technologies to support student learning.

Objective 3.2: Students will evaluate digital tools and resources that enhance teaching and learning.

Learning Goal 4: Students will develop technology-related professional learning

Objective 4.1: Students will conduct needs assessments to inform the content and delivery of technology-related professional learning programs

Objective 4.2: Students will design technology-related professional learning programs

Learning Goal 5: The student will demonstrate the ability to become an agent who can deliver on the Jesuit promise of educational justice.

Objective 5.1: The student will demonstrate the ability to interact positively and respectfully with those of different racial, ethnic, language and socioeconomic backgrounds and sexual orientations through collaboration with their peers.

Objective 5.2: The student will demonstrate the ability to challenge practices and policies that reinforce inequalities and equitable access to technology for all learners.

Admissions Requirements

- Bachelors' Degree with an overall GPA of 3.0 or higher

Internship Requirement for the PA Instructional Technology Specialist Certification

- Field Experience in a K-12 school setting
- Field Experience must take place while taking the Graduate Internship course during a 16 week semester (Spring, Summer, or Fall)

Required Clearances for the Graduate Internship

- Prior to beginning the Graduate Internship, students must submit the SJU Background Clearance Document verifying that they have obtained all required clearances for their state
- All clearances must be valid through the end of your Graduate Internship

Testing Requirement for the Instructional Technology Specialist Certification

- Students who do not hold a PA Teaching Certification will need to pass the PAPA I, II and III content area tests prior to applying to the PA Department of Education for an Instructional Technology Specialist Certification.

Curriculum/Program of Study Listing

- Core Courses (9 courses, 27 credits)
 - *ITS 605 Technology Applications for Learning Environments (3 credits)
 - *ITS 610 Applying Theories of Learning to Technology (3 credits)
 - *ITS 615 Interactive and Emerging Technologies (3 credits)
 - *ITS 620 Multimedia Productions (3 credits)
 - *ITS 625 Research in Instructional Technology (3 credits)
 - *SPE 630 Design & Technologies for Differentiated Instruction (3 credits)
 - *ITS 630 Instructional Design (3 credits)
 - *ITS 640 Technology Planning (3 credits)
 - *ITS 646 Cultural/Linguistic Diversity and Technology (3 credits)
- Electives (Choose 1 course, 3 credits)
 - ITS 645 Teaching & Learning at a Distance
 - ITS 655 Delivering Instruction Using Interactive Peripherals
 - ITS 635 Networks: Configuration and Implementation
- Graduate Internship (Must successfully complete all core courses and obtain required clearances; 6 credits)
 - *ITS 695 Instructional Technology Internship

**Required for PA Instructional Technology Specialist Certification*

Interdisciplinary Doctor of Education Program for Educational Leaders (IDPEL)

Director, Aubrey Wang, Ph.D.

Program Description

The specific aim of the Interdisciplinary Doctor of Education Program for Educational Leaders (IDPEL) 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.

Program Goals and Learning Objectives

Goal 1: Our graduates will develop strong qualitative and quantitative research skills as a basis for managing change in their fields.

Objective 1.1: Students become proficient in qualitative, quantitative, and mixed method research.

Objective 1.2: Students develop the capacity to design and implement their dissertation research.

Objective 1.3: Students develop the capacity to read and write within the technical requirements of the field.

Goal 2: Our graduates will gain experience at integrating theory and practice in their area of concentration.

Objective 2.1: Students gain experience at integrating theory and practice in their area of concentration through successful completion of their practicum projects.

Goal 3: Our graduates will develop a strong foundation in ethical leadership.

Objective 3.1: Students can articulate acceptable ethical norms and standards and can apply ethical or moral lens to leadership decisions.

Goal 4: Our graduates will develop mastery of specific skills in their area of concentration.

Objective 4.1: Students in the K-12 basic education area of concentration will demonstrate mastery of K-12 education leadership skills.

Objective 4.2: Students in the higher education area of concentration will demonstrate mastery of higher education leadership skills.

Admissions Requirements and Procedures

Admission to IDEPEL

A cohort of approximately twenty-five members is formed every year according to the Admission Procedures and Requirements. Candidates for admission are considered for inclusion in the cohort based upon a faculty review process.

For the start of a new cohort group, each applicant will:

1. Submit a letter of application, completed application form, and \$100 nonrefundable application fee;
2. Present official undergraduate and graduate transcripts;
3. Assure that two letters of recommendation are submitted by professionals familiar with the applicant's academic or work experience, and the capacity to complete a doctoral program;
4. Submit a complete resume or vita to include all professional experience, education, certification, and other relevant information;
5. Submit two personal essays that:
 - 5.1 Document one's own commitment to the education and growth of students and educators;
 - 5.2 Identify one's professional goals and how this program will help attain these goals.

General Admission Requirements

1. Master's degree from an accredited institution;
2. Minimum graduate GPA of 3.5;
3. Computer competence and possession of, or access to, a computer with Internet access and printer (specifications to be provided);
4. A commitment to participate in the entire program of study in concert with the cohort group;

5. Participation in interviews with the Program Director and faculty;

6. A demonstrated capacity to complete a doctoral program; and

7. Completion of all application requirements.

Admission Requirements FOR the Superintendent Letter of Eligibility

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 applicant'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. 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.

Courses are offered at the Masters' level **when a minimum cohort of 12 students exists**. When completed at the Masters' level, the following four (4) courses are required:

EDL 780 Policy, Politics & Community Relations
EDL 785 Educational Planning and Evaluation
EDL 790 Managing Educational Environments
EDL 795 The Superintendency Fieldwork

When a cohort of 12 students does NOT exist, prospective candidates are encouraged to pursue the equivalent **doctoral** courses. At the doctoral level, the superintendency fieldwork is integrated in the other three core courses. The course equivalence is as follows:

EDL 845 Policy, Politics and School Law
EDL 860 Educational Planning and Evaluation
EDL 850 Educational Environment

Admission Requirements FOR Principal Certification

1. A completed Saint Joseph's University graduate application.
2. Official sealed transcript(s) of undergraduate/graduate coursework.
3. 3.0 Grade Point Average (GPA) in undergraduate work.

4. Personal statement – a 500 word statement of intention outlining the applicant’s professional goals and educational objectives for attending a program of their choice.
5. Valid teaching certificate.
6. Five years full-time teaching experience (by the time the degree is awarded).
7. An interview may be required at the discretion of the program director.
8. \$35 application fee.
9. 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.
10. Portfolio items:
 - o Essay concerning how principals shape learning in their schools (500 words)
 - o Resume that includes evidence of leadership potential (other leadership roles)
 - o Applicant’s educational philosophy
 - o A written description of a problem based learning activity (500 words)

For further information regarding the Interdisciplinary Doctor of Education Program for Educational Leaders (IDEPEL), contact the IDEPEL Program Director: Aubrey H. Wang, Ph.D., Merion Hall 266, (610) 660-3186, awang@sju.edu

Curriculum/Program of Study Listing

The following courses are required for the Ed. D. degree:

EDL 800	Professional Seminar
EDL 805	Principles of Quantitative Research
EDL 810	Quantitative Research Design
EDL 815	Social Change Culture and Education
EDL 820	Ethics in Educational Leadership
EDL 825	Fiscal Resources
EDL 830	Contemporary Curriculum
EDL 835	Principles of Qualitative Research
EDL 840	Qualitative Research Design
EDL 845	Policy, Politics and School Law
EDL 850	Educational Environment
EDL 855	Human Resource Management
EDL 860	Educational Planning and Evaluation
EDL 865	Communication and Public Relations
EDL 870	Dissertation Seminar and Proposal Writing
EDL 875	Administering the Dynamic Institution
EDL 893	Dissertation Study
EDL 894	Dissertation Study
EDL 899	Dissertation Study

Organization Development and Leadership

Chair, of the Department of Educational Leadership: *Will Place, Ph.D., aplace@sju.edu*

Director: *Felice Tilin, Ph.D.*

Merion Hall, Suite 280, 610-660-1575, ftilin@sju.edu

Program Mission Statement

The mission of the Saint Joseph’s University Master’s of Science in Organization Development and Leadership is to educate adult graduate students to create more effective and healthy human systems in an inclusive world community. Students learn to foster sustainable change in individuals, groups and organizational systems by applying theories, principles and and research in the fields of organization development, adult learning, organizational psychology and organizational dynamics.

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.*

ODL Graduate Program

Goal 1: Students will gain knowledge and apply the history, theories, values, ethics, processes and practices of Organization Development to their workplace, communities and/or personal lives.

Objective 1.1: Students will display the ability to conduct assessments, build relationships, and intervene for positive human impact at the individual, group, and organization levels of system

Objective 1.2: Students will practice and assess the use of dialogical models, feedback, coaching, simulations designed to transform individuals and effect change in organizations.

Objective 1.3: Students will examine the influence of organizational culture on behavior change.

Goal 2: Students will develop interpersonal and leadership competencies for lifelong learning in themselves and others.

Objective 2.1: Students will use recommended models of leadership (e.g., emotional intelligence, situational leadership, whole brain theory, neuroscience, etc.) to document growth in self-awareness.

Objective 2.2: Students will demonstrate self-awareness through learning activities, critical reflection and demonstrating knowledge grounded in current research and models of leadership development like emotional intelligence, situational leadership, whole brain theory, neuroscience, etc.

Objective 2.3: Students will be able to describe and/ or demonstrate knowledge of the relationships between learning, leadership, and change.

Goal 3: Students will respect, value and demonstrate academic research and writing

Objectives 3.1: The student will complete a thesis or capstone using APA style applicable to the workplace or academic discipline.

Concentration in Adult Learning and Training

Program Objectives

The Adult Learning and Training Concentration (ALT) strengthens the ability of Adult Educators, Talent Managers, 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 talent development and training programs that help adults learn in classroom and workshop environments. Learning objectives for the Master's Degree Concentration in Adult Learning and Training are to:

- Analyze learning and performance needs
- Consult with employers and clients to develop talent through learning strategies, training programs, coaching and workshops
- Design interventions and instructional approaches that meet objectives
- Increase self awareness about personal learning and professional development
- 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 and experience in adult learning, consultation, facilitation and learning designs. All four Foundation courses are required.

ODL 600	Adult Learning: Theory and Application
ODL 610	Adult Learning Methods
ODL 605	Performance Consulting
ODL 615	Learning Design and Implementation

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 618	e-learning Design and Implementation
ODL 620	Psychological Assessments
ODL 625	Psychology of Coaching
ODL 630	Leadership and Team Development
ODL 635	Positive Psychology and Scholarship

ODL 645	Leadership Principles
ODL 646	Career Development: Theory and Practice
ODL 647 *	Appreciative Inquiry: Theory and Practice of Positive and Whole System Change *
ODL 650	Organizational Leadership
ODL 655	Organizational Change and Culture
ODL 665	Leading Teams
ODL 668	Social Media and Learning
ODL 675	Implementing Change
ODL 680	The Coaching Leader
ODL 685	Seminar in Global Issues
ODL 686 *	Study Tour: Seminar in Global Issues
ODL 690	Creative Problem Solving and Critical Thinking Skills
ODL 695*	Organization Consulting: A Gestalt Approach *
ODL 700*	Organization Development: Theory and Application *
HED 575	Stress and Crisis Management
EDL 655	Interpersonal Relations

* These courses require either pre requisites or permission from the Director for Adult Learning or Org Psych Concentrations

Advanced Courses

The Advanced Courses are designed to provide students with advanced facilitation, influence, consulting and intervention skills.

ODL 705	Facilitating Organization Development (Section 1)
ODL 710	Intervention Skills: Strategy and Design (Section 1)
ODL 780	Research Design and Evaluation
ODL 785	Advanced Seminar

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 2.8 may 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 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.

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:

Foundation Courses	6 Courses/18 Credits
Electives	3 Courses/9 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, strategic leadership and specific organizational psychology concepts. All six Foundation Courses are required.

ODL 605	Performance Consulting
ODL 660	Strategic Leadership
ODL 620	Psychological Assessments

One of the following (Coaching Block)

ODL 625	Psychology of Executive Coaching
ODL 680	Coaching and Mentoring

One of the following (Team Block):

ODL 630	Leadership Psychology and Team Development
ODL 665	Leading Teams

One of the following (Current Methods Block):

ODL 635	Positive Psychology and Scholarship
ODL 647	Appreciative Inquiry: Theory and Practice of Positive and Whole System Change
ODL 695	Organizational Consulting: A Gestalt Approach

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. Courses from the Blocks can be taken as electives.

ODL 600	Adult Learning : Theory and Application
ODL 615	Learning Design and Implementation
ODL 618	e-learning Design and Implementation
ODL 625	Psychology of Coaching
ODL 630	Leadership and Team Development
ODL 635	Positive Psychology and Scholarship
ODL 645	Leadership Principles
ODL 646	Career Development: Theory and Practice
ODL 647	Appreciative Inquiry: Theory and Practice of Positive and Whole System Change *
ODL 650	Organizational Leadership
ODL 655	Organizational Change and Culture
ODL 665	Leading Teams
ODL 668	Social Media and Learning
ODL 675	Implementing Change
ODL 680	The Coaching Leader
ODL 685	Seminar in Global Issues

ODL 686	Study Tour: Seminar in Global Issues
ODL 690	Creative Problem Solving and Critical Thinking Skills
ODL 695	Organization Consulting: A Gestalt Approach *
ODL 700	Organization Development: Theory and Application *
HED 575	Stress and Crisis Management
EDL 655	Interpersonal Relations

* These courses require either pre requisites or permission from the Director for Adult Learning or Org Psych Concentrations

Advanced Courses

The Advanced Courses are designed to provide students with advanced facilitation, influence, consulting and intervention skills. All four Advanced Courses are required.

ODL 705	Facilitating Organization Development(Section 1)
ODL 710	Intervention Skills: Strategy and Design (Section 1)
ODL 790	Research Design and Evaluation
ODL 785	Advanced Seminar

Order of Taking Courses

Students should take the six 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 2.8 may 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 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.

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 of psychology and education to successfully initiate, execute, and implement strategic and operational goals by creating positive work environments.
- 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 follow:

Required Foundation Courses

3 Courses / 9 Credits

Elective Courses

9 Courses / 27 Credits

Foundation Courses

The Foundation Courses are designed to ensure that all students in the program have a common body of knowledge in performance consulting, strategic leadership and specific organizational psychology concepts. All three Foundation Courses are required.

ODL 705	Facilitating Organization Development (Section 2)
ODL 670	Intervention Skills: Strategy and Design (Section 2)
ODL 660	Strategic Leadership

Elective Courses

Elective courses explore in depth some of the most important forces that shape organizations today and help students develop expertise in specific areas of interest. Students select nine electives. Substitution is permissible under certain circumstances and advisor approval.

ODL 600	Adult Learning : Theory and Application
ODL 615	Learning Design and Implementation
ODL 618	e-learning Design and Implementation
ODL 620	Psychological Assessments
ODL 625	Psychology of Coaching
ODL 630	Leadership and Team Development
ODL 635	Positive Psychology and Scholarship
ODL 645	Leadership Principles
ODL 646	Career Development: Theory and Practice
ODL 647	Appreciative Inquiry: Theory and Practice of Positive and Whole System Change
ODL 650	Organizational Leadership
ODL 655	Organizational Change and Culture
ODL 665	Leading Teams
ODL 668	Social Media and Learning
ODL 675	Implementing Change
ODL 680	The Coaching Leader
ODL 685	Seminar in Global Issues
ODL 686	Study Tour: Seminar in Global Issues
ODL 690	Creative Problem Solving and Critical Thinking Skills
ODL 695	Organization Consulting: A Gestalt Approach
ODL 700	Organization Development: Theory and Application
HED 575	Stress and Crisis Management
EDL 655	Interpersonal Relations

Order of Taking Courses

Refer to course descriptions for specific course requirements/prerequisites.

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 Graduate 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:

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.

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.

HSV 550	Health Services Research
HAD 552	Health Administration
HAD 553	Health Care Organization

HAD 600	Ethics of Health Care
HSV 551	Managed Health Care
ODL 650 OR	Organizational Leadership OR
ODL 660	Strategic Leadership
ODL 655 OR	Organizational Culture and Change OR
ODL 705	Facilitating Organization Development
ODL 665 OR	Leading Teams
ODL 710	Interventions Skills
ODL 605 OR	Performance Consulting OR
ODL 700	Organization Development Theory and Practice

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 (4575) (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 625 Restorative Justice and Education (3 credits)

This course provides students with an understanding of the pedagogical possibilities of the theory of restorative justice in the field of education. To accomplish this goal, the course: 1) presents students with the theoretical framework for restorative justice 2) analyses different conflict resolution programs implemented in a variety of school districts, and 3) requires students to intervene in a school conflict using the main theoretical and practical elements of restorative justice.

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. Emphases 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 (4595) (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 (4596) (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 (4597) (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 personalize student success, become grounded in standards-based systems theory and design, and be able to transfer knowledge to the leader's job as an architect of standards-based reform in the school.

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 790 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 internship 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 Quantitative 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 retrenchment, 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 characteristics of educational institutions. Cohort members access the scope of information needed by institutional leaders to plan and engage in decision-making. Didactic materials and case studies explore knowledge creation and use, program reviews, outcome studies, evaluation policy and strategies, and the political content of evaluation.

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 550 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 550F FE: Critical and Contemporary Perspectives in Education (4016, 601) (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 551F 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 4615) (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 557 Adolescent Psychology (4035, 551) (3 credits)

This course introduces theoretical models of instructional design, student motivation, classroom management, and assessment at the secondary level. 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. Enrollment in EDU 557F (4036, 551F), is required with this course.

EDU 557F FE: Adolescent Psychology (4036, 551F) (1 credit)

This one-credit lab will enable students to apply theoretical concepts related to cognition, language, and personality theories as evidenced in secondary classroom settings. In addition, students examine the significance of critical thinking in classrooms.

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.

Prerequisite: EDU 551 (4035).

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 610F 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 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 612F 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 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 614F 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 616F 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 618F 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 621 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 622 Practice Issues & History of 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 622F Field Experience 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 623 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 625F FE: Theory and Practice for Secondary Teaching (4205) (1 credit)

This is a one-credit lab that enables students to apply their knowledge of curriculum design and pedagogy to a secondary classroom.

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 (4195) (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 646 Language and Culture (5915, 711) (3 credits)

This course introduces candidates to key theories, issues, and research-based practices related to serving culturally and linguistically diverse students (Pre-K-12), with a special focus on students who are commonly referred to as English language learners (ELLs). Candidates will explore the many dimensions of culture and language. They will also learn how to align the PA Language Proficiency Standards with the PA academic standards to plan instruction in a culturally and linguistically diverse setting. Assigned readings, class discussions, video recordings, library and online research, and a field experience in a culturally and linguistically diverse classroom will engage candidates in the course topics.

EDU 646F FE: Language and Culture (1 credit)

This is a one-credit lab that enables students to apply their understanding of key theories, issues, and practices related to promoting the language and literacy development of culturally and linguistically diverse students (Pre-K-12), with a special focus on English language learners (ELLs).

EDU 647 Literacy and Learning Across the Curriculum (4105) (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 653 Literacy and Learning Across the Curriculum (4105) (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 Perspectives(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), 606 (4065), 607 (4075), 608 (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 681 Mathematics in Elementary Schools (4065) (3credits)

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 682 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.

Prerequisite: EDU 551 (4035).

EDU 683 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 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 695 Student Teaching PreK-4 (12 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 696 Student Teaching 4-8 (12 credits) (4215, 690)

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 697 Secondary Student Teaching 7-12 (4225, 691) (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 698 Student Teaching Dual (4235, 692) (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 700 (4415), 701 (4425), 702 (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 (4115) (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 language and principles of linguistics. The main areas of linguistics to be explored include: phonetics, phonology, morphology, syntax, semantics, sociolinguistics, pragmatics, second language acquisition, pedagogy, and applied linguistics. *While this course does not satisfy specific PDE standards for the ESL Specialist Program, we feel it is essential for all teachers who will be working with English language learners.

EDU 712 Second Language Acquisition (5925) (3 credits)

The 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, the characteristics of interaction and participation and contexts that facilitate second language acquisition. Additionally, the course will explore linguistic factors and processes in second language acquisition (SLA) and examine the structure of learner language.

Prerequisite: EDU 646

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 713F FE: Methods of Teaching English as a Second Language (5936, 714)

Methods of Teaching English as a Second Language (Total Field Hours: 15)

This course examines various approaches, methods, and techniques for teaching and assessing English Language Learners in bilingual and ESL classrooms, as well as for assisting ELL students' learning in regular classrooms. This course is also suitable for those interested in teaching in an EFL environment (abroad). Candidates will develop a culturally responsive curriculum and design a variety of research-supported instructional activities to meet the needs

of the culturally and linguistically diverse learners. The course will incorporate a 15-hour fieldwork practicum to be completed on an ongoing basis throughout the semester, culminating in a final project. (*Prerequisites: EDU646, EDU712*)

EDU 714 Internship in ESL/Bilingual Programs (4 credits)

This course introduces students to the roles and responsibilities of the ESL/Bilingual teacher through a school-based internship. Interns spend 30 hours in the company of expert ESL/Bilingual educators in school settings. Students will gain expertise in working with groups of students, interfacing with teachers and caregivers, and examining programs that serve emergent bilingual students in grades PreK-12. Emphasis will be on program design and implementation guided by the English language development standards (ELDS), including assessing students' language capacities, designing programs to fit a variety of language needs, working with teachers and other school professionals to serve emergent bilinguals, and organizing programs to enhance caregiver collaboration. (*Prerequisites: EDU712, EDU713, & EDU646*)

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 605 Technology Applications for the Classroom (5315) (3 credits)

This course will introduce students to the role that technology plays in a learning environment, the impact it has on student motivation, and how it can enhance the overall learning experience for 21st century learners. Students will explore and evaluate the use of basic software applications, multimedia tools, and Web 2.0 tools. An emphasis will be placed on the use of instructional theories and teaching models associated with using technology to create higher order thinking and learning environments for all students. Students will demonstrate proficiency in a wide range of technologies and apply the framework of technological

pedagogical content knowledge (TPACK) to enhance technology integration in the classroom.

ITS 610 Applying Theories of Learning to Interactive Technologies (5345) (3 credits)

Applying theories of learning to interactive technologies is a three credit graduate level course designed for educators, prospective educators, and corporate trainers. This course provides an in-depth study of the theoretical foundation of learning and instruction as they apply to the interactive Technologies. Students will examine the importance of understanding the learning process in creating effective instruction for education or industry. Various models of learning will be explored, including information Processing and the major philosophies of the Behaviorist, Constructivist, and Cognitivist approaches. Newer learning theories for a technology age such as Connectivism, Technology Pedagogy and Content Knowledge, and Social learning Theory will also be considered. The Adult Learning Theory will be studied, of particular relevance for participants interested in designing instruction for higher education or the corporate environment. Students will determine their own personal style of learning and instruction. Additionally, the use of technologies that address the needs of second language learners and those with intellectual or cultural differences will be examined.

ITS 615 Introduction to Interactive Technologies (5365) (3 credits)

This course identifies and describes tools that promote the design and delivery of instruction, including application software that facilitates interaction among instructors, learners and content. Additionally, it 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 presentation software, web authoring and Web 2.0 tools, mashup creation, virtual reality, online communities, and the social implications of using such tools in the learning environment.

ITS 620 Multimedia Productions (5355) (3 credits)

The students will demonstrate proficiency in the development of multimedia and will develop instructionally effective multimedia products using Web 2.0 software. They will be exposed to and utilize basic computer hardware and software and techniques found in multimedia production. They will plan, produce and edit a digital video and audio sequence to be used as part of an instructional multimedia production.

ITS 625 Research in Instructional Technology (5325) (3 credits)

In this course, students will explore the ways that educational research is conducted (ex. Action research) and how research contributes to the field of Instructional Technology. This course includes developing skills in problem identification, collecting data, analyzing data, and preparing research reports. The course also includes practice in evaluating and using educational research reports, particularly those related to Instructional Technology. Finally, this course will cover

some important general issues in educational research as a whole.

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 646 Cultural /Linguistic Diversity and Technology (3 credits)

This course introduces candidates to key theories, critical issues, and research-based practices related to promoting the language and literacy development of culturally and linguistically diverse students (Pre-K-12), 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, video recordings, library and online research, and a field experience in a culturally and linguistically diverse classroom will engage candidates in the course topics.

ITS 655 Delivering Instruction Using Interactive Peripherals (3 credits)

Students will develop knowledge and skill in the area of delivering instruction using current peripherals such as iPads, Smart Boards, Document Cameras, and Classroom Performance Systems. Students will develop unit plans with regard to integrating Assistive Technology devices and

adaptations for English Language Learners. The student's school district curriculum will drive the choice of tools

ITS 690 Instructional Technology Corporate Internship (6 credits)

This course will be a 6 credit experience where students will complete an internship in a corporate setting where they apply the instructional technology principles and tools introduced throughout the core courses in this program.

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 natures of exceptionalities, legal and ethical responsibilities of teachers, least restrictive environment, various instructional settings, the inclusion of exceptional children in regular education, services and programs and services for the 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 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. Additional 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; 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 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 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 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 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 mathematics and content areas 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 612 Inclusive Classroom Practices

This course is a comprehensive study of theoretical issues and research-based diagnosis, instructional planning, and programmatic organization of instruction for children with disabilities in inclusive environments. 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; systems management necessary for effective instruction of children with disabilities; and promote an understanding of the underlying theories, issues and methods for managing classroom environments.

Special Education Advanced Courses**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 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/affective 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 1-3: 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 times 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 challenge 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 on 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, 730, 731, 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. Emphases 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 includes 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.

SPE 630 Designing & Technologies for Differentiated Instruction

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. 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.

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 618 eLearning Design and Implementation (3 credits)

Technological innovations are increasingly being used in training and development programs. Through the lens of adult learning theory, students will assess online learning needs, develop online modules, create online communities of learning and become familiar with the language and best practices associated with eLearning program development.
(Pre-requisite: ODL 600 or permission form Director)

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. *OPD Concentration Requirement*

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. *OPD Concentration Requirement, or ODL 680.*

ODL 630 Leadership and Team Development (ORG 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. *OPD Concentration Requirement.*

ODL 635 Positive Organizational Psychology and Scholarship (3 credits)

This course will provide you with a grounding in the theories and applications of positive organizational and organizational psychology. The core premise of this course is that leadership and personal scholarship excellence are fundamentally tied to creating/enabling organizational contexts that build human strengths as well as unlock the positive and generative dynamics of vibrant human communities. This course will help you to create, foster, and develop organizations where people learn to thrive and perform at their best.

640 Talent Development and Management in Modern Organizations (3 credits)

An overview course that focuses on the emerging trend of talent management with a specific focus on how talent development, learning and training aligns with organizational strategy. Topics include areas like coordinating individual's goals and organizational goals, positioning the learning function, and positioning yourself for a leadership position through talent development.

ODL 642 The Art of Facilitation (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 645 Leadership Principles (3 Credits)

An introductory experiential course that acquaints the learner with the role and activities of being a leader in an organization. Management styles as well as key practices such as planning, decision making, change, conflict, motivation, group dynamics and control are discussed through interactive exercises.

ODL 646 Career Development (ORG 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 647 Appreciative Inquiry: Theory and Practice of Positive Whole System Change (3 credits)

Appreciative Inquiry (Ai) is a methodology (and philosophy) for system intervention. Instead of examining what is wrong with a system and devising ways to fix it, Ai discovers what is right with a system and engages stakeholders to amplify and build upon that positive core and spurs innovation.

Prerequisite: ODL 605 for ALT and OPD Concentrations, No Pre requisites for ODL Concentration

ODL 650 Organizational Leadership (3 Credits)

This course provides a foundation for leadership competencies and characteristics necessary for guiding organizations. Students will use self awareness tools grounded emotional intelligence developed especially for organizational leaders. Students will deepen their understanding of traditional and contemporary leadership research, theories and practices; and, explore the organizational contexts where work, management and leadership happen. Students will examine the responsibility that comes with leadership through readings, lectures, small group interactions and an online self- development process. This foundational course provides the framework for other online course work by establishing a community of learners.

ODL 655 Organization Change and Culture (3 credits)

Studying an organization's culture is essential to any successful change effort. This course will enable students to study organizational theories, systems thinking, and the relationship between cultural issues and successful change implementation. They will experiment with taking on the role of a change agent through simulations, case studies, and studying the culture and changes in their own work place.

ODL 660 Strategic Leadership (3 credits)

Consulting, advising, educating and coaching leaders necessitates a knowledge and understanding of the learning process and how that translates into strategy for changing any human social environment. In Strategic Leadership you will get a chance to broaden your knowledge and expand your leadership development toolkit as a leader and an educator of leaders. 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 have will have the opportunity to engage with a group of other students in an action research project

and participate in a skill weekend where they reflect on the assumptions underlying their leadership actions.

ODL 665 Leading Teams (3 credits)

A big part of organizational life takes place in groups. This course focuses on theories of group dynamics and development and the application to team membership and leadership. Facilitating teams, assessing the development of a team, influencing groups, group roles and group decision-making processes and the dynamics of creating effective virtual teams will all be explored. Students will work in teams in this class and will integrate class learning with their work experience on teams.

ODL 670 Strategic Leadership, Ethics and Values

Thinking strategically about your own development and the development of others is critical to your personal development and your ability to develop others. Leading at the next level requires knowledge and understanding of organizational vision, mission, values, ethics and communication. You will explore the impact of ethics and values on decision-making and organizational effectiveness. Students have the opportunity to focus on a particular area of organizational life and explore the impact of communications, perceptions, behaviors, culture, and current events on the outcomes of projects and initiatives.

Pre Requisites ODL 650 and ODL 655 or permission from Director.

ODL 675 Implementing Change (3 credits)

Course aids students in designing and effectively implementing change programs and projects while achieving and sustaining performance. Students have an opportunity to create a change model from both experience and research. Major issues impacting change will be discussed including understanding resistance and techniques to overcome resistance to change.

ODL 680 The Coaching Leader (3 credits)

This interactive course provides students with the opportunity to learn coaching skills. Specific topic areas include giving and receiving feedback, identifying and understanding communication style preferences, learning how to listen for the "real issues." This course is aligned with the competencies of the International Coach Federation (ICF) and can be applied to professional coaching portfolio hours.

ODL 685 Seminar in Global Issues

Learning to work across the boundaries of culture, opinions, language, ideas and time zones takes practice, experience, empathy and a sense of adventure. This Seminar in Global Leadership is offered in that spirit to give graduate students the opportunity to do a deep dive into other environments, exposure to multi national organizations like the United Nations, NGO's, Schools, corporations, health systems etc. and to both study and get first hand exposure to training and leadership development functions, and what it takes to manage, facilitate and develop positive human development strategies from a multi national perspective. We will look at global learning and leadership at the individual, organization, national, regional and global levels.

ODL 686 Seminar in Global Issues Study Tour

There is no better way to learn about cultural diversity and working in a multi national society than to actually travel to another country. The Study Tour Course includes 9 days in another country and pre work to prepare for the trip and post tour projects. This is a deeply experiential program with a focus on cultural diversity in a variety of education, business and social justice settings. The students will get a chance to network and learn from professionals in other countries

ODL 688 Social Media and Learning (3 credits)

The course will examine the relationship between learning and social media. Current trends and use of social media in training, education, marketing, product development, data collection, customer service, and networking are some of the topics that will be covered. Students will discuss and evaluate uses of social media in informal social networking and formal knowledge management learning settings. Students will critique their own organization's culture and values around learning and social media and the challenges and opportunities they pose.

ODL 690 Creative Problem Solving 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 695 Organization Consulting: A Gestalt Approach (3 credits)

This course will focus on the Gestalt Model in organizational change consulting. Students will learn a powerful new perspective that recognizes behavior and interactions of systems, rather than individuals, creating new and dynamic possibilities for intervention. A theoretical and practical framework will be taught for high-impact consulting in organizations, exploring critical dilemmas and offering opportunities to practice new skills. This course will benefit students who wish to understand and develop process consultation skills while learning a new framework for managing change.

Approved by International Coaching Federation (ICF) for coach accreditation hours.

Prerequisite: ODL 605 for ALT and OPD Concentrations, No Pre requisites for ODL Concentration

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: ODL 650 and 655 or Permission from Director.*

ODL 705: Facilitating Organization Development

This course includes an overview of how skilled facilitation helps individuals and groups learn and change within organizations. This course is part of a yearlong journey in which students immerse themselves in learning new skills to lead change. Students have an opportunity to practice organization development skills and learn new methods in helping individuals and groups learn to change. Participants learn to effectively use their own behaviors to influence others in creating work environments that foster collaborative, open problem solving, dealing with differences and participative decision making. *(Prerequisites for ALT and ORG Psych: All Core Courses)*

ODL 710 Intervention Skills: Strategy and Design (3 credits)

Students have an opportunity to complete a project demonstrating action research methodology. Course centers on understanding how to use interventions and 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 705

ODL 750 Residency: The Change Leader, Facilitating Change (6 credits)

This is a 6-credit Residency specifically required for students signing up for the online ODL program. The course is designed to be a transformative experience that builds on all of the preceding courses. It will provide real-time community interaction, face-to-face feedback, and opportunities to lead change experiments. During this residency, students learn how to close the gap between knowing and doing through specific teaching and learning strategies. The program is organized into a series of clinics focusing on areas like facilitative leadership, team leadership, implementing change, and power and authority dynamics.

Prerequisite: ODL 650 or permission from Director

ODL 780 Research Design and Evaluation (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 OPD 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.

Prerequisite: ODL 780

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
ODL 610	Adult Learning Methods
ODL 605	Performance Consulting
ODL 615	Learning Design and Implementation

Electives (two required)

ODL 618	e-learning Design and Implementation
ODL 620	Psychological Assessments
ODL 625	Psychology of Coaching
ODL 630	Leadership and Team Development
ODL 635	Positive Psychology and Scholarship
ODL 645	Leadership Principles
ODL 646	Career Development: Theory and Practice
ODL 647 *	Appreciative Inquiry: Theory and Practice of Positive and Whole System Change *
ODL 650	Organizational Leadership
ODL 655	Organizational Change and Culture
ODL 665	Leading Teams
ODL 668	Social Media and Learning
ODL 675	Implementing Change
ODL 680	The Coaching Leader
ODL 685	Seminar in Global Issues
ODL 686 *	Study Tour: Seminar in Global Issues
ODL 690	Creative Problem Solving and Critical Thinking Skills
ODL 695*	Organization Consulting: A Gestalt Approach *

ODL 700*	Organization Development: Theory and Application *
HED 575	Stress and Crisis Management
EDL 655	Interpersonal Relations

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
ODL 660	Strategic Leadership
ODL 620	Psychological Assessments

One of the following (Coaching Block)

ODL 625	Psychology of Executive Coaching
ODL 680	Coaching and Mentoring

One of the Following (Team Block):

ODL 630	Leadership Psychology and Team Development
ODL 665	Leading Teams

One of the Following (Current Methods Block):

ODL 635	Positive Psychology and Scholarship
ODL 647	Appreciative Inquiry: Theory and Practice of Positive and Whole System Change
ODL 695	Organizational Consulting: A Gestalt Approach

Curriculum for Certificate in Organization Dynamics and Leadership

Six 3-credit courses are required in the Master's Degree Concentration in Organizational Psychology and Development.

Foundation Courses (three required)

ODL 705	Facilitating Organization Development (Section 2)
ODL 670	Intervention Skills: Strategy and Design (Section 2)
ODL 660	Strategic Leadership

Elective Courses

Elective courses explore in depth some of the most important forces that shape organizations today and help students develop expertise in specific areas of interest. Students select nine electives. Substitution is permissible under certain circumstances and advisor approval.

ODL 600	Adult Learning : Theory and Application
ODL 615	Learning Design and Implementation
ODL 618	e-learning Design and Implementation
ODL 620	Psychological Assessments

ODL 625	Psychology of Coaching
ODL 630	Leadership and Team Development
ODL 635	Positive Psychology and Scholarship
ODL 645	Leadership Principles
ODL 646	Career Development: Theory and Practice
ODL 647	Appreciative Inquiry: Theory and Practice of Positive and Whole System Change
ODL 650	Organizational Leadership
ODL 655	Organizational Change and Culture
ODL 665	Leading Teams
ODL 668	Social Media and Learning
ODL 675	Implementing Change
ODL 680	The Coaching Leader
ODL 685	Seminar in Global Issues
ODL 686	Study Tour: Seminar in Global Issues
ODL 690	Creative Problem Solving and Critical Thinking Skills
ODL 695	Organization Consulting: A Gestalt Approach
ODL 700	Organization Development: Theory and Application
HED 575	Stress and Crisis Management
EDL 655	Interpersonal Relations

Electives (three required)

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 ftilin@sju.edu. Advising is readily available to counsel participants in the selection of courses and completing program requirements.

Mathematics Education

Graduate Arts and Sciences

Sandra Fillebrown, Ph.D., Director, Five-year Mathematics Education Program

Barbelin Hall 235, 610-660-1568, sfillebr@sju.edu

Five-Year B.S./M.S. Program in Mathematics and Mathematics Education

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.

Program Goals and Objectives

Students in the Five-year BS/MS in Mathematics and Mathematics Education Program complete all requirements of the undergraduate Mathematics major in the first four years and all requirements of the Secondary Education major by the end of the fifth year. In addition to the goals and objectives for those two programs, students in the 5-Yr Math and Math Education program will meet the following.

Learning Goal 1: Students will demonstrate knowledge of the mathematical content required for teaching secondary mathematics.

Objective 1.1: Students will know how to solve mathematical problems using multiple representations and using multiple mathematical approaches.

Objective 1.2: Students will understand the nature of proof and the sequence of observing examples, making conjectures and proving or disproving mathematical statements in a variety of mathematical disciplines.

Learning Goal 2: Students will be able to plan and align curriculum and assessment according to Pennsylvania State standards, Common Core State Standards and the standards put forth by the National Council of Teachers of Mathematics.

Objective 2.1: Students will be aware of current issues in and the evolving nature of mathematics education including the use of technology.

Objective 2.2: Students will be able to draw on a variety of resources including the research literature in mathematics education to enhance their teaching and examine curricular change.

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 complete the standard graduate admissions application, including a complete undergraduate transcript, two letters of recommendation, and a personal essay describing the student's goals by April 15 of the junior year. 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)
or
MED 783 Research in Mathematics I (3 credits)

Student Teaching

EDU 697 Secondary Student Teaching (6 credits)

Other Required Graduate Courses

EDU616/61 Instructional Techniques - Mathematics with
6F Field Experience (credits)

Electives

MED or EDU graduate level courses (18 additional credits)

Required undergraduate coursework:

EDU Schools in Society, with Field Experience – or
150/150F EDU 160/160F)
EDU Adolescent Development with Field Experience
157/157F
SPE Introduction to Special Education with Field
160/160F Experience
SPE Inclusive Classroom Management with Field
203/203F Experience

Required coursework at either the undergraduate or graduate level:

EDU Literacy, Language & Culture w/ Field
246/246F Experience
or
EDU Language and Culture with Field
646/646F Experience

EDU 247 Literacy in the Content Areas
or
EDU 647 Literacy and Learning Across the
Curriculum
SPE Assessment: Identification & Progress
310/310F Monitoring (Secondary)
or
SPE 602/602F Diagnostic Testing and Progress Monitoring

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 History of Mathematics
or MED 551
MAT 332 Geometry

or MED 554

Note: MED courses may be used to satisfy requirements of the undergraduate mathematics major only with the approval of the Department Chairperson.

Certification Exams:

Specialty Area Test of Praxis

M.S. Program in Secondary Mathematics Education (without certification)

Sandra Fillebrown, Ph.D., Director, Secondary Mathematics Education Program

Barbelin Hall 235, 610-660-1568, sfillebr@sju.edu

Program Description

The M.S. program in secondary mathematics education offers students the opportunity to complete a graduate degree emphasizing both mathematical content knowledge and mathematical pedagogical knowledge. Students are required to complete course work in both areas and have the option of incorporating a research experience. Designed for in-service teachers, the program aims to increase the mathematical knowledge needed for teaching at the secondary level and to support teachers' growth as reflective practitioners.

The art of imparting mathematical knowledge to others can be traced back to ancient Greek and Babylonian culture. Teachers and students worked together on clay tablets, with sticks and rocks to solve practical mathematical problems encountered in daily living. Today mathematics has grown into a science that does much more than solve practical problems. This evolution has forced educators to rethink the way they teach mathematics. It is clear that changes in pedagogy have been and continue to be necessary for the sustained advancement of the science of mathematics. Thus the mission of the program leading to the degree Master of Science in Secondary Mathematics Education emphasizes both the acquisition of mathematical knowledge as well as innovative techniques for instruction.

Program Description

The M.S. program in secondary mathematics education offers students the opportunity to complete a graduate degree emphasizing both mathematical content knowledge and mathematical pedagogical knowledge. Students are required to complete course work in both areas and have the option of incorporating a research experience.

Program Goals

Learning Goal 1: Students will demonstrate knowledge of the mathematical content required for teaching secondary mathematics.

Objective 1.1: Students will know how to solve mathematical problems using multiple representations and using multiple mathematical approaches.

Objective 1.2: Students will understand the nature of proof and the sequence of observing examples, making conjectures

and proving or disproving mathematical statements in a variety of mathematical disciplines.

Learning Goal 2: Students will be able to plan and align curriculum and assessment according to Pennsylvania State standards, Common Core State Standards and the standards put forth by the National Council of Teachers of Mathematics.

Objective 2.1: Students will be able to critically assess mathematics curricula.

Objective 2.2: Students will be able to use a variety of pedagogical approaches and assessment tools in their teaching of mathematics.

Objective 2.3: Students will be aware of current issues in and the evolving nature of mathematics education including the use technology.

Objective 2.4: Students will be able to draw on a variety of resources including the research literature in mathematics education to enhance their teaching.

Admission Requirements and Procedures

The MS Program in Secondary Mathematics Education is designed for practicing mathematics teachers but is open to anyone with a sufficiently strong background in mathematics and education. Typically we require a BS in a STEM discipline (science, technology, engineering or math); however, we would consider applicants with an undergraduate degree in any field with appropriate teaching experience in mathematics. In addition, students who have not had Calculus I, II and III would be required to take these courses before being fully admitted.

Applicants must complete the standard graduate admissions application, including all undergraduate and graduate transcripts, two letters of recommendation, and a personal essay describing the student's goals.

Program Structure and Curriculum

Students are required to complete 30 credits; usually ten 3-credit courses but other combinations are possible. Students must complete at least 6 credits (2 courses) from the list of MED Content Courses and at least 6 credits (2 courses) from the list of MED Pedagogy Courses. The remaining 18 credits (6 courses) may be any combination of MED courses. In addition, with permission of the program director, up to 6 of these 18 credits (2 of the 6 courses) may be taken in Teacher Education (EDU), Special Education (SPE) or Educational Leadership (EDL). All research courses are arranged as independent studies with faculty mentors.

Content Courses

Offered every two years on a rotating basis:

MED 551 History of Mathematics – Fall, odd years

MED 552 Number Theory – Fall, even years

MED 553 Discrete Structures – Spring, odd years

MED 554 Geometry – Fall, even years

MED 555 Probability and Statistics – Fall, odd years

MED 556 Linear Algebra – Summer, even years

MED 557 Modern Algebra – Summer, odd years

MED 559 Mathematical Problem Solving – Spring, even years
Offered when there is demand:

MED 604 Advanced Perspectives on Secondary Mathematics

MED 605 Interdisciplinary Science and Mathematics

Education

MED 771 Topics in Mathematics

Pedagogy Courses

MED 601 Communication and Technology in Mathematics

MED 602 Secondary Mathematics Curriculum

MED 603 Assessment in Secondary Mathematics

MED 611 Advanced Methodology of Teaching School
Geometry

MED 770 Topics in Mathematics Education

Research Courses

MED 750 Reading and Research in Mathematics Education

MED 783, MED 784 Research in Mathematics I and II

MED 793, MED 794 Research in Mathematics Education I and
II

MED 795, MED 796 Master's Thesis – 6 credits

Mathematics Education Course Descriptions

MED 551 History of Mathematics (3 credits)

A survey of the development of mathematical ideas and techniques in social and cultural contexts. The trajectories of certain key problems will be followed, such as the nature of the Euclidean parallel postulate, the plane isoperimetric theorem and the solution of polynomial equations. The influence of practical needs (business, military, technological) will be considered.

Prerequisites: Calculus II or permission of the MED director.

MED 552 Number Theory (3 credits)

The study of integers, primes and factorization, Division Algorithm, Euclidean algorithm, Mathematical Induction, the Fundamental Theorem of Arithmetic, linear Diophantine equations, modular arithmetic, number theoretic functions, Fermat's last theorem, quadratic residues, primitive roots, Chinese Remainder theorem.

Prerequisites: Calculus II or permission of the MED director.

MED 553 Discrete Structures (3 credits)

An introduction to the basic concepts of discrete mathematics essential both to mathematics and many of its applications. Topics include logic, sets, relations, functions, recurrence equations, combinatorics, graphs. Techniques of mathematical proof will be developed.

Prerequisites: Calculus II or permission of the MED director.

MED 554 Geometry (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: MED 552 or MED 553 or permission of the MED director.

MED 555 Probability and Statistics (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 MED director.

MED 556 Linear Algebra (3 credits)

Linear systems, vector spaces, dimension, linear transformations, matrices, inner product, orthogonality, characteristic polynomials, diagonalization, eigenvalues, eigenvectors.

Prerequisites: Calculus II or permission of the MED director.

MED 557 Modern Algebra (3 credits)

This course discusses modern topics in abstract algebra – groups, rings, ideals, fields, vector spaces. Axiomatic systems are used to prove theorems and discuss relationships such as homomorphism and isomorphism. Applications in elementary geometry and algebra are discussed.

Prerequisites: Calculus II; and MED 552 or MED 553 or permission of the MED director.

MED 559 Mathematical Problem Solving (3 credits)

Techniques of solving mathematical problems which draw on a wide mathematical background. Solutions may incorporate concepts from linear algebra, analysis, modern algebra, combinatorics, geometry and applied mathematics.

Prerequisites: Calculus II; and MED 552 or MED 553 or permission of the MED director.

MED 601 Communication and Technology in Mathematics (3 credits)

This course is designed to introduce pre-service teachers to the different types of technology available to the mathematics classroom. The use of manipulative devices, portfolios or journals, writing and verbal communication in the mathematics classroom will be discussed. Emphasis will be placed on the appropriate use of the graphing calculator, applications for the personal computer, and the internet in the mathematics classroom. Ethical and practical issues surrounding the use of technology will be discussed.

MED 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 so 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 605 Interdisciplinary Mathematics and Science Teaching (3 credits)

This course explores ways to integrate math and science teaching at the secondary level. We review the mathematics and science secondary curricula and identify places where connections can be made and determine approaches to teach math and science so that concepts learned in one discipline can be used to reinforce concepts learned in the other. We consider existing projects that combine mathematics and science and use what is learned to develop new projects.

MED 611 Geometry for Teachers: from Problem Solving to Proof (3 credits)

This course discusses specific topics from geometry, their impact on the changing geometry curriculum, their application through technology and their connection to other areas within and outside mathematics. Students will examine recent research trends and practical methods for teaching geometry at the secondary level and explore several methods of geometry curriculum design and instruction. Students will learn what role the processes of visualization, construction and reasoning play in learning and teaching geometry. Classroom materials, activities and techniques are discussed and developed and concepts explained and explored through a variety of modes including manipulatives, interactive computer software and graphing calculators.

Prerequisite: MED 554 or permission of the MED director.

MED 770 Topics in Mathematics Education (3 credits)

Topics and issues in secondary mathematics teaching, from theoretical underpinnings to practical applications. Topics will vary depending on interests and backgrounds of students. *Permission of the MED director required.*

MED 771 Topics in Mathematics (3 credits)

Topics in mathematics such as advanced abstract algebra, real analysis, combinatorics, graph theory, topology, logic, and dynamical systems. Topics will vary depending on interests and backgrounds of students.

Prerequisites: MED 559 or permission of the MED director.

MED 783 Research in Mathematics I (3 credits)

MED 784 Research in Mathematics II (3 credits)

Students will design and carry out a research project in mathematics as an independent study, working closely with a

faculty mentor. *Permission and approval by the mentor and MED director are required.*

MED 793 Research in Mathematics Education I (3 credits)

MED 794 Research in Mathematics Education II (3 credits)

Students will design and carry out a research project in mathematics education as an independent study, working closely with a faculty mentor. *Permission and approval by the mentor and MED director are required.*

Psychology

Graduate Arts and Sciences

Jodi A. Mindell, Ph.D., Director, Graduate Psychology Program

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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.

Learning Goals and Objectives

Goal 1: Students will gain fundamental knowledge and comprehension of experimental psychology.

Learning Objective 1.1: Demonstrate fundamental knowledge and comprehension of experimental psychology, with an emphasis on experimental methods and statistical applications.

Goal 2: Students will engage in scientific inquiry and develop critical thinking.

Learning Objective 2.1: Develop scientific reasoning and problem solving skills, including effective research methods and the ability to interpret, design, and conduct psychological research.

Goal 3: Students will develop communication skills.

Learning Objective 3.1: Demonstrate competence in writing and in oral and interpersonal communication skills. Students should be able to write a cogent scientific argument, present information using a scientific approach,

engage in discussion of psychological concepts, and express their own ideas with clarity.

Learning Objective 3.2: Produce research and explain scientific results.

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 an SJU graduate the Office of Graduate Operations will obtain your SJU transcripts for you.
- a current resumé 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 are a 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 apply for the five-year combined BS/MS program by March 1st of their junior year. These undergraduate applicants will be asked to submit:

- a completed Saint Joseph's University online graduate application, www.sju.edu/gradapplynow.
- a current resumé 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.
- Psychology insert
- 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. Other forms of financial assistance are also available through the Office of Hawk Central.

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 portion thereof that a student remains enrolled in the graduate psychology program beyond two academic years from the time of initial enrollment.

Program Structure and Curriculum

The curriculum is composed of three major components: an eight-credit Common Core required of all students; twenty-four credits of content courses, and a sixteen-credit Research Component in which students complete the comprehensive examination and research thesis.

The graduate psychology program is a full-time course of study. Classes are primarily scheduled on weekday afternoons. Students are expected to attend these classes regularly. Attendance is also required at colloquia, lab meetings, and other functions of the Department of Psychology. In addition, students are expected to have time available during weekdays to conduct scientific research.

The comprehensive examination is taken by students during the second year. 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.

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 (4035)	Advanced Research Methods and Statistics II (4 credits)

II. Content Courses: Six courses (24 credits)

PSY 610 (4115)	Learning and Behavior
PSY 611 (4125)	Advanced Physiological Psychology
PSY 612 (4135)	Advanced Sensory Processes
PSY 613 (4155)	Psychopharmacology
PSY 614 (4175)	Cognitive Science
PSY 615 (4215)	Health Psychology
PSY 616 (4625)	Principles of Neuropsychology
PSY 617 (4165)	Memory Organization and Retrieval
PSY 618 (4105)	Comparative Psychology
PSY 650 (4105)	Gerontology
PSY 651 (4225)	Advanced Psychopathology
PSY 652 (4235)	Assessment and Evaluation
PSY 653 (4245)	Behavioral Medicine
PSY 654 (4265)	Developmental Psychology
PSY 655 (4315)	Personality and Motivation
PSY 656 (4325)	Social Cognition
PSY 657 (4335)	Advanced Groups Theory
PSY 658	Phenomenon of the Self
PSY 659	Advanced Child Psychopathology
PSY 660	Ethics in Psychology
PSY 662	<i>The Nature of Emotion</i>

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 (4225)	Master's Thesis II

Two-Year Course Sequence

First Year—Fall Semester

PSY 551 (4005)	Advanced Research Methods and Statistics I
PSY 6xx	Content Course 1
PSY 591 (4415)	Directed Studies I

First Year—Spring Semester

PSY 552 (4035)	Advanced Research Methods and Statistics II
PSY 6xx	Content Course 2
PSY 592 (4425)	Directed Studies II

Second Year—Fall Semester

PSY 6xx	Content Course 3
PSY 6xx	Content Course 4
PSY 691 (4515)	Master's Thesis I

Second Year—Spring Semester

PSY 6xx	Content Course 5
PSY 6xx	Content Course 6
PSY 692 (4225)	Master's Thesis II

Five-Year B.S. /M.S. Sequence

Senior Year—Fall Semester

	Undergraduate course
	Undergraduate course
PSY 551 (4005)	Advanced Research Methods and Statistics I
PSY 6xx	Content Course 1
PSY 591 (4415)	Directed Studies I

Senior Year—Spring Semester

	Undergraduate course
	Undergraduate course
PSY 552 (4035)	Advanced Research Methods and Statistics II
PSY 6xx	Content Course 2
PSY 592 (4425)	Directed Studies II

Fifth Year—Fall Semester

PSY 6xx	Content Course 3
PSY 6xx	Content Course 4
PSY 691 (4515)	Master's Thesis I

Fifth Year—Spring Semester

PSY 6xx	Content Course 5
PSY 6xx	Content Course 6
PSY 692 (4225)	Master's Thesis II

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 to 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 stimulus energy in the environment are internalized by the organism will be considered in detail in this course. Visual, olfactory, gustatory, auditory, and tactile systems will be examined from biological and phenomenological perspectives. Also to be considered are theoretical issues such as how meaning and knowledge are derived from sensory stimulation.

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 explores topics within the fields of cognitive psychology, cognitive science, and cognitive neuroscience. The course focuses on how humans make sense of our experiences. In particular, we will learn about how the human brain extracts information from the environment and how that information gets processed, represented, stored, and retrieved. 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, coping with illness and pain, compliance, 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 617 Memory Organization and Retrieval (4 credits)

This course examines a variety of issues in memory theory and research. Topics include models of memory, the effects of development and aging on memory, the relation between encoding and retrieval contexts, various sources of forgetting, amnesias, and the neurobiology of memory.

PSY 618 Comparative Psychology (4 credits)

Comparative psychology examines the evolution and development of animal behavior. In this course, students explore the similarities and differences in the behavior and mental processes among species, with special emphasis placed on comparing the characteristics of human behavior with those of other animals.

PSY 620 Hormones, Brain and Behavior (4 credits)

This course provides a survey of research on the relationship between the brain, hormones and social behavior (behavioral neuroendocrinology) in a wide range of species. Topics may include, but are not limited to, reproductive behavior, parental behavior, aggression, stress, sex-differences, learning and memory.

PSY 621 Systems Neuroscience (4 credits)

This course provides an in-depth exploration of the anatomy and physiology of the nervous system. We will cover the neuroanatomy of the major subdivisions of the human brain, the major sensory and motor systems, and higher order functions.

PSY 650 Gerontology (4105) (4 credits)

The purpose of this course is to provide both a general introduction to the multi-disciplinary field of gerontology and a specific focus on those aspects of aging that have been of particular interest to biologists and psychologists. Additionally, attention will be given to the effects aging changes have on the functioning and well-being of older adults.

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 656 Social Cognition (4325) (4 credits)

Social cognition is the study of the ways in which we process social information—both accurately and inaccurately—and how that information processing determines our perceptions of, and behavior within, a complex social world. Many times we are unaware of just what had influenced us, and this course will illuminate some of those external influences. 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 658 Phenomenon of the Self (4 credits)

This course considers the phenomenon that is referred to as the "self." What is the self? Where does it come from? How does it impact our thoughts, feelings, and behaviors? This course will provide in-depth considerations of classic and current issues in the study of the self, from the neurological basis of the self to the impact that thoughts and feelings about the self have on well-being. We will consider both the positive and the negative influences of the self as we review the most recent theorizing in the field. Our discussions will include cultural influences on the self that result in differential perceptions and behaviors.

PSY 659 Advanced Child Psychopathology (4 credits)

This course explores the empirical literature on the diagnosis, etiology, course, and treatment of various psychological disorders of childhood and adolescence. Students will become familiar with the DSM-IV-TR diagnostic criteria and their application to children, symptom presentation in children, and issues of differential diagnosis. We will consider how a developmental psychopathology perspective and biopsychosocial factors influence diagnosis, treatment and research of child psychopathology. Empirically supported treatments for childhood disorders will be examined. Students will become familiar with the research methodologies used to develop and evaluate treatments with the goal of becoming wise consumers of treatment research.

PSY 660 Ethics in Psychology (4 credits)

This course will cover ethical and legal issues related to professional conduct in the practice of psychology, including topics such as ethical reasoning, the APA Ethical Principles of Psychologists and Code of Conduct, incorporating state regulations and rules of conduct, complaint resolution procedures, confidentiality, release of information, record keeping, informed consent, and the duty to warn. The course addresses ethical issues across specialties, from clinical to experimental psychology.

PSY 661 Cross-Cultural Psychology (4 credits)

This course will provide students with an overview of theories and research related to cross-cultural psychology. Students will learn how culture is defined and studied. They will learn about the major differences and similarities that have been found among cultures. In addition, they will learn to read and critique psychological literature that deals with culture.

PSY 662, The Nature of Emotion (4 credits)

This course will introduce students to the fastest-growing area of psychology, the science of emotion. The course will focus on the fundamental aspects of emotions, such as: What are emotions? What are the different theories put forth to understand emotions? How do emotions work? How are they instantiated in the nervous system? Additional topics include the interaction between emotion and cognition, the social nature of emotion, and the developmental process that shape emotion.

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 development 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 completion 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.

Theology and Society

Graduate Arts and Sciences

This program is in moratorium effective Fall 2014 through Fall 2015. The Department of Theology and Religious Studies is, therefore, not considering applications or admission to the program during this period.

*Millicent Feske, M.Div., Ph.D., Graduate Director,
Department of Theology and Religious Studies*

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Program Description

The Master of Arts in Theology and Society is an academically-oriented thirty-six credit curriculum which aims to equip students with the knowledge and skills needed to interrelate the Catholic tradition and the issues and concerns of contemporary society. This program is designed especially, but not exclusively, for students who are interested in informing their professional or personal activity in the church or world through the Christian, particularly Catholic, tradition and in turn, enriching that tradition through their reflection

and living. This program will, therefore, appeal to those who serve in professional or volunteer capacities in local parishes or congregations, those who work in religiously-affiliated school systems as teachers or administrators, or persons involved in a variety of careers that could be enhanced by greater familiarity with theological and ethical studies.

The mission of SJU to "foster a lived awareness of the challenging and mutually enriching interaction between Christian faith and diverse contemporary culture" is the reason for and the guiding principle of the M.A. In keeping with SJU's Jesuit character, the program aims to prepare "men and women with and for others" by integrating the study of theology with contemporary issues in and features of American and global society. As a curriculum in service to the church and the world, the program puts into practice Pope John Paul II's understanding of the specific mission of Catholic universities:

By its very nature, a University develops culture through its research, helps to transmit the local culture to each succeeding generation through its teaching, and assists cultural activities through its educational services. It is open to all human experience and is ready to dialogue with and learn from any culture. A Catholic University shares in this, offering the rich experience of the Church's own culture. In addition, a Catholic University, aware that human culture is open to Revelation and transcendence, is also a primary and privileged place for a fruitful dialogue between the Gospel and culture.

- Ex Corde Ecclesiae, Apostolic Constitution on Catholic Universities (1990), B.

The Master of Arts in Theology and Society offers an integrative approach to the study of both the content and method of the various theological disciplines as well as theology's necessary engagement with society and culture. All courses in the program will be designed to foster an interdisciplinary grasp of the study of theology, whatever their primary discipline and focus. At the same time, the courses will explicitly relate their theological activities to the twenty-first century United States and global contexts. In other words, the integrative design of the program is both "intrinsic" and "extrinsic". That is, each individual course (whether in biblical studies, systematics, historical theology, ethics, or interreligious relations) will consciously demonstrate its relationship to the content and methods of the other disciplines (intrinsic integration), and all courses will in varying degrees relate their subjects to issues in today's society and culture (extrinsic integration). It is, in part, this integrative approach that differentiates this degree from other regional programs. It also allows students to enter into the program at any point in the proposed rotation of courses.

Learning Goals and Objectives for the M. A. in Theology and Society

Goal 1: Students will be well-informed in the classic areas of Catholic Christianity: biblical studies, church history, doctrine, ethics, and interreligious dialogue.

Objective 1.1: Students will demonstrate knowledge of key concepts in the Old Testament/Hebrew Bible.

Objective 1.2: Students will demonstrate knowledge of key aspects of the New Testament.

Objective 1.3: Students will demonstrate knowledge of at least one major period in church history.

Objective 1.4: Students will demonstrate knowledge of key issues in one of the following two doctrines: Doctrine of God or Christology.

Objective 1.5: Students will demonstrate knowledge of key issues in Theological Anthropology.

Objective 1.6: Students will demonstrate knowledge of key issues in one of the following two doctrines: Ecclesiology or Sacraments.

Objective 1.7: Students will demonstrate knowledge of key principles in Christian social ethics.

Objective 1.8: Students will demonstrate the ability to engage in appropriate dialogue between Christianity and at least one additional major religious tradition: Judaism, Islam, or Hinduism, Chinese religion.

Goal 2: Students will interrelate Catholic tradition and contemporary culture and/or society.

Objective 2.1: Students will identify theological questions arising from particular cultural arenas and/or social situations.

Objective 2.2: Students will articulate social and/or cultural implications of their studies in bible, history, doctrine, ethics and interreligious dialogue.

Objective 2.3: Students will reflect theologically on a situation arising from their current or prospective paid or volunteer work.

Goal 3: Students will advance in the Jesuit tradition of "being men and women for others."

Objective 3.1: Students will demonstrate the use of theology to interpret and act in relation to the needs of others in the larger society.

Objective 3.2: Students will identify ways in which the needs of others in society challenge and/or transform some theological traditions.

Admission Requirements

Students who apply to the M.A. in Theology and Society will be required to submit:

- A completed Saint Joseph's University graduate application.

- Official sealed transcript(s) of undergraduate/graduate coursework with a G.P.A. of 3.0 (on a scale of 4) from an accredited institution of higher education.
- Personal statement – a letter of intention outlining the candidate's professional goals and educational objectives in pursuing the Master of Arts in Theology and Society.
- Two letters of recommendation.
- A current resume or curriculum vitae.[Correct website to reflect this spelling.
- \$35 application fee—waived if applicant attended a Graduate Studies Open House or is an SJU graduate.
- Requirements for international students and regarding English proficiency may be found at: http://www.sju.edu/admissions/graduate/application_instr.html.

Students will also be expected to be familiar with basic principles and methods of biblical, theological, and ethical studies. This may be demonstrated in the following ways:

- Undergraduate coursework
- Undergraduate-level study in non-credit programs such as diocesan ministerial certification programs. Course descriptions and syllabi should be submitted.
- Directed reading and assessment.

Students with an undergraduate GPA below 3.0 or no discernible theological preparation for coursework may be admitted on a provisional basis.

Note: *The Master of Arts in Theology and Society program is a cohort-based program. This program does not offer new cohort starts each semester. Students admitted to the program will be added to a cohort wait list. When the start list reaches 10 admitted students, the program director will notify accepted students of the next cohort term start.*

Degree Requirements and Course Distribution

Degree Requirements and Course Distribution

Students earn 36-credits by participating in 12 courses according to the following rubric:

- Biblical Studies: 2 courses (1 course in each Testament)
- Systematic Theology: 3 courses (1 in each of 3 areas: God, Theological Anthropology, and Ecclesiology and Sacraments)
- Historical Theology: 1 course
- Christian Ethics: 3 courses
- Interreligious Relations: 1 course
- Electives: 2 courses

Full-time students will be taking two courses per term. Courses will be offered during Fall, Spring, and Summer I terms and will generally meet from 4:30 to 6 p.m. on the SJU campus. We expect, however, that some students will attend part time, taking one course per term. Courses will be offered in such a sequence that students will be able to finish their programs in the minimum possible time, no matter at which point in the sequence they matriculate. Students can complete their distributional requirements in 6 terms (2

years) by taking 2 courses per term in their first 6 terms. Students can also complete their distributional requirements in 12 terms (4 years) by taking 1 course per term.

TERM	SJU 1	SJU 2
Term 1 (Fall)	Bible (NT)	Interreligious Relations
Term 2 (Spring)	Systematics (God)	History
Term 3 (Summer I)	Systematics (Th Anthrop)	Christian Ethics
Term 4 (Fall)	Bible (OT)	Interreligious Relations
Term 5 (Spring)	Systematics (Eccl/Sacrm)	Christian Ethics
Term 6 (Summer I)	History	Christian Ethics
Term 7 (Fall)	Interreligious Relations	Bible (NT)
Term 8 (Spring)	History	Systematics (God)
Term 9 (Summer I)	Christian Ethics	Systematics (Eccl/Sacrm)
Term 10 (Fall)	Interreligious Relations	Bible (OT)
Term 11 (Spring)	Systematics (Th Anthrop)	Christian Ethics
Term 12 (Summer I)	History	Christian Ethics

Undergraduate Student Enrollment

Undergraduates who are juniors or seniors may participate in these graduate classes. They must have the permission of the department chair and will complete level-appropriate course requirements and assessments that differ from those assigned to graduate students. The percentage of undergraduate students in a graduate course will not exceed 30%. Undergraduates must have a GPA of 3.0 or higher. Preference will be given in descending order to:

- Undergraduate theology or religious studies majors
- Undergraduate theology or religious studies double majors.
- Undergraduate theology or religious studies minors.
- Undergraduate honors students.
- Students whose lab requirements or student teaching requirements make taking courses during the day difficult.

Biblical Studies

THE 511 Law and Ethics in the Hebrew Bible

This course examines the legal traditions of the Torah (Pentateuch) and what they reveal about the practice of law and ethics in ancient Israel and the wider biblical world. It then explores the reuse of these traditions in other portions of the Hebrew Bible and the growth of related traditions in prophetic and wisdom literature. The course acquaints students with how various biblical traditions developed over time to form the foundation for later rabbinic and Christian ethical thought.

THE 512 The Hebrew Bible and Its Inner "Re-readings"

Far from being a single book that speaks with a single voice, the Hebrew Bible contains many voices that speak to a wide range of issues. This course looks at those voices and how they interact with one another. In particular, it examines how a number of later texts in the Hebrew Bible comment on, reinterpret, and even call into question earlier texts in a process that the Pontifical Biblical Commission calls "re-readings" ["The Interpretation of the Bible in the Church," III,A,1]. The course considers how this phenomenon of reinterpretation within biblical texts influenced ancient Israel's understanding of social institutions such as law and the family as well as important theological concepts such as God, sin, worship, and justice. It also explores how the process of reinterpreting older traditions continued beyond the texts of the Hebrew Bible and still continues today.

THE 513 The Psalms

Perhaps the most influential of all writings from the Hebrew Bible for Christian spirituality, the Psalms offer a special glimpse into the religious life of ancient Israel. By placing these texts within their larger historical background, the course will study psalms of various types (laments, hymns, royal, wisdom psalms) with a view to their literary and religious character and their theological value for communities of faith today. The course will also consider the question of the Psalter's theology as a whole.

THE 521 The Gospels and Discipleship

This course is an exploration of the Gospels of Mark, Matthew, Luke, and John. Using the framework described in the Pontifical Biblical Commission's "Instruction on the Historical Truth of the Gospels," each Gospel will be examined in turn in order to discover each evangelist's unique understanding of the meaning of Jesus, the duties of his followers, and the nature of Jesus' historical ministry. While coming to appreciate the unique insights of each writer, students will bring the perspectives of their four narratives into dialogue with our twenty-first century context.

THE 522 The Letters of Paul: Conversation across the Centuries

This course studies the writings of the Apostle Paul and the questions that the earliest churches grappled with in the Greco-Roman world of the first century. It also considers corresponding issues in the twenty-first century church and world. Questions concerning community membership and life, ministry, interactions with the world, expectations for the future, and relations with other religions, especially Judaism, will be seen in their original Pauline contexts and then engaged in the light of present experience.

THE 523 Biblical Interpretation: Actualizing the Bible in Today's Church and World

This course is an investigation into the spectrum of Christian understandings of how to interpret the Bible and of the nature of biblical authority. Participants explore the renaissance in Catholic biblical scholarship that officially began in 1943 in order to develop skills in providing "easy access to the sacred Scriptures for all the faithful" [Vatican II, Dei Verbum]. Also studied is how to interrelate the two Testaments of the Christian Bible so as to bring out the distinctiveness of their "inexhaustible content and the mystery of which [each] is full" [Pontifical Commission for

Religious Relations with the Jews, Notes on the Correct Way to Present Jews and Judaism in Preaching and Catechesis in the Roman Catholic Church (1985)].

Historical Theology

THE 531 The Christian Tradition and Trajectory

This course introduces key elements of Christian belief and practice through the study of historical texts from the origins of Christianity to the present day. The interpretation of primary texts gives insight into the development of Christian teaching and practice, particularly within the Roman Catholic tradition. Like a snapshot, each text captures something about a certain place and time and the people who wrote it. By studying these "snapshots," students observe how different people in different times and places spoke about central issues of Christian faith. Sometimes the class will try to make sense of expressions of the Christian faith that are quite different from those observable today. Sometimes it will see the origins of current beliefs and practices. Understanding the Christian experience as changing and dynamic inspires the search for expressions of faith that are congruent with both the tradition and contemporary society.

THE 533 Christianity Today

This course surveys the variety among the diverse Christian traditions of today, especially in the United States. It explores the distinctive theologies, liturgies, politics, and self-understandings of the major families of Christianity: Eastern Orthodoxy, Catholicism, and Protestantism. The course also studies the historical circumstances that shaped each tradition's perspectives and considers modern ecumenical movements and post-Vatican developments in Roman Catholicism. It will provide valuable insights into how different Christian communities currently interact in the United States context.

THE 535 God, Gender, and Christian Spirituality

This course examines selected spiritual classics written by both men and women of Christian faith across the span of Christian history. Attention is paid to the understandings of the human person and of God revealed in each spiritual path. The effects of culturally-constructed understandings of gender on the options open to individuals and the paths by which they appear to attain intimacy with God are also studied. Students engage the Catholic tradition of bridal mysticism, and are asked, in this context, to reflect upon contemporary perceptions of gender, spiritual virtuosity, and human eroticism. Students are also challenged by historical portrayals of deification and growth in Christlikeness to reflect upon how Christlikeness might be manifest in their own and others' lives.

Systematic Theology

Distribution Requirement #1: GOD

THE 541 Jesus through the Centuries

This course is a historical survey of the evolving understandings of the meaning and significance of Jesus Christ in the Western Christian tradition, beginning with New Testament Christologies, moving through the debates of the fourth and fifth centuries (through which Christian creedal

formulas were established), medieval atonement theories, post-Enlightenment reformulations, to the challenges presented by contemporary interpretations. Key to this course is understanding the contextual nature of theological formulations, which arise in response to specific human and planetary needs. Students will develop a Christological position in relation to particular instances of such needs as an integral part of the course.

THE 542 The Triune God: The Relational Nature of the Divine

The Christian doctrine that the One God is Triune is often referred to as a "mystery" in the unhelpful sense of a topic escaping comprehension, rather than in the authentic theological sense of a reality that can never be exhausted (Karl Rahner). This course stresses the importance for Christian faith of a lively appreciation of God as Three-in-One. Starting with the nascent Trinitarian formulae found in the New Testament and moving forward to the creeds of Nicaea and Chalcedon, participants in this course investigate how God came to be understood as a Tri-unity of persons. They will then examine the Trinitarian doctrine itself, both in its world-relational and internal-relational forms, and how it came to be much more significant for lived faith in Eastern Christianity than in the West. In the class, students will begin to express the Christian apprehension of God as Triune in contemporary language for use in homiletic and religious educational contexts.

Distribution Requirement #2: Theological Anthropology

THE 547 Dignity, Rights, and Duties: The Many Facets of the Human Person

The Catholic Church has made a unique contribution to developing and fostering the concept of human dignity (to which nations subscribe in "The Universal Declaration of Human Rights"). This course examines the biblical and systematic-theological roots of human dignity and the many interpretations it has had since World War II. Because what we say theologically about the human person has direct implications for our interactions with others at the personal and communal levels, students in this course will, of necessity, address the relationship between systematic theology and everyday life.

THE 548 Theology with and for the World

"Theologies of hope and liberation" refers to a group of reflections about God, the church, Jesus Christ, and the Christian life in relation to human freedom and fulfillment, which have developed among the poor and oppressed in the United States, in the "two-thirds" world, and from European theologians, all of whom argue that the task of theology is necessarily entwined with the well-being (spiritual, material, psychological) of the entire community. Students in this course study the foundational texts in liberation, black, feminist, and post-colonial theologies and how these approaches have subsequently evolved, as well as to the responses, both affirmative and critical, to these theologies from the more mainstream theological community. The course seeks to understand the context in which each theological approach arose, particularly the authors'

experiences of severe poverty, brutal repression, political disenfranchisement, social marginalization, or racial or gender hatred, as well as to investigate contemporary instances of massive public suffering that demand a theological response from the church and the world.

THE 549 Religion, Violence, and Terrorism

Religiously-motivated violence constitutes one of the most potent social/economic/political forces in the twenty-first century. This course probes the roots and recent instances of violence and terrorism in the name of religious convictions and traditions. Through rigorous investigation of both primary and secondary texts, it provides a thorough presentation of the theological roots of religious violence and its contemporary manifestations. The course unfolds 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.

Distribution Requirement #3: Ecclesiology And Sacraments

THE 554 The Church as Sacrament for the World

Drawing upon the insights of the Second Vatican Council documents *Lumen Gentium* and *Gaudium et Spes*, this course explores the church as the sacrament of Christ for the world. It begins by considering various biblical and creedal descriptions of the church: a sheepfold whose gate is Christ, God's cultivated land, a flock of which Christ is the shepherd, the building of God of which Christ is the cornerstone, the spotless spouse of the spotless Lamb, a pilgrim people, the body of Christ, the temple of the Spirit, the people of God, and as one, holy, catholic and apostolic (*Lumen Gentium*, 6-8). The course devotes special attention to ministry in and for the church and the world, motivated by the conviction that the church "can contribute greatly toward making the human family and its history more human" [*Gaudium et Spes*, 40].

THE 555 The Eucharist: A Vision of Solidarity

Against the backdrop of two sacraments of initiation, Baptism and Confirmation, which constitute Christians as God's "priestly, kingly and prophetic people," this course examines the inseparable relationship between the Eucharist and social justice, between liturgy and life. Through the study of the Eucharistic texts, it offers a deeper understanding of how the Mass speaks to the social issues of today and their wider implications. The course provides a theological basis for the social doctrine of the church and a spirituality to accompany a commitment to work for justice. It introduces students to the "adventure" of the Eucharist, enabling them to discover how the Mass opens our eyes to the plight of the poor and energizing them to engage the structures of injustice that impact their lives. This is a course for those who wish to live out the Jesuit ideal of being "men and women for others."

Christian Ethics

THE 561 Social Ethics

Since it explores Christian social ethics, this course is particularly designed to equip students with analytic tools to reflect on the question, "What does it mean to live responsibly as a member of a family, society and humanity in the light of the Gospel of Jesus Christ?" It will present the ways in which numerous sources of wisdom and insight—such as scripture, theological tradition, social analysis and experience—contribute to reflection about life in society. Major philosophical strands of ethics will be treated at the outset of the course. Students will delve deeply into the Christian tradition, with special emphasis on Catholic social teaching, in order to consider such complex social issues as poverty and economic justice, the moral justifiability of the use of force, racism/racial justice, sexism/gender justice, and capital punishment in the light of the ethical foundations treated earlier.

THE 562 Ethics and Economics

This course examines socioeconomic phenomena through the lens of ethical concepts and traditions. Students will consider the nature of capitalism, the socialist critique of capitalism, poverty, the link between race, gender, and poverty, worker justice, globalization, consumerism, environmental concerns, and sustainable development and economic rights. The course utilizes ancient and contemporary sources from the Christian tradition, with particular emphasis on Catholic social thought, to examine issue of economic justice. However, resources from economics, sociology, and political economy comprise a major component of the course. This course incorporates historical arguments and contemporary critiques and includes both local and global perspectives.

THE 563 Technology Ethics

Over the past 2000 years, Christians of every age have worked to discover what it means to live faithfully and justly in their particular places and times. This course focuses on one of the most prominent features of our place and time: technology. In the course, students critically reflect on technology, its role in human lives, and its impact on society. The course will examine various theories of the nature of technology. It will also investigate particular resources available within the discipline of Christian social ethics that are central to understanding and evaluating the moral worth of various technologies, such as common good, justice, human dignity, development, and solidarity. These conceptual tools will then be used to explore the ethical implications of technology through the assessment of a variety of particular cases of technologies that are common or likely will be soon (e.g., cell phones, the mobile internet, the digital divide, data insecurity, digital media and intellectual property, cosmetic surgery, and the post-human movement).

THE 564 Mediator, Mediation, and the Media

Our culture is characterized by the mass media, yet Christians are often suspicious of it and its effects on communities. This course studies the phenomenon of media within the Christian life, using it as a framework to explore some central theological and moral issues of our times. It begins with Jesus as the "Word," an event of God's self-communication,

and Jesus as a mediator between God and humankind. It will then move on to explore how Christianity experiences and uses communications media within its life, focusing on scripture and liturgy. It will conclude by evaluating the ways in which Christians use and are used by contemporary popular media, and its relevance for Christian communities. There may well be more connections between God and YouTube than one might suspect.

THE 565/HCE 552 Theological Issues in Bioethics [course offered by SJU's Institute of Catholic Bioethics]

This course introduces students to the basic theological concepts, models, and analyses that both Catholic and certain Protestant traditions use in discussing bioethical questions. The various relations between faith in God and medical care presuppose a shared understanding of the human person. Thus, theological reflection has a unique role to play in bioethical issues, as it ponders the interaction between understanding and volition, dignity and foster care, the rights to life and the demands on life. Specific topics will be discussed and analyzed in depth touching on the beginning (genetic control, abortion, care of severely handicapped neonates, and assisted reproductive technologies) and end of human life (death and dying, and the meaning of "quality of life" and its application to contemporary issues).

THE 566/HAD 600 Ethics of Health Care [course offered by SJU's Institute of Catholic Bioethics]

Since at least the seventeenth century, Catholic ethicists regularly composed major texts on issues in biomedical ethics. Recently, however, several Protestant authors have made significant contributions. This course studies selected Catholic and Protestant philosophers and theologians who have made lasting contributions to this field of study. In addition, the course focuses on several concrete issues: abortion, reproductive technologies/cloning, stem cell research, treatment decisions for handicapped newborns, active and passive euthanasia, HIV/AIDS, organ transplantation, and human experimentation.

THE 567 The Greening of Catholic Understanding

Across the centuries, the Catholic Church has fostered respect and love of the environment. The monastic orders, Francis of Assisi, and the Jesuit Reductions have played major roles. Since environmental awareness came of age in the 1960s, it has challenged the way in which modernity and—at times—the Catholic ethos have been turning to the Bible to justify an unlimited use of the earth's resources, something that contradicts Genesis and Revelation. The course invites participants to outline and reflect on the contribution Catholics can and should offer to the twenty-first century's self-understanding of humanity and its environment.

THE 568 Politics and Religious Traditions in the USA

Religious beliefs have historically played an important role in American political, economic, and social realities. This course studies several key aspects of the relationship between religion and society, as well as between the institutions of church and state. It also examines the wisdom and teaching of the Catholic tradition on responsible politics and the role of religion in contemporary American public life. Sources will include sociological, political, ethical, and theological

analyses, as well as Roman Catholic teaching such as the U.S. Conference of Catholic Bishops' document, *Forming Consciences for Faithful Citizenship*

Interreligious Relations

THE 581 The Church in Relation to Judaism

Interreligious relations are an increasingly important concern in the twenty-first century world and church. For Christian theology the Church's relationship to Jews and Judaism, which is not "extrinsic" but in a certain way is "intrinsic" to Christianity [John Paul II, April 13, 1986], is particularly significant. This course studies the Christian relationship with Judaism both historically and in terms of the mutual understanding and esteem that have begun to grow in the past five decades. Of special interest are relevant developments in Christian theology, such as Cardinal Walter Kasper's insight that "Judaism is as a sacrament of every otherness that as such the Church must learn to discern, recognize and celebrate" [Oct. 28, 2002]. In addition, the course discusses practical interreligious activities on the local level that will assist Christians "to learn by what essential traits Jews define themselves in the light of their own religious experience" [Vatican Guidelines to Implement *Nostra Aetate*, 4 (1974)].

THE 583 Islam and Christian-Muslim Relations

Globally, Christianity and Islam have the greatest number of adherents. This course examines the theological, historical, and current contexts in which Christianity and Islam encounter each other. Students will explore: 1) the emergence of Islam in seventh century Arabia, its major sacred texts, its key beliefs and practices, and Islamic law, theology and mysticism; 2) the distinctive interactions between Islam and Eastern and Western Christianity, including peaceful coexistence, political confrontation, and theological discussions, 3) modern interactions, such as common challenges (skepticism, secularization of public sphere, interpreting sacred texts for a modern age, relation between religion and science) and sources of tension (colonialism, terrorism, nationalism, and media caricatures). The course will also look at actual and potential avenues for reconciliation and cooperation for the sake of God and for the common good of the common humanity.

THE 585 The Religions of Asia

As immigration from and economic relations with Asian nations increases, this course introduces the major religious traditions of Hinduism, Buddhism, Confucianism, Daoism and Shinto. The course will also consider the interactions among these traditions, bearing in mind the words of the Second Vatican Council declaration, *Nostra Aetate*: "[The church] regards with sincere reverence those ways of conduct and of life, those precepts and teachings which, though differing in many aspects from the ones she holds and sets forth, nonetheless often reflect a ray of that Truth which enlightens all men and women."

Other Courses

THE 694 Integrative Concluding Project (Elective)

As one of their elective courses and following the successful completion of 30 credits (10 courses), students may prepare

with a faculty advisor and a local mentor a 40-page research paper that brings a real world experience related to their career or ministerial activity or goal into interaction with theological reflection. Three credits are earned upon completion of the paper.

Writing Studies

Graduate Arts and Sciences

Tenaya Darlington, M.F.A., **Director, Writing Studies**
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Program Description

The Writing Studies program is unique to the Philadelphia area. Our program 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 or journal editors and freelance writers; it provides rich growth opportunities for teachers of writing at the secondary or community college level; it provides important experience for traditional journalists; it incorporates collaborative workshops to stimulate creativity; and it develops skills important for success in corporate communications and public relations. 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—typically 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, and the teaching of writing. The Writing Studies program accommodates both full-time and part-time students.

Learning Goals & Objectives for Writing Studies M.A. Program

Goal 1: Acquire knowledge of the writing process

Students will be able to:

Objective 1.1: Exercise patterns of invention for creating original work by following a process-oriented approach to writing that includes brainstorming, drafting, and revision.

Goal 2: Develop editorial skills

Students will be able to:

Objective 2.1: Formulate constructive responses to the work of their peers regarding stylistic choices and organizational principles in one or more creative literary forms (poetry, fiction, creative nonfiction).

Objective 2.2: Practice editing skills through examining their own writing.

Goal 3: Acquire knowledge of the publishing process

Students will be able to:

Objective 3.1: Locate publishing venues and prepare a manuscript for submission in one or more genres, such as fiction, nonfiction, poetry, journalism, academic writing, or online content.

Goal 4: Develop rhetorical skills through analysis and practice

Students will be able to:

Objective 4.1: Demonstrate knowledge of rhetorical concepts, such as audience, purpose, and medium.

Objective 4.2: Practice analyzing appeals to character, emotion, and logic in persuasive discourse.

Goal 5: Develop long-form writing skills

Students will be able to:

Objective 5.1: Exercise the ability to plan, write, revise, and edit a work of at least 60-80 pages.

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 at <http://www.sju.edu/academics/cas/grad/index.html>. Applicants should submit the following:

- a completed Saint Joseph's University graduate application.
- official sealed transcript(s) of undergraduate/graduate coursework. Saint Joseph's University graduates do not have to obtain their transcripts. The program will access your transcripts.
- a current resumé
- 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. Often one of these comes from a former faculty member and one from a current employer, but two employer references or two academic references are acceptable.
- a two -to-three page (500 to 750 words) 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). Samples can be up to 30 pages, and can represent a variety of your writing (i.e. a short story and a newspaper article; a selections of poems and a newsletter. See below)
- \$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. 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 writing for publication, from blogs to print. Some courses may count in multiple areas; consult the graduate director for details.

Writing Studies Core Courses

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 560 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 Dybeck, Richard Bausch, Linda Hogan, Amy Hempel, and Edwidge Danticat.

ENG 612 Biography (4135) (3 credits)

This course will focus on reading and critiquing 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 1960 (4155) (3 credits)

A study of the American cultural scene during the 1960s 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 Freidan, and some Beat poets. Films were also consequential both in propelling and in reflecting revolutionary changes in American life through the 1960s. 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 aesthetical 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 (4215) (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 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 (4265) (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 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 be 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 Memoir (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 668 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 669 Poetry-Writing Workshop (4335) (3 credits)

In-depth look into the concerns of a publishing poet. Students will hone their own work, putting together a final portfolio of polished writing, and will explore publication options including chapbooks and literary magazines. Toward this end, the class will include workshopping and one-on-one conferences with the instructor, as well as reading and responding to contemporary poetry, with attention to the practical concerns of the poet. 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 793 and ENG 794, 3 credits each, for a total of 6 credits. For a project to be completed in two separate registration periods, register first for ENG 793 for 3 credits, then later, for ENG 794 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, and approved by the graduate 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 two or three times a year (in September, December, and May) 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 Incomplete.

***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 website.*

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. 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.

5. 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 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 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 display 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
- On-line 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
- Managing Human Capital 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

Erivan K. Haub School of Business

Stephen Porth, Ph.D., Associate Dean, Academic Affairs and Executive Director Graduate Business Programs

Christine Hartmann, MBA, Director, MBA Program

Jeannine Lajeunesse MBA, Assistant Director, MBA Program

To Be Determined - Program Administrator, MBA Program

Kate Walker, B.A., Administrative Assistant, MBA Program

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.

Professional MBA Program Learning Goals and Objectives (Traditional and On-Line)

Leadership: Students will gain an understanding of concepts, theories, and practices of effective leadership.

Stakeholder Value/Functional: Students will demonstrate understanding of the concept of value and the role of the different business functional areas as they apply to company stakeholders including owners, employees, customers, local communities, interest groups and society as a whole; students will exhibit an understanding of the concepts of value creation and measurement for different stakeholders.

Problem Solving/Critical Thinking: To develop *critical thinking skills*, that is, the process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information as the basis for solving problems and making decisions.

Interpersonal/Communication skills: To enhance the *interpersonal skills* needed for success within organizations, including an understanding of self and others, and to build productive teams. Students will demonstrate the ability to correspond effectively and persuasively in a business format, communicate effectively with individuals and within teams, and present to both individuals and groups clearly and persuasively.

Ignatian Values: An appreciation for and ability to apply the Ignatian values of: a commitment to rigorous education and lifelong learning; an insistence upon ethical decision making; a desire for social justice; and a care and concern for others.

Global/Diversity: Students will have a basic knowledge of world geography; and understand major economic, political and cultural differences and influences in different regions of the world: U.S./North America, Central and South America, Africa, Western Europe, Eastern Europe and Russia, and the regions of Asia and the Pacific Rim. A fuller understanding of and respect for diversity in the population and in organizations related to differences across cultures, ethnic groups, socio-economic groups, gender and sexual orientation.

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 both on-campus and online models 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 corporate social responsibility, business ethics, infusion of cross-functional topics, and flexibility
- Cutting edge, current, and relevant research
- Leadership development
- Focus on developing excellent oral, written, and team communication skills

Curriculum

The M.B.A. curriculum consists of 53 credits which are distributed as follows:

Foundation courses	20 credits
Gateway courses	6 credits
Core courses	15 credits
Concentrations	9 credits
Cross-functional Capstone	3 credits

The Foundation Courses cover the common body of knowledge required of all students studying for an advanced degree in business.

The Gateway Courses provide a basis for subsequent courses and includes 3 credits of business ethics.

The Core Courses provide additional breadth and coverage of the common body of knowledge across disciplines.

The Concentration Courses allow the development of expertise in a specific area of interest within our MBA Program. Students also have the opportunity to study toward a second concentration with the addition of 9 credits.

The Cross-Functional Capstone Course is the capstone of the MBA curriculum and draws 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 the common body of knowledge necessary for advanced study in business. The following Foundation courses are required (each is 3 credits):

ACC 500	Accounting, Business Analysis, and Financial Reporting
DSS 525	Contemporary Information Technologies
FIN 500	Managerial Economics
FIN 503	Financial Management
MGT 500	Managing Work Organizations
MKT 501	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.

All students will be required to register for DSS 510, a one credit Statistics Proficiency refresher course. One of the first assignments in this course will be taking the ALEKS placement exam to measure their proficiency in statistics. Students who pass the placement exam with 80% proficiency within the allotted exam period will be waived from the DSS 510 foundation course requirement and dropped from the course without monetary penalty.

- The Admissions Committee will evaluate the undergraduate and, if applicable, graduate transcripts of every applicant in order to determine which, if any, foundation requirements have been satisfied. Waivers are determined by a combination of the courses previously taken, the grades received, and the date of these previous courses.
- 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.
- Students who receive a grade of 80% or higher in the ALEKS Placement exam will receive a waiver for DSS 510, Statistics Proficiency.

Graduate Business students who have acquired competency through work experience or training may receive a waiver of a Foundation course by passing a challenge examination for the applicable course. (Please note there is no challenge exam for ACC 500 or DSS 525. Students may waive DSS 510 upon passing the ALEKS proficiency test with a score of 80% or higher.) 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 Gateway, Core, Elective or Capstone course. A fee is required for each challenge exam taken. Arrangements for challenge exams should be made with the Graduate Business office.

Gateway Courses

The MBA Gateway Course and the Business Ethics course are the first two required Core courses of the Haub School of

Business MBA Curriculum and provide a basis for subsequent courses.

xxx545	Gateway Course (topics will vary semester to semester)
MGT 552	Stakeholder Theory and Social Responsibility*
-or-	
MGT 554	Ethical Practices in Business*

*Students count either MGT 552 or MGT 554 toward their degree, but not both.

Core Courses

The Core Courses are designed to provide students with the 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 560	Business Analytics for MBA
-or-	
DSS 610	Business Analytics for BI*
FIN 550	Shareholder Value Management
MGT 551	Empowering Human Potential at Work**
-or-	
MGT 553	Excellence in Organizations**
MKT 550	Marketing Strategy

*This course is available only for students pursuing a Business Intelligence & Analytics concentration and will be required in place of DSS 560.

** Students count either MGT 551 or MGT 553 toward their degree, but not both.

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 three courses from those offered in the concentration chosen.

Students may choose from the following concentrations: Accounting, Business Intelligence & Analytics, Finance, Health and Medical Services Administration, International Business, International Marketing, Leading, Managing Human Capital, and Marketing. In addition, a General MBA is offered for those students who desire a broader background. These students choose three elective courses from two to three different areas of concentration courses offered.

Any of the students who would like to earn two concentrations can do so by taking an additional 9 credits in a second area of expertise.

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 & Analytics

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. (Please note that students studying toward a concentration in Business Intelligence must take DSS 610 in place of DSS 560.)

DSS 600	Foundations of Business Intelligence
DSS 620	Concepts and Practice of DSS Modeling
DSS 630	Database Management Theory & Practice
DSS 640	Enterprise Data
DSS 650	Business Process Modeling and Analysis
DSS 660	Introduction to Data Mining
DSS 670	Critical Performance Management
DSS 680	Predictive Analytics
DSS 690	Management Issues in Business Intelligence
DSS 700	Six Sigma Applications & Foundations I
DSS 710	Six Sigma Applications & Foundations II
DSS 720	Business Analytics for Supply Chain Management

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
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 three 560 or above level courses,

provided that they have fulfilled course prerequisites and the courses are not part of the foundation or core.

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
PMK 660	Coding, Coverage, and Reimbursement
MGT 796	Strategic Management of Health Care Organizations

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
IBU 661	International Management
IBU 662	International Business Law
IBU 663	Managing Strategic Alliances
IBU 770	International Business Study Tour
IBU 771	Topics in International Business
IBU 791	Internship I
IBU 792	Internship II
IBU 793	Practicum in International Business
IBU 794	Research in International Business
MKT 650	International Marketing
MKT 770	International Marketing Study Tour

International Marketing

This area is designed for business managers who wish to expand their understanding and skill levels in the international marketing functions of their organizations

MKT 604	International Marketing
MKT 612	Global Cultures and Consumers
MKT 613	International Channel Management
MKT 614	International Marketing Research
MKT 616	Global Marketing Communications
MKT 618	International Product Development and Brand Management
MKT 770	International Marketing Study Tour

Leading

The concentration in Leading invites students to develop their knowledge and skill in leadership. Students can select three Leading electives that will challenge them to learn leadership from a distinctively Saint Joseph's perspective—leadership that is both reflective and action-oriented. MBA with a concentration in Leading will equip students with leadership knowledge and skills that will allow them to contribute to their personal development, their organization's well-being, and to a more just and sustainable world.

LEO 565	Leading Change in Organizations
LEO 653	Leading in Modern Organizations

LEO 654	Leading Teams
LEO 668	Leading for Sustainability
LEO 669	Leading Projects
LEO 770	Study Tour in Leading
LEO 771	Topics in Leading
LEO 791	Internship I in Leading
LEO 792	Internship II in Leading
LEO 793	Practicum in Leading
LEO 794	Research in Leading

Managing Human Capital

This area is designed for students who want to develop as managers to lead human capital-centric/high-involvement organizations. In addition to simply attracting, developing, and retaining the best talent, creating a human-capital centric organization involves organizing and managing people so that they perform in ways that lead to excellent organizational performance.

FIN 605	Pension and Benefits Administration
LEO 565	Leading Change in Organizations
MGT 650	Business Law for Managers
MHC 560	Introduction to Strategic Human Resource Management
MHC 561	Human Resource Research/Survey Methods
MHC 562	Employment and Labor Law
MHC 563	Human Resource Technology
MHC 564	Finance and Accounting for Managers
MHC 651	Career Management in Organizations
MHC 655	Managing Workforce Diversity
MHC 656	Influence, Negotiation, & Conflict Skills
MHC 662	Rewards Administration
MHC 663	Talent Selection and Retention
MHC 667	Human Resources Fundamentals
MHC 770	Study Tour in Managing Human Capital
MHC 771	Topics in Managing Human Capital
MHC 791	Internship I in Managing Human Capital
MHC 792	Internship II Managing Human Capital
MHC 793	Practicum in Managing Human Capital
MHC 794	Research in Managing Human Capital
MHC 797	Human Capital Management: Strategy & Application

Marketing

This area is designed for business managers who wish to expand their understanding and skill levels in the marketing functions of their organizations, including 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 607	Business of Sports
MKT 608	Marketing and Social Media
MKT 609	Marketing Analytics
MKT 612	Global Cultures and Consumers

MKT 613	International Channel Management
MKT 614	International Marketing Research
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 Capstone

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 789	Global Business Strategy Simulation*
MGT 795	Global Business Strategy*
MGT 796	Strategic Management in Health Care (May be required in place of MGT 795 for students concentrating in Health and Medical Services Administration)

Students count either MGT 789, MGT 795, or MGT 796 toward their degree, but not more than one.)

Post-M.B.A. Certificate

Students who have received an MBA degree can earn a Post-MBA certificate in an additional concentration by successfully completing four courses in one of the following areas: Business Intelligence & Analytics, Finance, Financial Analysis and Reporting, International Business, International Marketing, Managing Human Capital, or Marketing.

Order of Taking Courses

Students should take their Foundation Courses at the beginning of their MBA studies. An MBA Gateway Course and the Business Ethics Course (MGT 552 or MGT 554) are the first two required courses of the Haub School of Business MBA curriculum and provide a basis for subsequent courses. (No more than three Gateway or Core Courses may be taken before the foundation core requirements have been completed.) Students have six years to complete their MBA degrees, beginning when they take their first 545 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 electives. An elective is any 560 or above level course that is open to MBA students and not already part of the required MBA curriculum. Concentration courses are offered on a cyclical basis. The integrative Capstone Course is normally taken as the last course; or, in some cases, as the next to last course.

Registration/Selection of Courses

MBA students obtain the course schedule from the web and register online. Students are encouraged to consult with the Graduate Business Office before registration if they have questions regarding course selection.

Students are reminded that they are responsible for successfully completing the courses necessary for graduation, including all Foundation Courses stipulated by the Admissions Committee in their admission letter. Taking an upper level course out of sequence and obtaining a

satisfactory grade will not eliminate the need to fulfill Foundation Requirements. Students who register for a course without having taken the proper prerequisite course will be dropped from the course and withdrawal penalties will be applied, including but not limited to the denial of a full tuition refund.

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 MBA office for an appointment. The Assistant Director and/or an Academic Advisor are available by appointment Mondays through Thursdays, 9:00 a.m. to 6:30 p.m., and on Fridays from 9:00 a.m. to 5:00 p.m. The telephone number is (610) 660-1690. Students are also encouraged to send their questions by email to sjumba@sju.edu.

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 (available online at www.sju.edu/mba), accompanied by a non-refundable application fee;
- Official transcripts indicating receipt of a baccalaureate degree from an accredited college or university.
- Official GMAT or GRE test scores; information is available for the GMAT at www.mba.com and for the GRE at www.ets.org/gre. Scores for the GMAT/GRE exam are valid if the exam has been taken within seven years of the student's application. Official copies are those sent to Saint Joseph's directly from GMAT or GRE. Saint Joseph's GMAT institution code is WL8-WS-63 and our GRE code is 2801;
- 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

International applicants are no longer required to submit a credentials evaluation since Admissions staff can perform transcript evaluations. 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. Students must also submit a photocopy of their undergraduate diploma. Academic records must be in English and include the name of each individual course, the grade earned, and the grading scale used. Documents not available in English must include an official or notarized 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 Saint Joseph's University become property of the University and cannot be returned or copied for release to students.

Foreign applicants whose native language is not English are required to take the TOEFL, IELTS, or PTE. Students already in the Philadelphia area who do not have a TOEFL, IELTS, or PTE score may be admitted following satisfactory performance on the English test administered at the ELS Center on the Saint Joseph's University campus. Minimum required language scores are as follows:

- Paper-based TOEFL: 550
- Internet-based TOEFL: 80
- IELTS: 6.5 overall score
- PTE: 60

Qualified students who complete Level 112 at the ELS Language Center and receive a strong, positive letter of recommendation from the Center can begin their MBA studies without the official TOEFL, IELTS, or PTE 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 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 notified in writing by the Program Director. Students who receive a grade of C or below for nine (9) credit hours will be dismissed from the program.

Graduate students must fulfill all credit hour requirements for the MBA degree. Each candidate for graduation must have at least a 3.0 cumulative GPA, no more than two grades below a C, and no F grades outstanding in order to be certified for graduation. The student, with support from the Program Director and Student Records Offices, is responsible for monitoring their own 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 Gateway level or above 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 under current admissions standards. Reinstated students may not receive credit for previous coursework.

Admissions Committee

The decision for accepting applicants into the program will be made by the Associate Dean with the advice of the Admissions Committee after they have reviewed completed applications. Members of the Admissions Committee are selected from faculty in multiple areas of study.

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 MBA 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 August, January, and May of each year for on campus courses. Students applying to the Online MBA Program may also be admitted in October, March, and June. Applicants should submit their complete application package as far in advance as possible of the following deadlines:

Term	Application deadline
Fall	July 15
Spring	November 15
Summer	April 15

International students seeking visas are strongly encouraged to submit their application materials about one month earlier than the above-published deadlines.

Matriculated Students

Students who have met all entrance requirements and are enrolled in the MBA program are classified as matriculated students.

Probationary Students

Students who have academic deficiencies in their records and/or low 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 must be observed in order to obtain favorable consideration by the Admissions Committee for full admission to the graduate program. Students who do not complete their probationary requirements in a satisfactory

manner by the deadline specified in their admissions letter will be dismissed from the 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. 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.

MBA Program 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/haubmba>

Joint DO/MBA 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 MBA and DO 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 DO and MBA degrees concurrently.

This five-year joint degree program allows PCOM students to complete both the DO and MBA degrees with only one additional year of study. As a five-year track, the DO/MBA 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 MBA 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 MBA program. This schedule is repeated the next summer and subsequent fall and spring semesters, during which the PCOM sophomore year and all remaining MBA requirements are completed.

Upon completion of the two-year combined curriculum, the MBA degree is awarded by Saint Joseph's University. After completion of full-time medical education in junior and senior clinical rotations, the DO degree is awarded at PCOM's annual commencement ceremonies with special recognition of the dual degree.

Tuition and Financial Aid for DO/MBA Students

The total cost of all tuition and fees for the MBA 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 MBA 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, 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.

DO/MBA Inquiries

Dr. Robert G. Cuzzolino
Vice President for Graduate Programs and Planning
Philadelphia College of Osteopathic Medicine
Evans Hall, Dean's Suite
4170 City Avenue
Philadelphia, PA 19131-1696
(215) 871-6770

Accounting Courses

ACC 500 Accounting, Business Analysis, and Financial Reporting (3 credits)

This course is designed to reinforce the conceptual foundation of accounting since its outcomes are used in managerial decision making, business analysis, and external financial reporting. Measuring, recording, summarizing, reporting, and interpreting financial transactions for U.S. companies are covered. Topics include the financial reporting model; cash- and accrual-basis measurement of profitability; basic financial analysis for business decisions; and reporting on the financing, investing, and operating activities of enterprises. Emphasis is placed on the importance of accounting data for managerial decision making and insight with respect to the importance of ethical behavior within business entities.

ACC 545 Gateway: Cooking the Books: Lessons in Business Ethics (3 credits)

This course is designed to be an integrative business course with underpinnings in business ethics. In light of the accounting scandals and recent financial meltdowns, it is important for students to understand and appreciate the role of accounting in various corporate settings. Topics covered in this course will provide insight as to why ethical mindset is needed in applying various accounting principles, rules, and regulations. The purpose of requiring students to complete the Financial Shenanigan projects is to help them develop essential business skills such as: oral and written communication, working in teams, and ability to conduct research.

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 793 Research in Accounting (3 credits)

By permission of Chair, Prerequisite: ACC 550

Business Intelligence & Analytics 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 510 Statistics Proficiency (1 credit)

This course will include all of the content usually found in a business statistics course. This includes probability, probability distributions, confidence intervals, hypothesis testing, ANOVA, Chi Square, and Linear Regression. The course will be conducted through the use of ALEKS online learning software and will also meet virtually each week. The software allows students to obtain credit for concepts, which they already know and then provides learning tools to complete the remainder of the course. Students may waive this course by achieving a minimum score of 80% on the proficiency exam.

Prerequisite: DSS 500

DSS 525 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, 1-IRIS, etc.

DSS 545 Gateway: Big Data & Analytics from a C-Suite Perspective (3 credits).

From the simplest dashboard to the big data driven advanced analytics embedded in company's processes, including ones with direct interaction with customers, Analytics should be a critical aspect of every business. This course provides an overview of what Analytics is and the why of Analytics integration into company's strategy plans and initiatives from the perspective of the C-Suite.

DSS 560 Business Analytics for MBA (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 stimulation, 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 510

Prerequisites: DSS 600, DSS 610, DSS 620, DSS 630, and/or permission of the Program Director.

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 Business Analytics for BI (3 credits)

This course is required in place of DSS 560 for those students concentrating in Business Intelligence.

The aim of this course is to provide the student with an understanding of several management science techniques and to provide some insight into how these tools may be used to analyze complex business problems and arrive at a rational solution. The techniques to be studied are forecasting, linear planning, simulation, and modeling. Cases of increasing complexity will be used to emphasize problem description, definition, and formulation. 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. In addition, we will examine the future of analytics.

Prerequisite: DSS 600

DSS 620 Concepts and Practice of DSS Modeling (3 credits)

Building on the background of previous courses, 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: DSS 600, DSS 610 or permission of the Program Director.

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.

Prerequisites: DSS 600, DSS 610, DSS 620, and/or permission of the Program Director.

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.

DSS 650 Business Process Modeling & Analysis (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.

Prerequisites: DSS 600, DSS 610, DSS 620, DSS 630, DSS 640 and/or permission of the Program Director.

DSS 660 Introduction to Data Mining (3 credits)

This course in the Business Intelligence Program will extend the concepts of data mining to an exploration of a contemporary Data Mining toolset on a large live data set. 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.

Prerequisites: DSS 600, DSS 610, DSS 620, DSS 630, DSS 640, DSS 650 and or permission of the Program Director.

DSS 670 Critical Performance Measurement (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.

Prerequisites: DSS 600, DSS 610, DSS 620, DSS 630, DSS 640, DSS 650, DSS 660 and or Permission of the Program Director.

DSS 680 Predictive Analytics (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.

Prerequisites: DSS 600, DSS 610, DSS 620, DSS 630, DSS 640, DSS 650, DSS 660, DSS 670 and or Permission of the Program Director.

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. This course will direct students on the importance of effective communication, as well as allow students to explore their individual areas of interest as it applies to the business intelligence field.

Prerequisite: All courses are fulfilled through the scheduled MSBIA course sequence, and/or permission of the Program Director.

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.

DSS 720 Business Analytics for Supply Chain (3 credits)

Management of supply chains is critical to the success and profitability of all businesses, whether manufacturing or service companies. This course examines supply chains and the business analytic tools which are most effective in developing supply chain efficiencies and supply chain value. Topics include supply chain strategy, network and system design, operations management, sourcing, logistics, forecasting, inventory management, relationship management and sustainable supply chain management.

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 role of capital markets, determination of interest rates, financial analysis, time value of money, risk and return, and valuation.

Prerequisites: FIN 500, DSS 500.

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.

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 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 (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 can be based on real assets, such as agricultural commodities, metals, and sources of energy, or financial assets, such as stocks. 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 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.

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.

FIN 793/794 Research in Finance (3 credits)

By permission of Chair, Prerequisite: FIN 550.

Health and Medical Services Administration Courses

PMK 545 Gateway Healthcare: A Global Perspective (3 credits)

This is a policy course that provides a broad perspective with specific focus on aspects of healthcare systems. Given the spiraling costs around the globe along with the recent introduction of Obamacare in the U.S, healthcare has the potential to bankrupt national budgets. Classes will include assessment of healthcare infrastructure from advertising agencies that have evolved into consulting firms to healthcare distributors and all the stakeholders involved with healthcare delivery: hospitals, doctors, pharmacists, nurses, and "alphabet soup" like Accountable Care Organizations (ACOs). The class will also combine contemporary evaluations of healthcare delivery, e.g., *Sicko*, and is anchored by a semester-long research project that will enable students to gain in-depth insights about healthcare delivery

PMK 600 Healthcare 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.

PMK 660 Coding, Coverage, Reimbursement (3 credits)

The course provides information to help a healthcare professional understand how to run their practice as a business in the U.S. Background of coding systems to include ICD-10 and CPT, will be introduced along with case scenarios that reveal how a coding system links a procedure or product to the different reimbursement systems, such as Medicare and Medicaid, to get payment

International Business Courses

IBU 661 International Management (3 credits)

This course examines the international business environment, management practices outside the United States, and the interpersonal, organizational and institutional, issues facing managers conducting business in more than one cultural context.

Prerequisite: Completion or waiver of MGT 500.

IBU 662 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 law as it has evolved over the centuries. It will also introduce students to national, regional and international organizations that regulate foreign commerce, including how international disputes are resolved. International sales, credits, and commercial transactions will be examined, as well as international and U.S. trade law.

Prerequisites: Completion or waiver of MGT 500.

IBU 663 Managing International Strategic Alliances (3 credits)

This course examines formation, management, and evolution of international strategic alliances (including international joint ventures) as the most frequently used and uniquely characterized mode of entry into foreign markets.

Completion or waiver of MGT 500.

IBU 770 International Business 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 553.

IBU 771 Topics in International Business (3 credits)

This course covers topics of current interest in the field of leadership. The specific subjects and prerequisites will be announced in the course schedule.

Prerequisite: MGT 551 or MGT 553.

IBU 791 Internship I (3 credits)

Prerequisite: Completion or waiver of MGT 500 and approval of Chair.

IBU 792 Internship II (3 credits)

Prerequisite: Completion or waiver of MGT 500 and approval of Chair.

IBU 793 Practicum in International Business (1 credit)

Prerequisites: MGT 551 or MGT 553 and approval of Chair.

IBU 794 Research in International Business (3 credits)

Prerequisites: MGT 551 or MGT 553 and approval of Chair.

Leading Courses

LEO 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 553, or MHC 560.

LEO 653 Leading 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 500.

LEO 654 Leading 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.

LEO 668 Leading for Sustainability (3 credits)

The Leading for Sustainability course positions your role as business leader as one that connects with sustainability at multiple levels – self, others, the organization and society. The course analyzes the definitions and development of Corporate Sustainability and its relationship with environmental management, the Triple Bottom Line and Corporate Social Responsibility (CSR). The course then focuses on leadership of self. Leadership is about "making a difference" and hence it is important to consider deeply the nature and type of difference that you intend to make in this world. In particular, this course aims to increase awareness of your values, ethics, beliefs, attitudes, etc. and how these might relate to issues of sustainability. The course then looks at organizational values and sustainability. Lastly, the course integrates the material through a value/sustainability gap analysis.

Pre-requisite: Completion or waiver of MGT 500.

LEO 669 Leading Projects (3 credits)

The Leading Projects course explores what it means to bear prime leadership responsibility in the role of project manager. Project Management is the application of knowledge and techniques to project activities in order to meet stakeholder needs by creating a unique product or service. This course should not only help you learn valuable conceptual material, but it should also enhance your effectiveness across many organizations in which projects are planned and executed. Skills acquired by the student are critically important in a business or non-profit environment. Through lectures, exercises and case studies, the student will see how a project management plan is developed, executed and controlled. Application to a real project will follow. Guidelines presented will be consistent with The Project Management Body of Knowledge (PMBOK) and be a step towards a possible Project Management Professional (PMP) certification.

Pre-requisites: Completion or waiver MGT 500.

LEO 771 Topics in Leading (3 credits)

This course covers topics of current interest in the field of leadership. The specific subjects and prerequisites will be announced in the course schedule.

Prerequisite: MGT 551 or MGT553

LEO 770 Leading 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 553

LEO 791 Internship I (3 credits)

Prerequisite: Completion or waiver of MGT 500 and approval of Chair.

LEO 792 Internship II (3 credits)

Prerequisite: Completion or waiver of MGT 500 and approval of Chair.

LEO 793 Practicum in Leading (1 credit)

Prerequisites: MGT 551 or MGT 553 and approval of Chair.

LEO 794 Research in Leading (3 credits)

Prerequisites: MGT 551 or MGT 553 and approval of Chair.

Management Courses**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 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.

FBE 545 Family Business and the Global Economy (3 credits) (Gateway Course)

The family form of enterprise is the dominant business structure throughout the globe. Companies like Wal-Mart, Ford, Cargill, CEMEX, IKEA, and Samsung exemplify the size and scope of the most successful family firms in the world. Research indicates that in many of the world's most productive economies, families control up to 90% of the businesses, contribute more than 50% of the gross domestic product and generate 80% of the new jobs. At the same time, research indicates that in some economies, family businesses hinder economic development. This course explores the family form of enterprise as a unique economic entity, and investigates the economic, political and social impact of family businesses across the globe. As an overview course, it provides students with an introduction to the micro-economics of entrepreneurial behavior within family business systems, while focusing on the macro-economic impact of family firms within the context of many of the world's economies. Students will have the opportunity to interact professionally with families through cases and presentations.

Pre-requisite: Completion or waiver of MGT 500.

MGT 545 Global Revolutions and Business (3 credits) (Gateway Courses)

What will the world be like in 2025? What are the global challenges and opportunities that businesses will face in the

future and how might business organizations respond? This course, *Global Revolutions and Business*, examines the global trends and forces that are shaping our world and the impact of those trends and forces on business organizations. In particular, we will focus on the global forces driving revolutionary changes such as Population, Resources, Information, Technology, Economic Integration, and Governance. Focusing on the future, this course seeks to develop and hone your strategic thinking skills, in considering the near-term and long-term impact of the global changes on organizations.

Pre-requisite: Completion or waiver of MGT 500.

MGT 545 Applied Project Team Skills (3 credits) (Gateway Course)

This course addresses real world issues. The course focuses on the essential managerial skills of oral and written communication, building and working in teams, problem solving, research, and project planning activities. Using a project management framework, students learn about the issues, problems, and solutions of carrying out a team project successfully from start to finish by working on a real project for a nonprofit or small business. The class format includes academic material, lectures and discussions, student presentations, and in-class exercises.

Pre-requisite: Completion or waiver of MGT 500.

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.

Pre-requisite: Completion or waiver of MGT 500.

Students count either MGT 551 or MGT 553 towards their degree.

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 MGT 500

Students count either MGT 552 or MGT 554 towards their degree.

MGT 553 Excellence In Organizations (3 credits)

This online course focuses on the dynamics of organizations, with special attention to those that have achieved a distinguished level of excellence in their fields. It examines theories for analyzing an organization's current stats and strategies as seen by its stakeholders. A variety of organizational contexts will be analyzed including individual motivation and behavior, team dynamics, organizational conflict and crisis, power and leadership, managing talent, culture, change management and communication.

Prerequisite: Completion or waiver MGT 500

Students count either MGT 551 or MGT 553 towards their degree.

MGT 554 Ethical Practices in Business (3 credits)

This online course will consider the ethical responsibilities of managers and corporations. It is designed to raise ethical consciousness and sensitivity to the ethical dimensions of business decisions, on an individual, institution and systemic level. It will be highly interactive, introducing the student to factors which incentivize ethical and unethical behavior, and to dilemmas which arise in business. It will provide plausible decision procedures and frameworks for dealing with ethical matters and methods for rationally adjudicating ethical disputes. It is also designed to reveal common patterns of success and failure in managing ethical conflicts. It will attempt to engage students in a critical evaluation of managerial and corporate ethics and encourage each student to develop a justifiable perspective on the role of ethics in business and their responsibility to various stakeholders.

Prerequisite: Completion or waiver MGT 500

Students count either MGT 552 or MGT 554 towards their degree.

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 500.

Managing Human Capital Courses

MHC 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.

Prerequisite: Completion or waiver of MGT 500.

MHC 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: MHC 560

MHC 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: Completion or waiver of MGT 500.

MHC 563 Human Resource Technology (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 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: MHC 560

MHC 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. It is designed for non-financial executives (especially Human Resource professionals) and has an emphasis on the practical applications of financial analysis. HR organizations and HR professionals are most effective when they are positioned as strategic partners within their business. This requires that HR professionals understand the business strategy. Financial literacy is a critical component to understanding the business

strategy. This course focuses more on key financial concepts and less on numerical calculations. 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.

Prerequisite: ACC 500.

MHC 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 MGT 500.

MHC 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.

MHC 656 Influence, Negotiation, and Conflict 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.

MHC 662 Rewards 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, gain sharing, and other pay-for-performance systems.

Prerequisite: MHC 560.

MHC 663 Talent Selection and Retention (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: MHC 560

MHC 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. This course is appropriate for early HR careerists. Those interested in entering the HR field, and students interested in how HR practices further organizational behavior.

Prerequisite: Completion or waiver of MGT 500.

MHC 770 Managing Human Capital 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 553, or MHC 560

MHC 771 Topics in Managing Human Capital (3 credits)

This course covers topics of current interest in the field of managing human capital. The specific subjects and prerequisites will be announced in the course schedule.

Prerequisite: MGT 551 or MGT 553 or MHC 560

MHC 791 Internship I (3 credits)

Prerequisite: Completion or waiver of MGT 500 and approval of Chair.

MHC 792 Internship II (3 credits)

Prerequisite: Completion or waiver of MGT 500 and approval of Chair.

MHC 793 Practicum in Managing Human Capital (3 credits)

Prerequisites: MGT 551 MGT 553 or MHC 560 and approval of Chair.

MHC 794 Research in Managing Human Capital (3 credits)

Prerequisites: MGT 551, MGT 553 or MHC 560 and approval of Chair.

MHC 797 Human Capital Management: Strategy and Application (3 credits)

This course requires students to apply their knowledge of business strategy and human capital management in the development of a strategic human capital capstone project. This project will build on previous course work in the MSMHC Program and allow students to choose a particular area of interest in which to further enhance their knowledge and expertise. Students may choose either a field-based project or choose to conduct an in-depth exploration into a particular HC/HR discipline. Through this course, each student will demonstrate their ability to fulfill four strategic human capital management roles serving as a strategic partner, a change agent, an employee advocate, and an efficient administrator.

Prerequisite: Completion of all required foundation and core courses

Marketing Courses

MKT 501 Marketing Concepts (3 credits)

An introduction to the theory and practice of Marketing—the process of building strong relationships with customers by meeting or exceeding their needs. In this course, you will review the basic concepts of Marketing from "STP" (Segmenting, Targeting & Positioning) to the "4 Ps" (Product, Promotion, Price & Place). The broad social, cultural, political and economic issues that impact Marketing are also examined from the standpoint of developing effective Marketing strategies.

MKT 545 Gateway Course Sustainability: A Business Perspective (3 credits)

The issue of environmental sustainability is no longer a "fringe" issue. Instead, the issue of environmental sustainability requires a paradigm shift in the way global businesses think about their own role within the broader scope of the global community. There is a strong business case for organizations to evolve their operations to become more environmentally sustainable; organizations that do not take the necessary steps risk becoming obsolete and irrelevant.

Prerequisite: MKT 501 or equivalent.

MKT 550 Marketing Strategy (3 credits)

This course will prepare students to guide the development, application, and assessment of business strategy from a customer-focused, market-sensing, and competitor-driven perspective. Learn how the fundamentals of strategic thought -- such as the resource-based view and market orientation -- can inform decisions to enter new markets, be market driven, drive markets, position brands, and create and measure customer value. Lessons will be delivered through a combination of texts, case studies, marketing metrics exercises, videos, and applied projects.

Prerequisite: MKT 501 or equivalent.

MKT 602 Promotional Strategy (3 credits)

Breaking through the "clutter" to gain the customer's attention is a never-ending challenge. An inclusive review of

the various elements of Integrated Marketing Communications and how they are used to successfully engage the target audience. 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)

Marketing is going global at a rapid pace. A multi-faceted study of the concepts, methods and challenges of conducting business in international markets. The 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 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 highlights major consumer behavior models, current research on consumer behavior, and the socio-cultural issues that influence consumers with the goal of understanding how they 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 including league structure; ownership and franchise values; sources of revenue; sports media; labor issues; competitive balance; and the economic and financial aspects of college athletic departments.

Prerequisite: 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 609 Marketing Analytics (3 credits)

This application-oriented course introduces quantitative analytic concepts that can inform marketing decisions, assess marketing performance, and detail return on marketing investment. Using spreadsheets, data mining and computer-based models, students will learn how to determine market size and share, identify segments and positioning characteristics, interpret surveys, understand cost and pricing, and optimize distribution.

Prerequisite: MKT 550

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.

Prerequisite: MKT 501 or equivalent.

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 or equivalent.

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 decisions. It addresses general and contemporary issues in consumer behavior, product development, pricing, promotion, and channels in the international marketing context.

Prerequisite: MKT 501 or equivalent.

MKT 616 Global Marketing Communications (3 credits)

An inclusive review of the various elements of Integrated Marketing Communications and how they are used to successfully engage customers including 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 501 or equivalent.

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 from a global perspective.

Prerequisite: MKT 501 or equivalent.

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 offered students a unique opportunity to study international marketing and develop a better understanding of the global marketing environment: its dimensions, participants, trends, and opportunities. Students will also experience the cultural heritage, ambiance, and excitement of the world's great countries and cities.

Prerequisite: MKT 501 or equivalent and admission to the M.S. in International Marketing Program or permission of instructor.

Cross Functional Capstone

MGT 789 Global Business Strategy Simulation (3 credits)

This course deals with the strategic management of firms that operate in a global environment. It is the capstone class of the online professional MBA and allows you to integrate your previous learning across business disciplines. The course will focus on applying knowledge in a dynamic global setting. It utilizes a strategy simulation software-based game within which teams create virtual firms and compete in a simulated industry. *Prerequisites: Completion of all foundation core courses and eight or more 545 and above level core and concentration area courses.*

MGT 795 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 545 and above level core and concentration area courses.*

Master of Science in Business Intelligence and Analytics

Erivan K. Haub School of Business

Richard Herschel, Ph.D., Chair, Decision and System Sciences

Patricia Rafferty, Ed.D Director

Virginia Miori, Ph.D Academic Coordinator

Karena Whitmore, 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 & Analytics Program (MSBIA) in the Haub School of Business at Saint Joseph's University is to provide the student with an enhanced foundation in both information technology and quantitative decision-making tools.

MS Business Intelligence (MSBI) Learning Goals and Objectives

Stakeholder Value/Functional: Students will demonstrate understanding of the concept of the value of *decision and systems technologies*. It is critical for the competent professional to apply their competencies within a focused environment.

Problem Solving/Critical Thinking: To develop *critical thinking skills*, that is, the process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information as the basis for solving problems and making decisions.

Interpersonal/Communication skills: To enhance the *interpersonal skills* needed for success within organizations, including an understanding of self and others, and to build productive teams. Students will demonstrate the ability to correspond effectively and persuasively in a business format, communicate effectively with individuals and within teams, and present to both individuals and groups clearly and persuasively.

Ignatian Values: An appreciation for and ability to apply the Ignatian values of: a commitment to rigorous education and lifelong learning; an insistence upon ethical decision making; a desire for social justice; and a care and concern for others.

Program-Specific I - Operations Analysis: *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.

Program-Specific II - Technical skills: *Technical competence in decision and system technologies.* As technologies develop, the successful user and manager of these technologies must be constantly aware of developments in these areas.

Program-Specific III - Enterprise Thinking: *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.

MS Business Intelligence (On-Line) Learning Goals and Objectives

Stakeholder Value/Functional: Students will demonstrate understanding of the concept of the value of *decision and systems technologies*. It is critical for the competent professional to apply their competencies within a focused environment.

Problem Solving/Critical Thinking: To develop *critical thinking skills*, that is, the process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information as the basis for solving problems and making decisions.

Interpersonal/Communication skills: To enhance the *interpersonal skills* needed for success within organizations, including an understanding of self and others, and to build productive teams. Students will demonstrate the ability to correspond effectively and persuasively in a business format, communicate effectively with individuals and within teams, and present to both individuals and groups clearly and persuasively.

Ignatian Values: An appreciation for and ability to apply the Ignatian values of: a commitment to rigorous education and lifelong learning; an insistence upon ethical decision making; a desire for social justice; and a care and concern for others.

Program-Specific I - Operations Analysis: *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.

Program-Specific II - Technical skills: *Technical competence in decision and system technologies.* As technologies develop, the successful user and manager of these technologies must be constantly aware of developments in these areas.

Program-Specific III - Enterprise Thinking: *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.

Admission Requirements and Procedures

In setting the admissions criteria for the MSBIA 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 five 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 and evidence of English proficiency 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. 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 80, or 213 on computerized test on the TOEFL is required to take any course in the Program. An official IELTS score of 6.5 or official PTE score of 60 is also acceptable. Foreign applicants seeking an F-1 student visa must also supply a statement of financial support.

Retention Processes and Policies

Statistics Proficiency

All students in the MSBIA Program must demonstrate proficiency in statistics prior to the start of their second course in the program. Students with strong statistical background may apply for a waiver, otherwise the proficiency

is achieved through an online learning module (ALEKS). Students must complete 100% of this module before their second course. Further details can be obtained from the MSBIA Program Director or 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. 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, 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 & Analytics 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. Extensions beyond this limit may be made only with the approval of the Program Director, and only for unusual and serious circumstances.

Students who exceed the time limit to complete the M.S. Program will be dismissed from the program. Such students must reapply for admission into the program as new students and start the program with no credit from previous courses taken.

Graduation/Commencement Policies

Students must complete all course requirements prior to graduation. Upon petition to the Program Director and the Office of the Registrar, students may be permitted to take part in commencement exercises if they will be completing their graduate studies by August.

Curriculum

The MSBIA 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

DSS 600	Foundations for Business Intelligence
DSS 610	Business Analytics for BI
DSS 620	Concepts and Practice of DSS Modeling
DSS 630	Database Management Theory and Practice

DSS 640	Enterprise Data
DSS 650	Business Process Modeling & Analysis
DSS 660	Introduction to Data Mining
DSS 670	Critical Performance Management
DSS 680	Predictive Analysis
DSS 690	Management Issues in Business Intelligence

SAS Certificate

The SAS Institute has endorsed the Master of Science in Business Intelligence & Analytics Program within the Haub School of Business and presents those who completed its program with a Business Intelligence Certificate, certified by SAS. This certificate will be issued to students who graduate from the MSBIA Program after January 2011 and successfully complete DSS 600 through and including DSS 680.

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 MSBIA Program for more details.

Inquiries

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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 Business Analytics for BI (3 credits)

The aim of this course is to provide the student with an understanding of several management science techniques and to provide some insight into how these tools may be used to analyze complex business problems and arrive at a rational solution. The techniques to be studied are forecasting, linear programming, simulation and modeling. Cases of increasing complexity will be used to emphasize problem description, definition, and formulation. The computer will be used extensively throughout this course,

primarily by using available programs to perform the calculations after the problem has been correctly formulated. In addition, we will examine the future of analytics. Emphasis will be placed on the interpretation and implementation of results. *Prerequisite: DSS 600.*

DSS 620 Concepts and Practice of DSS Modeling (3 credits)

Building on the background of prior coursework 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 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 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 600, DSS 610, DSS 630, DSS 620

DSS 650 Business Process Modeling & Analysis (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 600, DSS 610, DSS 620, DSS 630

DSS 660 Introduction to Data Mining (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 600, DSS 610, DSS 620, DSS 630, DSS 640.

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 600, DSS 610, DSS 620, DSS 630, DSS 650, DSS 660.

DSS 680 Predictive Analytics (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 600, DSS 610, DSS 620, DSS 630, DSS 640, DSS 650, DSS 660.

DSS 690 Management Issues in Business Intelligence (3 credits)

A critical success factor in business intelligence is the ability to communicate one's analysis and recommendations to decision-makers. This course will direct students on the importance of effective communication, as well as allow students to explore their individual areas of interest as it applies to the business intelligence and analytics field.

**Prerequisites or co-requisites are fulfilled through the scheduled MSBIA course sequence.*

Master of Science in Financial Services Program

Erivan K. Haub School of Business

Karen Hogan, Ph.D. Chair, Finance

David Benglian, Program Director

Karena Whitmore, 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

MS Financial Services (MSFS) Learning Goals and Objectives (Traditional and On-Line)

Stakeholder Value/Functional: Students will demonstrate understanding of financial tenets: the risk-return trade-off; the time value of money; cash flow vs. profits; efficient capital

markets; taxes bias business decisions; risk and diversification.

Problem Solving/Critical Thinking: To develop *critical thinking skills*, that is, the process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information as the basis for solving problems and making decisions.

Interpersonal/Communication skills: To enhance the *interpersonal skills* needed for success within organizations, including an understanding of self and others, and to build productive teams. Students will demonstrate the ability to correspond effectively and persuasively in a business format, communicate effectively with individuals and within teams, and present to both individuals and groups clearly and persuasively.

Ignatian Values: An appreciation for and ability to apply the Ignatian values of: a commitment to rigorous education and lifelong learning; an insistence upon ethical decision making; a desire for social justice; and a care and concern for others.

Program-Specific I - Practical Financial Knowledge: Students will gain exposure to independent problem solving, research and financial planning in a real work context. Students will gain proficiency with the concepts and applications of federal income taxation, estate and gift planning, pensions and retirement planning, financial planning and investment applications. Students will be able to synthesize the basic elements of comprehensive financial planning. This should provide knowledge of how the planning process is made operative in a variety of contexts.

Program-Specific II - Knowledge of Financial Tools: Students will understand time value concepts and be able to apply appropriate concepts to given circumstances. Students will have operational knowledge of financial calculators. Students will have a proficiency in use of spreadsheets.

Admissions Requirements and Procedures

- A completed application form
- Non-refundable \$35 application fee
- Official transcripts indicating receipt of a baccalaureate degree from an accredited college or university;
- Two (2) letters of recommendation from former professors and/or employers
- A written statement or essay of academic and career goals
- A resumé
- Official scores on Graduate Management Admission Test (GMAT) scores or Graduate Record Examinations (GRE); Scores on the GMAT or GRE must have been taken within five 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. 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.

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.

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., 08541-6141. Students already in the Philadelphia area who do not have a TOEFL score may be admitted following satisfactory performance on the English test administered at the ELS Center on the Saint Joseph's University campus. A minimum score of 550, internet based TOEFL 80, or 213 on computerized test on the TOEFL is required to take any course in the Program. An official IELTS score of 6.5 or an official PTE score of 60 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 World Education Services (WES) to have an official course-by-course evaluation of their undergraduate work. Additional information on WES transcript evaluation can be obtained by visiting them at www.wes.org. Foreign applicants seeking an F-1 student visa must also supply a statement of financial support.

Retention Policies

Grading, Probation, Dismissal, and Failure

The grading system in effect at Saint Joseph's University will apply to courses in the M.S. Program. Student advising will be the responsibility of the Program Director, but students are encouraged to share their academic and career

expectations with members of the faculty who teach in the program.

As per university guidelines for graduate study, students enrolled in the M. S. in Financial Services Program who receive a single grade of C or below will receive a warning letter. Students who receive a grade of C or below for six (6) credit hours will be placed on academic probation and will be so notified in writing by the Program-Director. Students receiving a grade of C or below for nine (9) credit hours will be dismissed from the program.

To graduate, students must fulfill all credit hour requirements for the M. S. degree. Each candidate for graduation must have at least 3.0 cumulative GPA, no more than two grades below a C, and no F grades outstanding in order to be certified for graduation. The program director with support from the Registrar's Office is responsible for monitoring student academic progress throughout the course of the program.

Retention Processes and Policies

Students enrolled in the M. S. in Financial Services Program have six years to complete their M.S. degree from Saint Joseph's University. This six-year limit begins with the student's first 5000 level course registration. Extensions beyond this limit can only be made with the approval of the Dean, and only for unusual and serious circumstances.

Students who exceed the time limit to complete the M.S. Program will be dismissed from the program. Such students may reapply for admission into the program as new students and start the program with no credit from the previous courses taken.

Graduation/Commencement Policies

Students must complete all course requirements prior to graduation. Upon petition to the Dean, students may be permitted to take part in commencement exercises if they will be completing their graduate studies by August.

Financial Assistance

A limited number of graduate assistantships are available to students who have been admitted into the program. In exchange for carrying out assigned duties in the Department, students receive tuition assistance as well as a monthly stipend. For more information, please contact the Graduate Business Programs Office.

Curriculum

The Master of Science degree in Financial Services requires completion of 30 to 42 credits with a cumulative GPA of 3.0 or better in courses taken at SJU. The degree can be completed in 30 credits (10 classes) by completing the Advanced Program if the Foundation Requirements can be met through acceptable undergraduate transfer credit, challenge, or CLEP exams. Students granted a business administration bachelor's degree from an AACSB accredited program within 10 years of beginning the MS program normally take 30 semester credits to complete their degree. Courses carry three semester credits unless otherwise noted.

All course prerequisites must be satisfied prior to enrolling in a given course; prerequisites are indicated in the section on Course Descriptions. Students may be admitted to Advanced Program courses before completion of the entire Foundation Program, but must complete the Foundation Program by the time that twelve (12) credits have been earned in the Advanced Program. Students may transfer up to a maximum of nine credits from outside St. Joseph's University. The Math Proficiency Requirement may be met by taking DSS 500 (one course), CLEP College Algebra exam, or a challenge exam. Seven courses in the MSFS program satisfy the education requirements of the CFP® certification examination and have been registered as such by the CFP Board.

These courses are ACC 601 Tax Planning for Management Decision-Making, FIN 601 Personal Financial Planning, FIN 602 Portfolio Management, FIN 604 Personal Insurance Planning, FIN 605 Pensions and Benefits Administration, FIN 606 Estate Planning, and FIN 620 Financial Plan Development Capstone. The seven courses cover the complete topic list required by the CFP Board. For maximum benefit, the courses should be taken so that the FIN 601 is first in the sequence, and the last three in the sequence are FIN 605, FIN 606, and FIN 620, in that order. The information contained in the first four courses is essential to make the completion of the retirement, estate, and capstone courses both easier and more meaningful.

"Saint Joseph's University does not certify individuals to use the CFP®, CERTIFIED FINANCIAL PLANNER and CFP® certification marks. CFP certification is granted only by Certified Financial Planner Board of Standards Inc. to those persons who, in addition to completing an educational requirement such as this CFP Board-Registered Program, have met its ethics, experience and examination requirements."

Foundation Requirements:

ACC 500	Accounting, Business Analysis, and Financial Reporting (3 credits)
DSS 500	Math for Graduate Business Studies
DSS 510	Statistics Proficiency
FIN 500	Managerial Economics
FIN 503	Financial Management

Those students who do not have a proficiency in Mathematics will be required to successfully complete DSS 500, a one credit math workshop.

All students will be required to take the Aleks placement exam to measure their proficiency in statistics before the end of their first semester. Students who have received an 80% or above in the Aleks Placement exam will receive a waiver for DSS 510 Statistics Proficiency.

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.

Advanced Program Requirements:

Core Requirements: 9 credits

FIN 550	Shareholder Value Management
FIN 600	Financial Institutions and Capital Markets
FIN 602	Portfolio Management

Finance Elective Courses: 15 credits (Any seven courses from the following list)

ACC 601	Tax Planning for Management Decision-Making
ACC 602	Financial Statement Analysis
FIN 601	Personal Financial Planning
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 620	Financial Plan Development Capstone
FIN 770	Topics in Finance
MGT 552	Stakeholder Theory and Social Responsibility

Inquiries

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Foundation Requirements**ACC 500 Accounting, Business Analysis, and Financial Reporting (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 610 Statistics Proficiency for Master Level Students (3 credits)

This course will include all of the content usually found in a business statistics course. This includes probability, probability distributions, confidence intervals, hypothesis testing. A N O V A. Chi Square and Linear Regression. The course will be conducted through the use of ALEKS online learning software and will also meet virtually each week. The software allows students to obtain credit for concepts which they already know and then provides learning tools to complete the remainder of the course. Students may waive this course by achieving a minimum score of 80% on the proficiency exam.

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 role of capital markets, the determination of interest rates, financial analysis, time value of money, risk and return, and valuation.
Prerequisites: FIN 500, DSS 500.

Advanced Program Requirements**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 financial markets, the major financial securities traded in these markets and their properties, the behavior of interest rates, key characteristics of major financial institutions, including their risk exposures and various strategies to manage these risks, and financial market regulation.

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.

Finance Elective Courses

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.

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 allocation of personal wealth between current consumption and future consumption. Future consumption allocations will include a discussion of metrics involved in reaching optimal decisions regarding long-term health care, retirement, and estate planning. 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.

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.

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 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.

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 multi-period investment opportunities when future outcomes are uncertain, risk analysis, capital structure decisions, 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, and alternative forms of international monetary and financial structures.

Prerequisite: FIN 550.

FIN 610 Security Analysis (3 credits)

This course examines security valuation techniques, including the fundamental and technical analysis of stocks, bonds, and derivative securities. Additional topics include earnings estimation, and the risk assessment of individual securities, including options.

Prerequisite: FIN 550.

FIN 611 Mergers and Acquisitions (3 credits)

This course covers theory and evidence concerning mergers and acquisitions and the market for corporate control. It examines the accounting and evaluation aspect of mergers and acquisitions activities, discussing the alternative theories, and reviewing the relevant empirical evidence.. Mergers and acquisitions activity is evaluated in terms of the strategic alternatives faced by the firm. Restructuring, leveraged

buyouts, share repurchases, and takeover defenses are studied from both a Financial and 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 can be based on real assets, such as agricultural commodities, metals, and sources of energy, or financial assets, such as stocks. 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 helps students develop 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 620 Financial Plan Development Capstone (3 credits)

This course will require students to synthesize and apply elements comprehensive financial planning concepts and techniques to client circumstances. The course will require students to perform all functions of the financial planning process. This course is part of the course sequence that fulfills the education requirements to sit for the CFP* certification examination and is especially beneficial for those individuals who are pursuing the CFP* certification.

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.

Master of Science in Managing Human Capital Program

Erivan K. Haub School of Business

Claire Simmers, Ph.D., Chair, Management

Patricia Rafferty, Ed.D., Program Director

Karena Whitmore, Administrative Assistant

MS in Human Resources (MSHR) Learning Goals and Objectives

Strategic Integration of Human Resources: Students will understand and apply knowledge of Human Resources' integrative, strategic business partner function to all levels and operations of the organization.

Leading Change in Human Resources: Students will acquire and apply leadership and change agent skills necessary to increase an organization's capacity for change.

Functional Human Resources Skills: Students will learn skills germane to success as a Human Resources professional including: survey administration, program evaluation, and human resource information systems.

Employee Advocacy in the Ignatian Tradition: Students will learn and demonstrate knowledge regarding the central role of employees in Human Resources. Moreover, in line with Ignatian values underpinning the program, students will learn to balance "compassion" and "justice" in dealings with employees of the organization.

Program Design

The MSMHC Program may be completed on a part-time or full-time basis and is designed specifically for highly motivated individuals. Students may complete the program fully online or choose to have in-class experiences with certain elective courses. 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, applicants with less work experience and exceptional academic records will be considered for admission.

The MSMHC 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 MSMHC core course sequence in the Fall semester.

Curriculum

The MSMHC curriculum consists of 42 credits (6 of which can be waived), distributed as follows:

Foundation courses	9 credits (6 may be waived)
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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 MSMHC program.

The final core course in the program (MGT 797 Managing Human Capital: Strategy and Application) is the capstone of the MSMHC curriculum, in which students integrate the theories and practices studied throughout the degree and apply their knowledge in the field. This course requires a capstone project.

Program Courses

Foundation Requirements (9 credits)

ACC 500 Accounting, Business Analysis, and Financial Reporting (3 credits)
MGT 500 Managing Work Organizations (can be waived)
MKT 501 Marketing Concepts (can be waived)

Core Courses (24 credits)

MGT 552 Stakeholder Theory and Social Responsibility* ***
MGT 554 Ethical Practices in Business
MHC 560 Introduction to Strategic Human Capital and Talent Management
MHC 561 Human Capital Research, Measurement & Metrics*
MHC 562 Employment and Labor Law*
MHC 563 Human Resource Technology*
MHC 564 Finance and Accounting for Managers*
LEO 565 Leading Change in Organizations*
MHC 797 Managing Human Capital: Strategy and Implementation*

Elective Courses (9 credits)**

FIN 605 Pension and Benefits Administration*
IBU 661 International Management
IBU 662 International Business Law
LEO 653 Leading in Modern Organizations
LEO 654 Leading Teams
LEO 668 Leading for Sustainability
LEO 669 Leading Projects
MGT 551 Empowering Human Potential at Work***
MGT 553 Excellence in Organizations***
MGT 650 Business Law for Management *
MHC 651 Career Management in Organizations*
MHC 655 Workforce Diversity*
MHC 656 Influence, Negotiation and Conflict Skills
MHC 662 Total Rewards
MHC 663 Talent- Selection and Retention *
MHC 667 Human Resources Fundamentals
MGT 770 Management Study Tour*
MGT 771 Topics in Human Resources*
MGT 772 Topics in Management*

MGT 793 Research in Management
* Prerequisite or co-requisite required.

** Students select three courses from this list as their electives. Foundation courses may not be used as electives.

***Students may take either MGT551 or MGT 553 but not both; students may take either MGT552 or MGT554 but not both

Foundation Courses

The MSMHC 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.

MSMHC 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, Business Analysis, and Financial Reporting (3 credits)). Foundation courses may not be used as electives.

Course Sequence

Core courses in the MSMHC 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 MSMHC 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. Students enrolled in full-time study typically complete their degree in about 18 months.

Sequence of Courses

The MSMHC core course sequence for students enrolled in two courses each academic term is as follows:

Spring

MGT 500 Foundation Requirement (if needed)

Semester 1 (Fall)

MHC 560 Introduction to Strategic Human Capital & Talent Management*
MHC 561 Human Capital Research, Measurement & Metrics*

Semester 2 (Spring)

MHC 563 Human Resource Technology*
MGT 552 Stakeholder Theory and Social Responsibility* or MGT554 Ethical Practices in Business

Semester 3 (Summer Sessions I and II)

MHC 562 Employment and Labor Law*
 MHC 564 Finance and Accounting for Managers*

Semester 4 (Fall)

LEO 565 Leading Change in Organizations*

IBU/LEO/MGT/ Management Elective* (1)
 MHC
 5xx/6xx/7xxx

Semester 5 (Spring)

MHC 797 Managing Human Capital: Strategy & Design*

IBU/LEO/MGT/ Management Elective* (2)
 MHC
 5xx/6xx/7xxx

Semester 6 (Summer Sessions I and II (if needed))

IBU/LEO/MGT/ Management Elective*(3)
 MHC
 5xx/6xx/7xxx

The MSMHC core course sequence for students enrolled in one course each academic term is as follows:

Spring

MGT 500 Foundation Requirement

Semester 1 (Fall)

MHC 560 Introduction to Strategic Human Capital & Talent Management*

Semester 2 (Spring)

MGT 552 Stakeholder Theory and Social Responsibility*

or or

MGT 553 Ethical Practices in Business

Semester 3 (one course each in Summer Sessions I and II)

MGT 564 Finance and Accounting for Managers*
 MHC 562 Employment and Labor Law*

Semester 4 (Fall)

MHC 561 Human Capital Research, Measurement & Metrics*

Semester 5 (Spring)

MHC 563 Human Resource Technology*

Semester 6 (one course each in Summer Sessions I and II)

IBU/LEO/MGT/ Elective (1)*
 MHC
 5xx/6xx/7xxx
 IBU/LEO/MGT/ Elective (2)*
 MHC
 5xx/6xx/7xxx

Semester 7 (Fall)

LEO 565 Leading Change in Organizations*

Semester 8 (Spring)

MHC 797 Managing Human Capital: Strategy & Design*

Semester 9 (Summer)

IBU/LEO/MGT/ Elective (3)*
 MHC
 5xx/6xx/7xxx

**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 the following fall.*

Admissions Requirements and Procedures

In setting the admissions criteria for the MSMHC 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; however applicants with less work experience will be considered for admission;
- Completed online application form;
- Non-refundable \$35 application fee;
- Official transcripts indicating receipt of a baccalaureate degree from an accredited college or university;
- A course-by-course evaluation is required for applicants with undergraduate degrees earned outside the United States. This evaluation will be performed by the Office of Graduate Operations at SJU and only official transcripts will be accepted.
- Official Miller Analogy Test (MAT), GMAT, or GRE score taken within five years of application (there are opportunities to waive these tests. Information about waivers for these exams may be obtained from the director of the MSMHC Program);
- Two (2) letters of recommendation from former professors, employers, or both;
- Written statement or essay of academic or career goals; and
- 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, NJ, USA, 08541-6151. Students already in the Philadelphia area who do not have a TOEFL score may be admitted following satisfactory performance on the English test administered at the ELS Language Center on the Saint Joseph's University campus. A minimum score of 550, Internet-based TOEFL 80, or 213 on computerized test on the TOEFL is required to take any course in the program. An official IELTS score of 6.5 or

official PTE score of 60 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 MSMHC studies without the official TOEFL score.

Transfer of courses

Students may transfer up to six credit hours (2 courses) towards the MSMHC 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 MSMHC Program. All transfer of credits requires 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 MSMHC 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 MSMHC program who receive a single grade of C or below will receive a warning. 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 MSMHC degree. Each candidate for graduation must have at least a 3.0 cumulative GPA, 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 Managing Human Capital 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 Program Director, students may be permitted to take part in commencement exercises if they will be completing their graduate studies by August.

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 MSMHC program and will be used in multiple courses. Students may use the computer facilities on campus or applicable systems either at their home or their workplace for completing the assigned exercises.

Inquiries

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Master of Science in Managing Human Capital Courses

ACC 500 Accounting, Business Analysis, and Financial Reporting (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. 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 those dilemmas.

Prerequisite: Completion or waiver of MGT 500.

MGT 554 Ethical Practices in Business (3 credits)

This online course will consider the ethical responsibilities of managers and corporations. It is designed to raise ethical consciousness and sensitivity to the ethical dimensions of business decisions, on an individual, institution and systemic level. It will be highly interactive, introducing the student to factors which incentivize ethical and unethical behavior, and to dilemmas which arise in business. It will provide plausible decision procedures and frameworks for dealing with ethical matters and methods for rationally adjudicating ethical disputes. It is also designed to reveal common patterns of success and failure in managing ethical conflicts. It will attempt to engage students in a critical evaluation of managerial and corporate ethics and encourage each student to develop a justifiable perspective on the role of ethics in business and their responsibility to various stakeholders.

Students count either MGT 552 or MGT 554 towards their degree.

Prerequisite: Completion or waiver MGT 500

MHC 560 Introduction to Strategic Human Capital & Talent 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.

MHC 561 Human Capital Research, Measurement & Metrics (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.

MHC 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.

MHC 563 Human Resource Technology (3 credits)

The course examines how technology has enabled and transformed the modern human resource function within large enterprises. A variety of HR applications will be covered including Employee and Manager Self Service, Talent Acquisition, Performance Management, e-Learning, Compensation Planning and HR Analytics. The processes required to justify, select, deliver and support HR technology solutions will be analyzed. Finally, special topics such as HR data privacy, HR Shared Service Centers, HR Outsourcing and the evolution and future of HR Technology will be covered.

Prerequisite: MGT 560.

MHC 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 500. Open only to MSMHC students.

LEO 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.

MHC 797 Managing Human Capital: Strategy & Design (3 credits)

This course requires the student to apply their knowledge of business strategy and human resource management in the development of a Strategic Human Resource Management Project. This project will build on previous course work in the MSHRM Program and allow students to choose a particular area of interest in which to further enhance their knowledge and expertise. Students may choose either a field-based project or choose to conduct an in-depth exploration into a

particular HR discipline. Throughout this course, each student will demonstrate their ability to fulfill the 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 MSMHC courses.

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 500.

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 500.

MGT 553 Excellence In Organizations (3 credits)

This online course focuses on the dynamics of organizations, with special attention to those that have achieved a distinguished level of excellence in their fields. It examines theories for analyzing an organization's current stats and strategies as seen by its stakeholders. A variety of organizational contexts will be analyzed including individual motivation and behavior, team dynamics, organizational conflict and crisis, power and leadership, managing talent, culture, change management and communication.

Students count either MGT 551 or MGT 553 towards their degree.

Prerequisite: Completion or waiver 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, 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 500.

MHC 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 500.

MHC 656 Influence, Negotiation and Conflict Skills (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 500.

LEO 653 Leading in 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 500.

LEO 654 Leading 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.

MHC 655 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.

IBU 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: Completion or waiver of MGT 500.

IBU 662 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 law as it has evolved over the centuries. It will also introduce students to national, regional and international organizations that regulate foreign commerce, including how international disputes are resolved. International sales, credits, and commercial transactions will be examined, as well as international and U.S. trade law.

Prerequisite: Completion or waiver of MGT 500.

MHC 662 Total Rewards (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, gain-sharing, and other pay-for-performance systems.

Prerequisite: MGT 560.

MHC 663 Talent - Selection & Retention (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.

MHC 667 Human Resources Fundamentals (3)

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. This course is appropriate for early HR careerists, those interested in entering the HR field, and students interested in how HR practices further organizational performance.

Prerequisite: Completion or waiver of MGT 500.

LEO 668 Leading for Sustainability (3)

The Leading for Sustainability course positions your role as business leader as one that connects with sustainability at multiple levels – self, others, the organization and society. The course analyzes the definitions and development of Corporate Sustainability and its relationship with environmental management, the Triple Bottom Line and Corporate Social Responsibility (CSR). The course then focuses on leadership of self. Leadership is about "making a difference" and hence it is important to consider deeply the

nature and type of difference that you intend to make in this world. In particular, this course aims to increase awareness of your values, ethics, beliefs, attitudes, etc. and how these might relate to issues of sustainability. The course then looks at organizational values and sustainability. Lastly, the course integrates the material through a value/sustainability gap analysis.

Pre-requisite: Completion or waiver of MGT 500.

LEO 669 Leading Projects (3)

The Leading Projects course explores what it means to bear prime leadership responsibility in the role of project manager. Project Management is the application of knowledge and techniques to project activities in order to meet stakeholder needs by creating a unique product or service. This course should not only help you learn valuable conceptual material, but it should also enhance your effectiveness across many organizations in which projects are planned and executed. Skills acquired by the student are critically important in a business or non-profit environment. Through lectures, exercises and case studies, the student will see how a project management plan is developed, executed and controlled. Application to a real project will follow. Guidelines presented will be consistent with The Project Management Body of Knowledge (PMBOK) and be a step towards a possible Project Management Professional (PMP) certification.

Pre-requisites: Completion or waiver MGT 500.

MHC 770 Managing Human Capital 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 553, or MHC 560.

MHC 771 Topics in Managing Human Capital (3 credits)

This course covers topics of current interest in the field of managing human capital. The specific subjects and prerequisites will be announced in the course schedule.

Prerequisite: MGT 551 or MGT553 or MHC 560.

MHC 791 Internship I (3 credits)

Prerequisite: Completion or waiver of MGT 500 and approval of Chair.

MHC 792 Internship II (3 credits)

Prerequisite: Completion or waiver of MGT 500 and approval of Chair.

MHC 793 Practicum in Managing Human Capital (3 credits)

Prerequisites: MGT 551 MGT 553 or MHC 560 and approval of Chair.

MHC 794 Research in Managing Human Capital (3 credits)

Prerequisites: MGT 551, MGT 553 or MHC 560 and approval of Chair.

Master of Science in International Marketing Program

Erivan K. Haub School of Business

David Allan, Ph.D, Chair, Marketing

David Benglian, Program Director

Karena Whitmore, Administrative Assistant

International Marketing MS (MIM) Learning Goals and Objectives

Knowledge of Functional Area: Students will know core concepts within each business discipline of accounting, finance, management, marketing, and information technology.

Strategic Thinking: Students will exhibit strategic approaches to complex industry-related problems and provide as well as evaluate alternative strategies.

Global/Diversity: Students will understand the challenges businesses face in a global economy, and the cultural issues firms must address to succeed in this environment.

Critical Thinking and Problem Solving: Students will be able to analyze business scenarios in an integrative way and make constructive recommendations for problem solving.

Communication Skills: Students will demonstrate competency in written and verbal communication aimed at facilitating, and reporting the results of, collaborative problem solving and decision making processes.

Ignatian Values/Jesuit Traditions: Students will be able to generate scholarship that embodies free, open inquiry, and provokes imaginative thinking and reflection on values.

Admissions Requirements and Procedures

- 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.
- 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 five 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.

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.

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 80, or 213 on computerized test on the TOEFL is required to take any courses in the MIM Program. An official IELTS score of 6.5 or official PTE score of 60 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 MIM studies without the official TOEFL score. Foreign applicants seeking an F-1 student visa must also supply a statement of financial support.

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 (MKT 201) or Marketing Concepts (MKT 501)
- Financial Accounting (ACC 101) or Accounting Concepts (ACC 101EC)
- Introduction to Finance (FIN 200) or Financial Management (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 a 3.0 cumulative GPA, 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. in International Marketing 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. in International Marketing Program.

Fall Courses

MKT 612	Global Cultures and Consumers
MKT 614	International Marketing Research

MKT 616	Global Marketing Communications
MKT 618	International Product Development & Brand Management
	One Elective (500 level or above)

Spring Courses

MKT 613	International Channel Management
MKT 795	Seminar in International Marketing
MKT 770	International Marketing Study Tour
	Two Electives (500 level or above)

Master of Science in International Marketing Courses

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.

Prerequisite: MKT 501 or equivalent.

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 or equivalent.

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 decisions. It addresses general and contemporary issues in consumer behavior, product development, pricing, promotion, and channels in the international marketing context.

Prerequisite: MKT 501 or equivalent.

MKT 616 Global Marketing Communications (3 credits)

An inclusive review of the various elements of Integrated Marketing Communications and how they are used to successfully engage customers including 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 501 or equivalent.

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 from a global perspective.

Prerequisite: MKT 501 or equivalent.

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 501 or equivalent 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, ambiance, and excitement of the world's great countries and cities.

Prerequisite: MKT 501 or equivalent and admission to the MS. in International Marketing Program or permission of instructor.

Inquiries

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Internet: <http://www.sju.edu/academics/hsb/grad/mim>

Executive Programs

Erivan K. Haub School of Business

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
- **The On-Line Pharmaceutical & Healthcare Marketing M.B.A. for Executives**, offering the degree of Master of Business Administration in Pharmaceutical & Health 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

Karen Hogan, Ph.D., Academic Coordinator

Terese Waldron, Director

Eileen Fabry, Market Development Manager/Program Administrator

Jeannie Kinney, 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.

Executive MBA (EMBA) Learning Goals and Objectives

Leadership: Students will demonstrate an understanding of what leadership entails, that is, to foster the motivation, inspiration, and direction skills necessary for an organization to achieve its goals.

Stakeholder Value/Functional: Students will demonstrate both breadth and depth of knowledge in the major *functional* areas of the organization, including the *interpersonal skills* needed for success within organizations; students will develop an understanding of the concept of value, the role of the different business functional areas in value creation, and how the value creation activities of the organization impact company stakeholders including owners, employees, customers, local communities, interest groups and society as a whole.

Problem Solving/Critical Thinking: Students will develop *critical thinking skills*, that is, the process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information as the basis for solving problems and making decisions.

Ignatian Values: Students will develop an appreciation for and ability to apply Ignatian values - an insistence upon ethical decision making and a desire for social justice - to business decisions.

Global/Diversity: Students will have a basic knowledge of world geography; will understand major economic, political and cultural differences and influences in different regions of the world (U.S./North America, Central and South America, Africa, Western Europe, Eastern Europe and Russia, and the regions of Asia and the Pacific Rim) and will develop an understanding of and respect for diversity in the population and in organizations related to differences across cultures, ethnic groups, socio-economic groups, gender and sexual orientation.

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.

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

Semester 1 (Fall)		Total: 9 credits
ACC 530	Accounting Concepts I	2
DSS 585	Business Intelligence Tools and Concepts	2
FIN 501	Economics (Micro and Macro)	2
MGT 510	Empowering Work Organization	2
MGT 574	Teams I	1
Semester 2 (Spring)		Total: 9 credits
ACC 570	Creating and Measuring Shareholder Value	2
DSS 581	Business Statistics	2
FIN 504	Finance Foundations	2
MGT 512	Legal Environment	1
MKT 521	Marketing Concepts	2

One-Year Program Begins

Semester 1 (Summer)		Total: 10 credits
ACC 620	Financial Statement Analysis	1
BUS 570	Strategic Management/Marketing	2
DSS 582	Research Skills	2
DSS 583	Decision Making Techniques	2
MGT 512	Human Resources (20 Month Students)	1
MGT 572	Leadership & Executive	1

	Development I	
MGT 574	Teams I (One Year Students)	1
MGT 531	Integrated Marketing Communications	1
Semester 2 (Fall)		Total: 10 credits
BUS 571	Global Business	3
	Intl. Accounting, Intl. Finance, & Intl. Marketing	
FIN 506	Analysis of Financial Markets	1
FIN 550	Shareholder Value Management	3
MGT 570	Ethics I	2
MGT 575	Influence, Negotiation & Conflict	1
Semester 3 (Spring)		Total: 10 credits
BUS 572	International Residency	1
DSS 584	Business Intelligence	1
FIN 624	Investments	1
MGT 571	Ethics II	1
MGT 573	Leadership & Executive Development II	1
MGT 798	Capstone Simulation	2
MGT 799	Business Policy	3

**Subject to change.*

The Candidate

The Executive MBA Programs are innovative graduate degree programs designed specifically for highly motivated and successful individuals. Students are selected with an emphasis on diversity of experience, profession, and industry. A minimum of five years professional experience is required, and candidates should demonstrate leadership as well as a proven record of high performance. One class is admitted per year in late August for the 20-Month Program and one class is admitted per year in early May for the One-Year Program.

Admissions Requirements

In order to apply to the Executive MBA Program, the following is required:

- 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
- Letter of recommendation from corporate sponsor/supervisor
- Math readiness examination
- Writing assessment

The Executive MBA Programs work on a rolling admission basis. Once a candidate's file is complete and he/she has been interviewed, the file is reviewed by the Admissions Committee. The Committee reviews and discusses the files of all applicants. All admissions criteria are carefully reviewed by

the committee. Applicants are also considered relative to the Program's objective and the Mission of the Haub School of Business. Official acceptances and rejections are made by the Admissions Committee. While consensus is sought, majority rules in the decision-making process.

Structure of Admissions Committee

Each year the Dean of the Haub School of Business appoints a full-time faculty representative from each department to serve on the Executive MBA Admissions Committee. These faculty will interview candidates for possible admission to the university.

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*.

Faculty/Course Management

Department Chairs assign all faculty teaching in the Executive MBA Programs. Faculty teaching in the Executive MBA Programs continuously revise and update their courses. Students are asked to complete comprehensive instructor evaluation forms at the end of each course. These forms not only evaluate the instructors' teaching abilities, but the course and its effectiveness.

Executive MBA faculty continually interact with the class and, therefore, have a good sense of the level of understanding and effectiveness. All course expectations/syllabi are kept on file in the Executive MBA office.

General Information

All Executive MBA classes are held on campus in Mandeville Hall, thereby affording students full access to University facilities and services. Mandeville Hall offers state-of-the-art technology in the Moot Board Rooms, where most 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.

Tuition

The 2014-2015 tuition for the 20-Month Executive MBA Program is \$72,000* for the full 20-month program. The 2014-2015 tuition for the One-Year Executive MBA Program is \$63,000* 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.

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.

** Tuition subject to change.*

Deferred Payment Plan for Executive MBA Program

The Employer Deferral program offers students whose tuition is being paid by their employer the ability to pay their tuition at the end of each semester. There is a \$35.00 application fee for this program.

Inquiries

Ms. Eileen Fabry

Market Development Manager/Program Administrator

392 Mandeville Hall

(610) 660-1254

(800) SJU-EMBA/(800) 758-3622

Email: emba@sju.edu

www.sju.edu/emba

Executive M.B.A. Courses

ACC 530 Accounting Concepts I (2 credits)

This course is designed to provide an overview of how financial information is accumulated, analyzed, interpreted, summarized, and communicated. Emphasis is placed upon an understanding of the concepts necessary to use accounting data effectively. In keeping with this focus, a user's or manager's approach (as opposed to a preparer's or accountant's approach) is adopted throughout this consideration of accounting principles and reports. In addition to the discussion of aspects of "external" reporting, this module will provide an introduction to "internal" reporting (i.e., managerial accounting) by way of examining the methods by which product costs are accumulated. The role of accounting in the manufacturing, merchandising, service industry and government will be examined. Also, the auditing implications for organizations including internal control systems and the role of the external auditor will be discussed.

ACC 570 Creating and Measuring Shareholder Value (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.

ACC 620 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.

BUS 571 International Management (3 credits)

This course focuses on the interrelated issues of the environment of international business, international business strategy, and organizational structure behavior and coordination. The impact of culture, competition and market forces is explored. International trade will also be examined, with an emphasis on global trading blocs and transition economics.

International Accounting

A broad overview of international accounting with an emphasis on the standards and practices in selected countries (Japan, U.K., Germany) and regions (European Community). Issues of current interest such as attempts to harmonize differing financial disclosure practices around the

world, international transfer pricing strategies, the accounting for foreign currency transactions, and the impact of international taxation will be discussed in an attempt to sensitize students to variations in the accounting practices encountered beyond the local (domestic) perspective.

International Finance

A study of the ways and means to reduce financial risks involved in international financial management. Consequently, the course deals with the interrelationship between the international monetary environment and financial planning for corporations with overseas operations. It analyzes the effects on international financial planning—such factors as exchange rate fluctuations, currency restrictions, and tax regulations. It examines financial aspects of multinational business including foreign investments and trade.

International Marketing

Analyzes the differences between marketing in the USA and international markets. The major objective is to have students gain an understanding of the people, history, culture, current economic situation, business practices, and entry strategies for the European Union, Eastern Europe, C.I.S., Middle East, Central and Latin America, and Asia.

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.

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.

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.

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 the different functional areas. Topics covered will include the art of modeling, aggregate

planning, and decision making under uncertainty and risk. This module will also cover the concepts and tools of forecasting, simulation, Data Mining (in conjunction with the Business Intelligence Module) for support of Customer Relationship Management (CRM) and business analysis.

DSS 585 Business Intelligence 1 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.

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.

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 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

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.

FIN 624 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 510 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.

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.

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 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

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.

MGT 574 Teams I (1 credit)

This seminar focuses on research- 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.

MGT 575 Influence, Negotiation & Conflict (1 credit)

This course explores and challenges the use of influence, effective negotiation, conflict resolution, and decision-making in organizational settings. Focus is on basic principles, concepts, and theories. The course goal is for students to obtain a theoretical understanding of influence, negotiation, and improve their ability to engage a wide range of situations. Moreover, the course is highly interactive, involves a series of negotiation, and conflict resolution exercises. These exercises are framed, and analyzed in terms of readings, and in-class discussions.

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."

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.

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 guerilla, buzz, Internet and search marketing are playing more critical roles in developing effective integrated marketing campaigns. Finally, it also takes into consideration the ethical and legal implications of marketing communications in general, and advertising in particular. By the end of this course the student should have a good appreciation and understanding of marketing communications.

Executive Master's in Food Marketing Program

Stephen Porth, Associate Dean, Academic Affairs and Executive Director Graduate Business Programs
Ferdinand Wirth, Ph.D., Chair, Food Marketing
Bryant Wynes, Director
Amanda Basile, Market Development Manager
Kathleen Kennedy, Administrative Assistant

The Executive Master's in Food Marketing Program is rooted in a 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 by attending either Friday/Saturday sessions in an executive conference center or online. Courses are led by world-class faculty and are often co-taught with industry experts. Course work encompasses both strategic and "hands on" experiences. Courses at the executive conference center are offered nearly every weekend from September to June. Several online courses are offered each semester. Executive students may take as few or as many classes as fit their schedule, and matriculate at their own pace - in as little as two years or as long as six years, the maximum time limit.

We offer three academic tracks:

M.B.A. in Food Marketing

This program provides a strong generalist curriculum with a comprehensive concentration in food marketing. Participants earn a Master of Business Administration degree upon successfully completing 19 courses and earning 38 credits, excluding Foundation Courses. (Foundation courses may be waived upon review of undergraduate or graduate academic transcripts.)

Graduate — Food Marketing Executive MBA Learning Goals and Objectives

Leadership: Students will gain an understanding of concepts, theories, and practices of effective leadership.

Stakeholder Value/Functional: Students will demonstrate understanding of the concept of value creation, measurement, and the role of the different business functional areas as they apply to company stakeholders.

Problem Solving/Critical Thinking: To develop *critical thinking skills*, that is, the process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information as the basis for solving problems and making decisions.

Interpersonal/Communication skills: Students will demonstrate the ability to correspond effectively and persuasively in a business format and present to both individuals and groups clearly and persuasively.

Ignatian Values: Students will develop an appreciation for and ability to apply Ignatian values - an insistence upon ethical decision making and a desire for social justice - to business decisions.

Global/Diversity: Students will understand the challenges businesses face in a global economy, and the cultural issues firms must address to succeed in this environment. A fuller understanding of and respect for diversity in the population and in organizations related to differences across cultures, ethnic groups, socio-economic groups, gender and sexual orientation.

Program Specific Objective: Students will acquire knowledge of food marketing strategy including: developing strategic and tactical plans; marketing research and data analysis; segmentation and positioning; and the marketing mix: product decisions, pricing decisions, distribution decisions, and communications decisions.

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 18 courses and earning 36 credits.

Graduate — Executive Food Marketing Education – MS Program Learning Goals and Objectives

Leadership: Students will gain an understanding of concepts, theories, and practices of effective leadership.

Problem Solving/Critical Thinking: To develop *critical thinking skills*, that is, the process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information as the basis for solving problems and making decisions.

Interpersonal/Communication skills: Students will demonstrate the ability to correspond effectively and persuasively in a business format and present to both individuals and groups clearly and persuasively.

Ignatian Values: Students will develop an appreciation for and ability to apply Ignatian values - an insistence upon ethical decision making and a desire for social justice – to business decisions.

Global/Diversity: Students will understand the challenges businesses face in a global economy, and the cultural issues firms must address to succeed in this environment. A fuller understanding of and respect for diversity in the population and in organizations related to differences across cultures, ethnic groups, socio-economic groups, gender and sexual orientation.

Program Specific Objective 1: Students will acquire knowledge of the food industry: the macro environment in which the industry operates; industry structure; industry functions; and operations. Students will acquire knowledge of the supply chain for both retail as well as the foodservice sectors of the food industry.

Program Specific Objective 2: Students will acquire knowledge of food marketing strategy including: developing strategic and tactical plans; marketing research and data analysis; segmentation and positioning; and the marketing mix: product decisions, pricing decisions, distribution decisions, and communications decisions.

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 6 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.

Location and Time of Executive Center 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.

Online Courses

Online courses cover a one month period, and include a live, once-a-week, online, evening session. Students enrolled in online program delivery will be provided with a laptop computer loaded with appropriate software at no additional charge. Online students are required to attend three residencies at the ACE Executive Center as part of their degree requirements. Accommodations at the center are included in tuition. Transportation is not included. All students are invited to mix both live and online classes in a way that best fits their own work and home schedules.

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:

1. a completed application form
2. official transcripts of all course work from each undergraduate and graduate school attended
3. two letters of recommendation
4. a resume
5. two business writing samples
6. a structured personal interview or GMAT or GRE

Foreign applicants

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.

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 80, or 213 on computerized test on the TOEFL is required to take any courses in the M.B.A. Program. An official IELTS score of 6.5 or an official PTE score of 60 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 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.

Students who are financially delinquent will forfeit the privilege of attending classes, and the University has the right to withhold grades, transcripts, and diploma until such indebtedness is paid. Students who fall in arrears on one course will be denied admission to future classes until settlement of accounts is completed.

Fees are paid by check or they may be charged to Visa, MasterCard, or American Express. Students have the option of paying directly on the web via mysju. The following fees are in effect for the academic year 2014-2015:

Tuition per two-day ACE course (2.0 credits)	\$2,544
Tuition per online course (2.0) credits	\$3,125
Application fee	no charge
Transcript fee (per copy)	\$10

Academic Dismissal

To graduate, students must fulfill all credit hour requirements for the (M.S. or M.B.A) degree and possess a minimum GPA for 3.0 for all courses including Foundation courses taken at Saint Joseph's University. Additionally, students must have no more than 6 credit hours of C grades and no F grade outstanding to be certified for graduation. To have no F grade outstanding, the student must repeat the course in which the F grade was received and achieve a grade of B or higher.

The grading system in effect at Saint Joseph's University will apply to courses in the Executive Master's in Food Marketing Program. Per University guidelines for graduate study, students enrolled in the Executive Master's in Food Marketing Program who receive a grade of C for 3 credit hours will receive a warning letter. Students who receive an F grade for 3 credit hours or a C grade for 6 credit hours will be placed on academic probation and will be notified in writing by the Program Director. Students who receive an F grade for 6 credit hours or a grade of C or below for 9 credit hours will be dismissed from the program.

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 24 courses and a minimum GPA of 3.0. Courses are distributed as follows:

Foundation Courses

(6 required unless a waiver is given based upon undergraduate or graduate academic transcripts)

ACC 510	Accounting Foundation
DSS 591	Managerial Statistics
FIN 501	Economics Foundation
FIN 504	+Finance Foundation
MGT 520	Empowering Individuals & Groups
MKT 530	Marketing Foundation

Core Courses (6 required)

ACC 560	+Managerial Accounting
BUS 582	Business Ethics
DSS 592	Business Analytics
DSS 593	+Sales Forecasting

FIN 551	+Managerial Finance
MGT 581	+Leadership & Development

Specialization Courses (11 Required + Capstone)

FMK Strategy & Policy (3 courses required)

FMK 711	Food Marketing Management
FMK 713	Food Marketing Strategy
FMK 716	Turning Customer Service into Customer Delight
FMK 720	Market Segmentation and Targeted Marketing

Marketing Research (2 courses required)

FMK 722	Food Marketing Research
FMK 723	Food Advertising Research
FMK 725	Food Consumer Behavior

FMK Advertising/Promotion (1 course required)

FMK 371	Food Advertising
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FMK International (1 course required)

FMK 741	International Marketing: Developed
FMK 742	International Food Business International Food Marketing

FMK Food Retailing and Supply Chain (2 courses required)

FMK 753	Food Retailing Marketing
FMK 754	Food Retailing Tour
FMK 771	Foodservice Marketing

FMK Electives (2 courses required)

FMK 714	Strategy & Tactics of Food Pricing
FMK 726	Innovation & New Product Development
FMK 727	Legal Issues in Food Marketing
FMK 732	Consumer & Trade Promotions

FMK 751	Supply Chain Management
FMK 762	Food Policy, Health & Wellness
FMK 784	Food Industry Summit

Capstone Course

(required, 2.0 credits; prerequisite: successful completion of 21 courses beyond Foundation Courses)

FMK 795	+MBA Capstone
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Independent Study in Food Marketing

FMK 781	Independent Study in Food Marketing
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FMK 782	Independent Study in Food Marketing
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+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 18 courses, including 8 electives, and a minimum GPA of 3.0. Courses are distributed as follows:

Pre-requisite (1 course required unless waived)

FIN 504	Economics Foundation
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Food Marketing Strategy (2 courses required)

FMK 711	Food Marketing Management
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FMK 713	Food Marketing Strategy
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FMK 714

FMK 716	Turning Customer Service into Customer Delight
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FMK 720	Market Segmentation and Targeted Marketing
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Food Marketing Research & Technology (2 courses required)

	Food Marketing Research
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FMK 722

FMK 723	Food Advertising Research
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	Food Consumer Behavior
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FMK 725

Food Marketing Promotion (2 courses required)

	Food Advertising
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FMK 731

FMK 732	Consumer & Trade Food Promotions
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Food Marketing Channels and Distribution (1 course required)

FMK 754	Food Retailing Tour
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FMK 753	Food Retailing Marketing
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FMK 771	Foodservice Marketing
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International and Ethnic Food Marketing (1 course required)

FMK 741	International Food Business
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	International Food Marketing
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FMK 742

Special Topics in Food Marketing

FMK 714	Strategy & Tactics of Food Pricing
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FMK 726	Innovation & New Product Development Legal Issues in Food Marketing
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FMK 727	Consumer & Trade Promotions
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FMK 732	Supply Chain Management
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FMK 751	Food Policy, Health & Wellness
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FMK 762	Food Industry Summit
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FMK 784	Independent Study in Food Marketing
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FMK 781

FMK 783	Future Issues in Food Marketing
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FMK 784	Food Industry Summit
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Social & Ethical Issues (1 course required)

BUS 582	Business Ethics
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+Prerequisite required.

Foundation Courses (For M.B.A. in Food Marketing)

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 financial statements. The use of key ratios in the analysis of the firm's financial statement is also discussed.

DSS 591 Managerial 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.

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

This courses 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 form a 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. (Prerequisite ACC 510)

MGT 520 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. 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.*

MKT 530 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

Core Courses (For M.S., M.B.A., and Post-Master's Certificate)

ACC 560 †Managerial Accounting

This course builds upon ACC 510 Accounting Foundation. 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 510.

BUS 582 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.

DSS 592 Data Analytics

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.

DSS 593 †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 591

FIN 551 †Managerial Finance

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.

Prerequisite FIN 504.

MGT 581 †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: Waiver or completion of MGT 520

FME 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 713 Food Marketing Strategy

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 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 core business, creating your vision, staying close to your customers, managing your customer's experience and developing a customer service program that delights the customer are presented together with examples of successes from food and allied industries. 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 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 722 Food Marketing Research

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 725 Food Consumer Behavior

FMK 726 Innovation & New Product Development

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 Food Advertising

FMK 732 Consumer & Trade Promotions

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 Food Marketing

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 753 Food Retailing Marketing

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 762 Food Policy, Health & Wellness

Health and wellness are the driving growth factors in the food industry and are key issues in food policy, especially regarding approaches to mitigate obesity. This course will introduce marketers to current issues in food policy, key stakeholders, and fundamentals of food policy operation. The course will discuss consumer understanding of health and wellness. It will include strategies for health claim marketing and retailer approaches to enhance health and wellness in stores and food service operations. The course

emphasizes a marketing perspective to drive a health and wellness strategy for competitive advantage and meaningful differentiation thereby optimizing growth and profitability in the context of a regulated environment.

FMK 771 Foodservice Marketing

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 FIS. These will be contemporary and important issues to the industry.

FME 795 +MBA Capstone

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

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Online Pharmaceutical & Healthcare Marketing MBA for Executives

Stephen Porth, Associate Dean, Academic Affairs and Executive Director Graduate Business Programs

George P. Sillup, Ph.D., Chair, Pharmaceutical & Healthcare Marketing

Terese W. Waldron, Director

Jonathan B. Dart, MBA, Program Administrator/Senior Manager, Integrated Marketing Communications

Mission Statement

The mission of Saint Joseph's 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 21 online courses, three residencies, and web-based technologies.

Pharmaceutical and Healthcare Marketing Learning Goals and Objectives

Objective 1: Leadership — Students will demonstrate the ability to lead in team situations, that is, to motivate, inspire and direct a team to achieving its goals.

Objective 2: Knowledge of functional area — Students will know core concepts within each business discipline of accounting, finance, management, marketing, and information technology.

Objective 3: Critical thinking and problem solving — Students will be able to analyze business scenarios in an integrative way and make constructive and actionable recommendations for problem solving.

Objective 4: Interpersonal/communication skills — Students will demonstrate competency in written and verbal communication aimed at facilitating, and reporting the results of, collaborative problem solving and decision making processes.

Objective 5: Ignation Values — Students will be able to generate scholarship that embodies free, open inquiry, and provokes imaginative thinking and reflection on values. An appreciation for and ability to apply the Ignatian values of: a commitment to rigorous education and lifelong learning; an insistence upon ethical decision making; a desire for social justice; and a care and concern for others.

Objective 6: Global/Diversity — Students will understand the challenges businesses face in a global economy, and the cultural issues firms must address to succeed in this environment. A fuller understanding of and respect for diversity in the population and in organizations related to differences across cultures, ethnic groups, socio-economic groups, gender and sexual orientation.

Program Specific I Objective: Strategic Thinking: Students will exhibit strategic approaches to the complex business related problems in the pharmaceutical industry and provide alternative strategies evaluating the pros and cons of those approaches.

Admissions Requirements and Procedures

Students are accepted on a rolling admissions basis. 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
- A structured personal interview is required in lieu of GMAT or GRE scores.

Foreign applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL). Arrangements should be made by writing directly to TOEFL, Box 6151, Princeton, NJ, U.S.A., 08541-6151. Students already in the Philadelphia area who do not have a TOEFL score may be admitted following satisfactory performance on the English test administered at the ELS Center on the Saint Joseph's University campus. A minimum score of 550, internet based TOEFL 79, or 213 on computerized test on the TOEFL is required to take any course in the Program. An IELTS score of 6.5 or an official PTE score of 60 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 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 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 sent electronically upon registration.. 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 Hawk Central 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 \$3,125.

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 P. 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
- Ginette McManus Ph.D., Professor of Finance
- John Yi, Ph.D., Assistant Professor of Decision and System Sciences
- Anthony DelConte, M.D., Visiting Professor or Pharmaceutical & Healthcare Marketing
- Ronald K. Klimberg, Ph.D., Professor of Decision and System Sciences
- Bill Trombetta, Ph.D., Professor of Pharmaceutical Healthcare Marketing
- David Steingard, Ph.D., Associate Professor of Management
- Carolin Schellhorn, Ph.D., Assistant Professor of Finance
- Iljoo Kim, Assistant Professor of Decision and Systems Sciences

Location and Time of Required Residency Courses

Students take all but three of their courses in the online format. During Residencies, the two-day course format accommodates the personal and professional demands of individual online students. Courses are completed during one Friday/Saturday session with pre- and post-assignments. Students may attend as often as their schedule permits, completing the degree requirements within six years.

In-person courses are offered at ACE Center, Lafayette Hill, PA (15 minutes from Main Campus). 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.

Curriculum

The Online 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:

MGT 520	Empowering Individuals and Groups for the Practicing Executive
ACC 510	Accounting Foundation
FIN 501	Economics Foundation
FIN 504	Finance Foundation <i>(It is strongly recommended to take FIN 501 first)</i>
MPE 530	Marketing Foundation
FIN 551	Managerial Finance <i>(pre-requisite FIN 501, FIN 504)</i>
ACC 560	Managerial Accounting <i>(pre-requisite ACC 510)</i>
MGT 581	Leadership & Development <i>(pre-requisite MGT 520) (Required Residency)</i>
DSS 591	Business Statistics
BUS 582	Business Ethics (Required Residency)
MPE 710	Product Management
MPE 670	Pricing
MPE 620	Supply Chain Management
MPE 640	Pharmacoeconomics
MPE 700	Strategies for Managed Care <i>(pre-requisite MPE 620)</i>
MPE 610	Drug/Device Regulations
MPE 660	Sales Management <i>(pre-requisite MGT 520)</i>
MPE 650	Competitive Analysis
DSS 592	Data Analytics
MPE 630	Marketing Research <i>(pre-requisite DSS 591)</i>
DSS 593	Forecasting <i>(pre-requisite DSS 591)</i>
MPE 720	Global Corporate Strategy
MPE 795	Capstone <i>Must have completed 36 credits including all quantitative and foundation classes, as well as MPE 650 and MPE 710 (Required Residency)</i>

Choose One (1) Elective:

MPE 711	Strategies for Market Access
MPE 625	Creating Effective R & D
MPE 780	Future Issues
MPE 781	Health Policy
MPE 770	Independent Study

Inquiries:

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Online Pharmaceutical Marketing MBA Course Descriptions

BUS 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 provided a working knowledge of the federal regulation of prescription drug promotion and associated marketing practices and will provide insight into drug promotion issues currently of interest to FDA and the pharmaceutical industry. The course will also consider the impact of products liability and anti-kickback concerns on developing marketing programs for prescription drugs.

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 591 Business Statistics (move above DSS 592)

This course will include all of the content usually found in a business statistics course. This includes probability, probability distributions, confidence intervals, hypothesis testing, ANOVA, Chi Square, and Linear Regression. The course will be conducted through the use of ALEKS online learning software and will also meet virtually each week for about an hour. The software allows students to obtain credit for concepts, which they already know and then provides learning tools to complete the remainder of the course. Students may waive this course by achieving a minimum score of 80% on the proficiency exam.

DSS 592 Data Analytics

This course provides the student with a fundamental understanding of the potential and implementation of business analytics/business intelligence into an organization. To demonstrate this opportunity a few data analytics techniques are examined, so as to provide some insight into how these tools maybe used to analyze complex business problems and arrive at a rational solution.

DSS 593 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.

ACC 561 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.

Pre-requisite: Waiver or completion of MGT 520

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 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.

Inquiries

Mr. Jonathan Dart

Senior Manager, Integrated Marketing Communications & Program Administrator

On-line Pharmaceutical & Healthcare Marketing MBA for Executives

392 Mandeville Hall

(610) 660-3149

(800) SJU-EMBA

Email: jdart@sju.edu

www.sju.edu/epharma

Online Pharmaceutical & Healthcare Marketing Post MBA/Post Master's and Advanced Certificates for Executives

Stephen Porth, Associate Dean, Academic Affairs and Executive Director Graduate Business Programs

George P. Sillup, Ph.D., Chair, Pharmaceutical & Healthcare Marketing

Terese W. Waldron, Director

Jonathan B. Dart, MBA, Program Administrator/Senior Manager, Integrated Marketing Communications

Kathy Kennedy, Administrative Assistant

Mission Statement

The mission of Saint Joseph's Pharmaceutical & Healthcare Marketing Post Master's Certificate Program 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 Master's 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 Master's Certificate Program for Executives must have a Master's degree from an accredited college or university. Admissions criteria:

- a completed application form
- official graduate transcripts. International students need an official course-by-course evaluation by World Education Services (WES) of graduate education
- a resumé
- 4 (four) years of pharmaceutical industry experience

Foreign applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL). Arrangements should be made by writing directly to TOEFL, Box 6151, Princeton, NJ, U.S.A., 08541-6151. Students already in the Philadelphia area who do not have a TOEFL score may be admitted following satisfactory performance on the English test administered at the ELS Center on the Saint 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 or an official PTE score of 60 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 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 Master's Certificate for Executives

All students enrolled in the Pharmaceutical & Healthcare Marketing Post Master's/Advanced Certificate courses are charged according to the fees listed below. All charges are due and payable upon receipt of the invoice. It is the students' responsibility to maintain their account in a current status. Corporations will be billed directly only when appropriate authorization has been made by the corporation. Students who are financially delinquent will forfeit the privilege of attending classes and the University has the right to withhold grades, transcripts, and diploma until such indebtedness is paid. Students who fall in arrears of two or more courses will be denied admission to future classes until settlement of accounts is completed.

Fees are paid by check or money order, or they may be charged to Visa, MasterCard, or American Express. The following fees are in effect for the for the Online Post Master's Certificate Program:

Tuition:

Total tuition fees for the Online Post \$18,750.00 Master's Certificate Program

Monthly Online Post Master's certificate \$3,125.00 courses (2 credits each)

* 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:

- Terese Waldron, M.S., Chair of the Admissions Committee
- George P. 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
- Ginette McManus Ph.D., Professor of Finance
- John Yi, Ph.D., Assistant Professor of Decision and System Sciences
- Anthony DelConte, M.D., Visiting Professor or Pharmaceutical & Healthcare Marketing
- Ronald K. Klimberg, Ph.D., Professor of Decision and System Sciences
- Bill Trombetta, Ph.D., Professor of Pharmaceutical Healthcare Marketing
- David Steingard, Ph.D., Associate Professor of Management
- Carolin Schellhorn, Ph.D., Assistant Professor of Finance
- Iljoo Kim, Assistant Professor of Decision and System Sciences

Curriculum

The Post Master's Certificate requires the completion of 6 courses from the following list. No prerequisites are required for Post Master's students.

Courses Offered

MPE 610	Drug/Device Regulations
MPE 660	Sales Management
DSS 593	Forecasting
MPE 630	Marketing Research
MPE 650	Competitive Analysis
MPE 620	Supply Chain Management
MPE 700	Strategies for Managed Care

MPE 720	Global Corporate Strategy
MPE 670	Pricing
MGT 582	Business Ethics, in Residency
MPE 640	Pharmacoeconomics
MPE 711	Pharmaceutical Strategy
MPE 710	Product Management
MPE 625	Creating Effective R & D
MPE 781	Health Policy
MPE 780	Future Issues
MPE 777	Capstone, in Residency
MPE 795	Independent Study

*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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Pharmaceutical & Healthcare Marketing Post Master's Certificate 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 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.

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 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 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 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?

BUS 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.

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 795 Independent Study

Pharmaceutical & Healthcare Marketing MBA for Executives

Stephen Porth, Associate Dean, Academic Affairs and Executive Director Graduate Business Programs

George P. Sillup, Ph.D., Chair, Pharmaceutical & Healthcare Marketing

Terese W. Waldron, Director

Kathleen Klarich, Market Development Manager/Program Administrator

Mission Statement

The mission of Saint Joseph's 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 within state-of-the-art environments.

Pharmaceutical and Healthcare Marketing Learning Goals and Objectives

Objective 1: Leadership — Students will demonstrate the ability to lead in team situations, that is, to motivate, inspire and direct a team to achieving its goals.

Objective 2: Knowledge of functional area — Students will know core concepts within each business discipline of accounting, finance, management, marketing, and information technology.

Objective 3: Critical thinking and problem solving — Students will be able to analyze business scenarios in an

integrative way and make constructive and actionable recommendations for problem solving.

Objective 4: Interpersonal/communication skills — Students will demonstrate competency in written and verbal communication aimed at facilitating, and reporting the results of, collaborative problem solving and decision making processes.

Objective 5: Ignatian Values — Students will be able to generate scholarship that embodies free, open inquiry, and provokes imaginative thinking and reflection on values. An appreciation for and ability to apply the Ignatian values of: a commitment to rigorous education and lifelong learning; an insistence upon ethical decision making; a desire for social justice; and a care and concern for others.

Objective 6: Global/Diversity — Students will understand the challenges businesses face in a global economy, and the cultural issues firms must address to succeed in this environment. A fuller understanding of and respect for diversity in the population and in organizations related to differences across cultures, ethnic groups, socio-economic groups, gender and sexual orientation.

Program Specific I Objective: Strategic Thinking:

Students will exhibit strategic approaches to the complex business related problems in the pharmaceutical industry and provide alternative strategies evaluating the pros and cons of those approaches.

Admissions Requirements and Procedures

Students are admitted through a rolling admission process. Students applying for admission to the Pharmaceutical & Healthcare Marketing MBA for Executives Program must have a baccalaureate degree from an accredited college or university. Admissions criteria:

- 4 (four) years of pharmaceutical industry experience
- a completed application form
- official transcripts of all course work from each undergraduate and graduate school attended, with minimum GPA 2.5. International students need an official course-by-course evaluation by World Education Services (WES) of undergraduate and/or graduate education;
- a resumé
- a letter of recommendation
- A structured personal interview is required in lieu of GMAT or GRE scores

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 or an official PTE score of 60 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. Students can view their invoices through their student accounts in MySJU. 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 Hawk Central 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 \$2900.

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 P. Sillup, Ph.D., *Associate Professor and Chair of Pharmaceutical & Healthcare Marketing*
- Thani Jambulingam, Ph.D., *Associate Professor of Pharmaceutical & Healthcare Marketing*

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- Bill Trombetta, Ph.D., *Professor of Pharmaceutical & Healthcare Marketing*
- David Steingard, Ph.D., *Associate Professor of Management*
- Anthony DeConte, M.D., *Visiting Professor of Pharmaceutical & Healthcare Marketing*
- Iljoo Kim, *Assistant Professor of Decision and System Sciences*

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.

MGT 520	Empowering Individuals and Groups for the Practicing Executive
ACC 510	Accounting Foundation ^
FIN 501	Economics Foundation
FIN 504	Finance Foundation <i>(It is strongly recommended to take FIN 501 first)</i>
MPE 530	Marketing Foundation
FIN 551	Managerial Finance <i>Prerequisite FIN 501, 504</i>
ACC 560	Managerial Accounting <i>Prerequisite ACC 510</i>
MGT 581	Leadership and Development <i>Prerequisite MGT 520</i>
DSS 591	Business Statistics
BUS 582	Business Ethics
MPE 710	Product Management
MPE 670	Pricing
MPE 620	Supply Chain Management
MPE 640	Pharmacoeconomics
MPE 700	Strategies for Managed Care <i>Prerequisite MPE 620</i>
MPE 610	Drug/Device Regulations

MPE 660	Sales Management <i>Prerequisite MGT 520</i>
MPE 650	Competitive Analysis
DSS 592	Data Analytics
MPE 630	Marketing Research <i>Prerequisite DSS 591</i>
DSS 593	Forecasting <i>Prerequisite DSS 591</i>
MPE 720	Global Corporate Strategy
MPE 795	Capstone <i>Must have completed 36 credits including all quantitative and foundation classes, as well as MPE 650 and MPE 710</i>

Choose One (1) Elective

MPE 711	Pharmaceutical Strategy: Strategies for Market Access
MPE 625	Creating Effective R & D
MPE 780	Future Issues
MPE 781	Health Policy
MPE 770	Independent Study

Inquiries

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 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 6004 builds on the material presented in the accounting module. We move from the presentation of the balance sheet, income statement, and statement of cash flows to an analytical framework of these statements employing ratios. We examine the informational content of the ratios both cross-sectionally and in the times series. In addition, we develop the common sized ratio process. We then build on this knowledge by using the ratios to project pro forma statements and examine the consequences of these projections. The module continues with an examination of the cash budgeting process, and concludes with the development of the time value of money concepts. *It is strongly recommended that 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 Waiver or completion of MGT 520.

DSS 591 Business Statistics

This course will include all of the content usually found in a business statistics course. This includes probability, probability distributions, confidence intervals, hypothesis testing, ANOVA, Chi Square, and Linear Regression. The course will be conducted through the use of ALEKS online learning software and will also meet virtually each week for about an hour. The software allows students to obtain credit for concepts, which they already know and then provides learning tools to complete the remainder of the course. Students may waive this course by achieving a minimum score of 80% on the proficiency exam.

BUS 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.

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.

Prerequisite MPE 620.

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.

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 Waiver or completion of 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 Data Analytics

This course provides the student with a fundamental understanding of the potential and implementation of business analytics/business intelligence into an organization. To demonstrate this opportunity a few data analytics techniques are examined, so as to provide some insight into how these tools maybe used to analyze complex business problems and arrive at a rational solution.

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.

Prerequisite DSS 592.

DSS 593 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.

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: Strategies for Market Access

The course provides an understanding of the way strategy is crafted for pharmaceutical, medical device and diagnostic companies to coincide with the needs of other stakeholders in healthcare delivery. Coding, coverage and reimbursement strategies to support market access are put in the context of clinical product development timelines with an emphasis to have coverage determinations and specific product coding coincide with product approvals to support successful product launches.

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 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 and the way it interfaces with the other stakeholders in healthcare delivery, providers, payers, policy makers/regulators and patients

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 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 and Advanced Certificates for Executives

Stephen Porth, Associate Dean, Academic Affairs and Executive Director Graduate Business Programs

George P. Sillup, Ph.D., Chair, Pharmaceutical & Healthcare Marketing

Terese W. Waldron, Director

Kathleen Klarich, Market Development Manager/Program Administrator

Mission Statement

The mission of Saint Joseph's Pharmaceutical & Healthcare Marketing Post MBA/Masters and Advanced Certificates 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 and Advanced Certificates 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 and Advanced Certificates for Executives must have an undergraduate and/or graduate transcript from an accredited college or university. Admissions criteria:

- a completed application form
- official undergraduate, and/or MBA/Masters Degree transcripts. International students need an official course-by-course evaluation by World Education Services (WES) of graduate education

- a resumé
- 4 (four) years of pharmaceutical 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 or an official PTE score of 60 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 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 and Advanced Certificates 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. Students can view their bills through their student accounts in MySJU. Corporations will be billed directly only when appropriate authorization has been made by the corporation. Please check with Hawk Central 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	\$2900
Total tuition for Certificate	\$17,400

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 795) is a three-day course offered on a Thursday, Friday and Saturday. Visit www.aceconferencecenter.com for more information.

Pharmaceutical & Healthcare Marketing Post MBA/Master's and Advanced Certificates Curriculum

BUS 582	Business Ethics
MPE 610	Drug/Device Regulations
MPE 620	Supply Chain Management
MPE 625	Creating Effective R&D: Integrating Product Strategy into the Drug Development Process
MPE 630	Marketing Research
MPE 640	Pharmacoeconomics
MPE 650	Competitive Analysis
MPE 660	Sales Management
MPE 700	Strategies for Managed Markets
MPE 710	Product Management
MPE 711	Pharmaceutical Strategy
MPE 715	New Product Launch
MPE 720	Global Corporate Strategy
MPE 770	Independent Study
MPE 780	Future Issues
MPE 781	Health Policy
MPE 795	Capstone
DSS 593	Forecasting

Inquiries

Pharmaceutical & Healthcare Marketing MBA for Executives
Ms. Kathleen Klarich
392 Mandeville Hall
Saint Joseph's University
5600 City Avenue
Philadelphia, PA 19131-1395
(610) 660-3155
Email: kklarich@sju.edu
Visit www.sju.edu/epharma

Course Descriptions (6 Classes required for a total of 12 Credits)

BUS 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 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.

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 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 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 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 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 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 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 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 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 711 Pharmaceutical Strategy

The course provides an understanding of the way strategy is crafted for pharmaceutical, medical device and diagnostic companies to coincide with the needs of other stakeholders in healthcare delivery. Coding, coverage and reimbursement strategies to support market access are put in the context of clinical product development timelines with an emphasis to have coverage determinations and specific product coding coincide with product approvals to support successful product launches.

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 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.

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 and the way it interfaces with the other stakeholders in healthcare delivery, providers, payers, policy makers/regulators and patients

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 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.

DSS 593 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.

Professional and Liberal Studies Program

Dean:

Amanda Thomas, Ph.D.

Associate Dean:

John J. Vacca, Ph.D.

Director, Admissions and Recruitment:

Elizabeth Gatti, MS

Director, Advising and Curriculum Planning:

Maria Beazley, MA

Director, Retention and Student Success:

Kate McConnell, MBA

Admissions Coordinator:

Tiffany Sellers, BA

The Professional and Liberal Studies Program (PLS) at Saint Joseph's University serves the educational needs of undergraduate adult and part-time students. PLS also works in partnership with regional employers to provide quality programs that support the education and professional advancement of their employees. PLS, 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.

PLS oversees adult undergraduate Arts and Sciences degree programs, certificate programs, summer session, January intersession, off-campus programs, and non-credit offerings. PLS offers Bachelor of Arts, Bachelor of Science, Associate Degrees, as well as certificates in a range of liberal arts disciplines. PLS has an administrative responsibility for undergraduate adult learner programs, with curricular and instructional decisions made by Academic Departments in the College of Arts and Sciences.

Student Profile

PLS serves both traditional and non-traditional-age students who are pursuing their undergraduate education on a part-time or full-time basis. Students enter PLS with or without having earned previous college credit. Some adult students enter PLS 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 PLS for specific courses that will promote their professional advancement.

Students may earn credit by examination or for learning acquired through previous work or other life experiences. They draw on their own life experiences to enrich classroom discussions. PLS provides programs and services that are compatible with these learner needs.

International students are required to attend PLS on a full-time basis. The University works closely with the English

Language Service (ELS) Center concerning the admission and support of qualified international students.

Degree and Certificate Programs

The Bachelor of Arts and Bachelor of Science Degree require successful completion of 40 courses and a minimum of 120 credits (see Curricula section). The Associate Degree requires 20 courses and a minimum of 60 credits (see Curricula section). Students may also earn a Certificate of Proficiency or Post-Baccalaureate Certificate. The number of courses required varies depending upon specific certificate curriculum requirements. Students cannot graduate with more than one certificate or degree in the same field at the same time.

For further information concerning PLS Programs, please contact the PLS Office at 610-660-1267 or email plsadmit@sju.edu.

Advanced Standing for Transfer Students

A candidate for admission to a degree or certificate program with credits from another college must request official transcripts be sent to SJU from each college or university previously attended. The provision of course descriptions for each course taken outside of SJU is highly recommended.

Only grades of C or better will be transferred. A maximum of 75 credits (25 courses) may be transferred to the baccalaureate degree in PLS. Students in a baccalaureate degree program are required to take a minimum of fifteen courses in PLS, including at least four upper division courses in their major. PLS has an articulation agreement with many local community colleges designed to facilitate the transfer process. Students may transfer up to ten courses towards an Associate Degree. A minimum of ten courses must be completed at Saint Joseph's University.

International students must provide official transcripts from each high school and university previously attended, translated into English, and a course-by-course evaluation from an approved international credential evaluation service must be submitted. Please see the section on International Students for further information.

Credit for Prior Learning

Military Credits

Credit may be granted for college-level coursework earned while in military service if it is recommended by the American Council on Education (ACE) and if the course meets the content equivalence of a three-credit course offered at Saint Joseph's University. ACE recommendations for 1-credit courses may not be transferred to fulfill a three-credit course requirement. Credit is not awarded for Basic Training or for vocational/technical level recommendations. To initiate an

evaluation of military credits, a student must request an official military transcript from their respective service branch. You may access additional information regarding military transcripts and ACE evaluations at <http://www.acenet.edu/militaryprograms/transferguide>.

Second Degree Candidates

Students who have earned 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 may apply to the PLS Program to do so. Students completing a second degree are required to complete at least 30 additional credits in PLS, including any GEP requirements not yet satisfied. Students are required to complete at least four upper division courses in their major in PLS unless specifically waived by the appropriate chair (See Residency Requirement in the Academic Policies and Regulations section).

At the time of admission, the student will receive a list of required courses in order to earn the second degree. This course list will be a minimum of 30 credits, but may be more depending on the coursework from the first degree.

Academic Advising in PLS

For most PLS students, advising is provided through the PLS office. Exceptions to this include those majoring in English and Education who also are assigned a faculty advisor within their academic department. Through the advising process, PLS helps students to:

- manage their transition to SJU;
- develop an academic plan for completing requirements for graduation;
- develop long range educational goals; and,
- identify opportunities and resources that will enrich their education.

Advising is available for current and returning students, in-person or over the phone, through one-on-one advising sessions. For more information regarding student advising please call 610-660-1267 or email plsadvising@sju.edu.

Registration

Prior to the opening of registration each semester, PLS and the Registrar's Office will send announcements regarding registration and the class schedule. This information will include specific instructions and procedures for registration. It is expected that students, with assistance from PLS advising, will register for classes each semester independently through My SJU/The Nest.

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 with the PLS Advising Office (plsadvising@sju.edu).

All students are encouraged to talk with a member of the PLS Advising Office and/or faculty advisor to review course selections prior to registration each semester. The following students are required to obtain approval for course selections prior to registration:

- students accepted on a Provisional status;
- students who have not submitted all required official documentation;
- students on academic probation.

Students are not guaranteed seats in classes. Registration is on a first-come, first-served basis; therefore, students are encouraged to register at the earliest possible opportunity. When courses have filled to capacity, the student must go through the online class waitlist procedure to try for a second-chance seat in the class. If online waitlists are not used, a student may contact the Chair of the Department to see if an override into the closed class is possible.

Students may register via the Nest/My SJU 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 electronically by Hawk Central. All academic and financial regulations are the same whether a student registers online or in person. Instruction for online registration will be provided prior to the start of registration each semester. For further information regarding registration, please contact the PLS office at 610-660-1267 or Hawk Central at 610-660-2000 or email hawkcentral@sju.edu

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 section). Students must have earned a minimum of 40 courses (120 credits) for a Bachelor's Degree and 20 courses (60 credits) for an Associate Degree. Students may not graduate with more than one certificate or degree in the same field. Three credits represent a total of 42 instructional hours over the course of a semester.

Residency Requirement: The residency requirement for an Associate degree is fulfilled by the satisfactory completion of at least 10 courses in the PLS program immediately preceding the date of graduation. The residency requirement for a Bachelor's degree is fulfilled by the satisfactory completion of at least 15 courses in the PLS program immediately preceding the date of graduation. Students pursuing a second Bachelor's Degree must complete a minimum of 10 courses through the PLS Program. Students must take at least four Upper Division courses (level as defined by each academic department) in their major (online or in classroom) through SJU to obtain a Bachelor's degree. Students must take at least one Upper Division course in their major for an Associate degree.

Please be aware that once admitted to the PLS Program, students are expected to take all remaining courses at Saint Joseph's University. Exceptions may be considered in extenuating academic circumstances by written request to the Associate Dean for PLS.

Second Major

Qualified students may request permission to pursue a second major for sound academic reasons. Such a request requires the approval of the PLS Advising Office and Chair or Program Director for the major. 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. Approval from the Program Director or Chair for the minor is required. Typically, a minor requires completion of at least six courses in the specified academic area. At least one-half of the courses must be taken at Saint Joseph's University. See departmental listings for more information on requirements for a minor.

Admission Policy for Academically Dismissed SJU Day Students

A Saint Joseph's University Day student who has not met the academic standards of the University (as determined by the Board of Academic Review and Dean of that school) and has been academically dismissed from the Day Program will not be permitted to enroll in Saint Joseph's University's PLS Program for a period of at least one semester or full summer term without the express written consent of the Board of Academic Review and/or Dean of the original school.

Dismissed students interested in applying to the PLS Program are required to meet with the Director of Admissions or Associate Dean and submit a personal statement. Appointments may be scheduled by contacting the PLS office at 610-660-1267 or plsadmit@sju.edu.

If a former dismissed Day student successfully meets the admissions requirements, he or she will be provisionally accepted to the PLS Program and permitted to enroll in a maximum of two courses. Under this provisional acceptance, a student will be required to successfully complete coursework with earned grades of C or higher (as well as earn a cumulative GPA of 2.00 or higher) for two semesters and complete INT 101 Seminar in Learning Strategies. Students who do not meet these requirements may be dismissed from the PLS Program without a probation or appeals process.

It is an academic policy of the PLS Program that all students must satisfactorily complete a residency requirement of at least 10 courses through the PLS program with a cumulative GPA of 2.00 or higher in order to be certified for graduation. The PLS Program reserves the right to deny admission to any applicant who has a documented history of violating

University rules and regulations or who has previously been expelled or suspended from the University.

Class Absences

Students enrolled in credit-bearing courses are obliged to attend all classes and take all examinations. Absences totaling twice the number of hours the class meets each 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 eight-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. Faculty members cannot excuse absences.

Any and all absences beyond those listed above must be reported to the PLS office. Students, absent to excess, may be encouraged to withdraw from the class 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

A student who wishes to withdraw after the add/drop period must do so in writing by completing the appropriate form no later than the withdrawal deadline date as established by The Registrar's Office. Students are encouraged to discuss withdrawing from a course with their instructor prior to submitting a withdrawal form to the PLS Office. Withdrawal from any course without completing the required paperwork will result in an FA (failure due to excessive absences) for that course. This FA is equivalent to a FAILURE and will therefore lower a student's grade point average. Students are permitted to withdraw from an individual course or from all courses. Grading and refund regulations apply only to the courses from which a student has officially withdrawn. For the refund schedule, visit the Hawk Central website at <http://www.sju.edu/int/resources/srfs/index.html>.

Request for withdrawal submitted after the withdrawal deadline is approved only for extraordinary and unusual reasons. The avoidance of undesirable grades is not a sufficient reason. Extraordinary withdrawals are not granted during or after the last full class week of the semester, and under no circumstances are withdrawals considered during the exam period. The student must make this request for an extraordinary withdrawal in writing and receive the permission of both the instructor and Associate Dean for PLS.

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.

A student who drops a course from his/her schedule during the add/drop period will not have the course listed on his or her official record.

Minimum Standards for Graduation

In order to graduate, candidates for a Bachelor's degree, an Associate degree, or a Certificate must achieve an SJU grade point average of 2.0.

Minimum Requirements for Retention

Professional and Liberal Studies (PLS) students are permitted to take courses at a rate that is appropriate and convenient for them, normally without incurring any penalties for delay in completing degree program 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.

Total credits attempted (including transfer credits)	Minimum GPA required
15	1.5
30	1.6
45	1.7
60	1.8
75	1.9

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 or her GPA to the required level (See Academic Dismissal and Suspension and Minimum Requirements for Retention sections). 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 are required to meet with the Associate Dean or Director of Advising and Curriculum Planning, 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 to register for any courses.

Students may lose their financial aid if they do not attain the required GPA 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 Director of Student Financial Services and Compliance and the PLS acting on the recommendations of the Board of Academic Review.

Students on probation making inquiries must address them to the PLS Associate Dean. For further information regarding financial aid, please contact the Director of Student Financial Services and Compliance.

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 PLS Associate 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 consider 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 section).

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 four 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 Professional and Liberal Studies (PLS) and Hawk Central.

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. Both the PLS and the Director of Student Financial Services and Compliance reserves the right to make exceptions for special cases.

Class Status

Degree students with fewer than 24 credits completed are considered First year students; with 24 to 53 credits, Sophomores; with 54 to 83 credits, Juniors; with 84 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 degree are eligible for this honor.

A student must complete at least 30 credit hours at Saint Joseph's Professional and Liberal Studies (PLS) 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, NA, or NP in the current semester makes one ineligible for the list.

Honors at Graduation

Honors at graduation will be awarded for SJU 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 PLS only. To be eligible for honors at graduation, students must complete at least twenty courses (60 credits) in the PLS program.

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 in May. 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 form through MySJU/The Nest. 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 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, with progression toward educational goals. Such a plan fosters efficient interaction of student, teacher, and other resources, principally within the college environment. The course of study at Saint Joseph's University is structured to facilitate development of abilities and qualities characteristic of the liberally educated person and pursues a three-fold objective through a three-part curriculum.

The General Education Program (GEP) at Saint Joseph's University involves a distinctive liberal arts education in the Jesuit, Catholic tradition. General education is essential to the University's mission, providing all students with the broad knowledge, essential skills, appreciation of diversity, and ethically informed perspective needed by those who would aspire to be "men and women for others." The GEP 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. 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 PLS General Education Program (GEP)

The GEP is comprised of Signature Core, Variable Core, and Integrative Learning Courses.

Signature Core

Six required courses – all must be completed at Saint Joseph's University.

INT 102	Adult Learning Seminar
PHL 154	Moral Foundations
THE 154 or THE 221	Faith, Justice, and the Catholic Tradition or Intro to the New Testament
ENG 102	Tests & Contexts (prior to Spring 2015, ENG 113 Literature and Composition also accepted)
HIS 154	Forging the Modern World
Approved Course	Faith & Reason Course

Variable Core

Transfer credit may be used to satisfy GEP variable requirements.

- One approved course in Art, Literature, or Music, Theater, Film.
- One course in the Natural Sciences (lab-based or lecture based) in biology, chemistry, environmental science, or physics.
- Two courses in Mathematics (MAT 101 or higher for PLS students).
- Two courses in a Non-Native Language (e.g., Spanish 111-112) or two approved alternative courses in Literature in Translation, Linguistics, or Classics. With permission, international students or students whose native language is not English may take ESL 201 and ESL 202, Composition and Critical Thinking for Non-Native Speakers of English, in their first two semesters to fulfill their language requirement.
- One course in the Social-Behavioral Sciences including Political Science, Economics, Sociology, and Psychology. Please note that some majors require a specific course.
- One course that is designated as a Philosophical Anthropology course.
- One course from REL or THE that is designated as a Religious Difference Selection course.
- ENG 101 Craft of Language (prior to Spring 2015, ENG 111 Exposition and Argument also accepted)

Integrative Learning Course (2 courses required)

- Courses approved for ILC requirements will vary by major. Some majors have specific courses that must be taken.

Please note that the above detailed GEP is required for all PLS students admitted for the Fall 2014 semester or later. Students admitted to begin studies prior to the Fall 2014 semester may have slightly different GEP curriculum requirements as communicated by the PLS Advising Office at the time of admission. Students are encouraged to contact the PLS Advising Office with any curriculum questions.

Program Requirements

The following pages describe the courses and credits required for the various programs offered in Saint Joseph's University Professional and Liberal Studies.

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

Major:
English Major with concentrations in Literature and Professional Writing and Speaking

Bachelor of Science

Majors:
Criminal Justice
Early Childhood/Elementary Education Prekindergarten-4th grade
Health Administration

Organizational Development and Leadership

Professional and Liberal Studies with a concentration in:

- Autism Studies
- Environmental and Sustainability Studies
- Humanities
- Professional Studies
- Social Sciences

Psychology

Associate Degree

Major in Liberal Arts

Certificate

Certificates offered in Autism Studies, Professional Writing and Speaking, Health Administration, and Organizational Development and Leadership.

Post-Baccalaureate Certificate in Autism Studies and Post-Baccalaureate Certificate in Pre-Health Science.

Criminal Justice Major

Professional and Liberal Studies

Learning Goals, Educational Objectives and Learning Outcomes

Goal 1: Criminal Justice majors will demonstrate comprehension of the discipline and its role in contributing to our understanding of criminal justice processes.

Objective 1.1: Students will be able to compare and contrast basic theoretical orientations and apply them in at least one area of social reality.

Goal 2: Criminal Justice majors will develop knowledge of criminological research methods.

Objective 2.1: Students will be able to identify basic methodological approaches and describe the general role of methods and ethical considerations in building knowledge.

Objective 2.2: Students will be able to critically assess a published research report from criminological journals and explain how the study could have been improved.

Objective 2.3: Students will be able to run basic statistical analyses to answer research questions.

Goal 3: Criminal Justice majors will understand how to communicate within their discipline.

Objective 3.1: Students will be able to write reviews of literature that express findings from criminological research.

Goal 4: Criminal Justice majors will understand the operation of culture and social structure.

Objective 4.1: Students will be able to describe the significance of variations by race, class, gender, sexual orientation, and age, and thus critically assess generalizations or stereotypes for inaccuracy within the criminal justice system.

Objective 4.2: Students will be able to identify examples of specific criminal justice policy implications using reasoning about the effects of social structuration.

Health Administration

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Health care is a complex, multi-faceted industry. Administrators play a key role in identifying needs, managing resources and maintaining vital communities. The Bachelor of Science in health administration empowers students with the professional knowledge and skills needed to lead and enact best practices in healthcare organizations.

The B.S. in Health Administration program is designed to provide the entry level competencies as defined by the American College of Healthcare Executives (2014). Courses provide a foundation in healthcare ethics, the biopsychosocial aspects of disease and disease prevention, finance, marketing, project management, healthcare law, health policy and health information management. Practical coursework equips students for positions as health administrators in hospitals, clinics, and non-profit organizations. In the Jesuit tradition, the curriculum seeks to instill a sense to service to others.

Professional and Liberal Studies

Health Administrations Program Goals and Objectives

Goal 1: Graduates of the HAD BS program will be able to understand and apply the principles of effective management to healthcare systems.

Objective 1.1: Graduates will be able to explain current healthcare systems and effective healthcare systems management.

Objective 1.2: Graduates will commit to the stability, health and well-being of a healthcare organization.

Objective 1.3: Graduates will be able to train, delegate, coordinate, evaluate, and negotiate with others to promote health and well-being of a population.

Objective 1.4: Graduates will be able to work with, inspire and motivate others to promote population health.

Goal 2: Graduates of the HAD BS program will demonstrate effective oral and written communication skills.

Objective 2.1: Graduates will be able to develop and present reports and proposals using the medical, technical, and business language of the healthcare field.

Objective 2.2: Graduates will convey confidence, competence, maturity and professionalism in interactions with others.

Goal 3: Graduates of the HAD BS program will critically evaluate health information in order to identify and apply best practices in health administration.

Objective 3.1: Graduates will be able to read, understand, and critically analyze health data.

Objective 3.2: Graduates will be able to understand, critically evaluate and apply current research in health administration to professional practice.

Goal 4: Graduates of the HAD BS program will understand and follow ethical codes of conduct of the health professions.

Objective 4.1: Graduates will follow and promote honest and ethical business conduct.

Objective 4.2: Graduates will demonstrate the maturity to make decisions and to take responsibility for those decisions.

Requirements for the Major in Health Administration

Foundations of Management Courses

MGT 110 or 120	Essentials of Organizational Behavior or Essentials of Management
DSS 200	Introduction to Information Systems
ODL 300	Organizational Development
ODL 330	Issues in Organizational Development

Field of Concentration

HAD 101	Introduction to Health Administration
HAD 110	Principles of Public Health and Epidemiology
HAD 200	Health Care Law and Ethics
HAD 120	Financial Management of Health Care Organizations
HAD 210	Strategic Planning and Marketing in Health Care Organizations
HAD 220	Health Policy
HAD 310	Capstone Seminar in Health Administration

Requirements for Certificate in Health Administration

The certificate in health administration is a six-course program that can enhance the knowledge and skills of those working as health care administrators in areas spanning from management to marketing to finance. Topics include public health, financial management, health care law and ethics, marketing and planning and health policy.

HAD 101	Introduction to Health Administration	3
HAD 110 or IHS 280	Principles of Public Health and Epidemiology OR Global Health Disparities	3
HAD 200	Health Care Law and Ethics	3
HAD 120	Financial Management of Health Care	3

	Organizations	
HAD 210	Strategic Planning and Marketing in Health Care Organizations	3
HAD 220	Health Policy	3
Total credits		18

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 115 Research Methods in Health Services Administration (3 credits)

Health Services Research explores the history of health research, basic principles and types of research in order that health administrators will be able to critically evaluate research in healthcare. This course is a combination of lecture, discussion and experiential learning designed to instill a critical understanding of the research process for application to professional practice.

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 101.

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 101.

HAD 301 Health Information Management Systems (3 credits)

A critical skill for health administrators is to be able to gather, organize, analyze and safely store important health information. This course provides an overview of healthcare information management and applications within healthcare organizations.

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.

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. Please note that this course is offered in our off-site programs only.

Professional and Liberal Studies Major

The Bachelor of Science Degree in Professional and Liberal Studies grants the flexibility, industry-focus and depth knowledge in an in-demand field required to be competitive in today's dynamic job market. Concentrations include humanities, social sciences, environmental and sustainability studies, professional studies, and autism studies. The scope of these concentrations provides each student the opportunity to gain marketable skills and applicable concepts specific to their interests.

Mission Statement on Jesuit Continuing Education

Consistent with our Jesuit roots and Ignatian goals of education, all Professional and Liberal Studies (PLS) programs are built on a strong liberal arts foundation with an emphasis on ethics and social justice. While preparing adult students for contemporary professions that are available today, a degree from PLS at Saint Joseph's University also prepares adult students for the professions of the future through a general curriculum that builds skills in communication, writing, quantitative abilities, globalization, and diversity.

Program Goals/Objectives

Goal 1: Students will demonstrate content knowledge in their major of study.

Objective 1.1: Students can describe the key theories, concepts, and issues for their chosen discipline.

Objective 1.2: Students can apply theoretical principles to solve real-world problems in their chosen discipline.

Goal 2: Students will apply critical and analytical skills to communication, writing, and problem solving in their chosen field.

Objective 2.1: Students can identify and defend a position as it applies to a posed case study scenario.

Objective 2.2: Students can analyze strengths and limitations of each of the major theoretical approaches in their chosen discipline for understanding specific real world issues.

Goal 3: Students will demonstrate an understanding of the Ignatian principles of social justice, ethics, and service to others in order to address the diverse needs of our society.

Objective 3.1: Students will identify pros and cons of specific public policies as they address the issues of socioeconomic status, gender, and religion.

Objective 3.2: Students will identify the presence or absence of culture and race in evaluating the presence of justice and service to others in various public laws.

Goal 4: Students will apply creative and innovative problem solving skills that will enhance their daily lives.

Objective 4.1: Students will be able to discuss their own personal beliefs about a specific issue and identify their approach to resolution.

Objective 4.2: Students will use specific theories in their chosen area of study to apply empirically based strategies to identify solutions to posed world problems in case study scenarios.

Goal 5: Students value and respect the scientific approach to understanding natural phenomena.

Objective 5.1: Students can locate appropriate sources by searching electronic and print databases.

Objective 5.2: Students can analyze empirical data and draw reasonable conclusions from them.

Requirements for B.S. in Professional and Liberal Studies (Autism Studies Concentration)

General Education Program Courses (See Curricula.)

Autism Studies Concentration

IHS 465	Intro to Autism Spectrum Disorders	3
IHS 466	Applied Behavioral Analysis and Autism Treatment	3
IHS 467	Social Skills Development in Autism	3
IHS 473	Advanced Principles of ABA	3
IHS 474	Applications of ABA: Functional Analysis and Ethics	3

Practica requirements. Those who plan to pursue the BCaBA credential must also complete 3 practicum courses (19+ hours per week – supervised by a person with the BCBA credential). For those not completing the requirements for the BCaBA, course 480 may be replaced with an alternate upper division social science course. Courses 481-482 may be replaced with free electives.

Requirements for B.S. in Professional and Liberal Studies (Environmental & Sustainability Studies Concentration)

General Education Program Courses (See Curricula.)

Environmental and Sustainability Studies Concentration		
English	Writing or Literature Courses	6
ENV 111 or ENV 105	Environmental Science or Environment	3
ENV 112 or ENV 102	Environmental Theory and Ethics	3
Major Selection	Group A, B or C Course	3
Major Selection	Group B or C Course	3
Major Selection	Group B or C Course	3
Major Selection	Group B or C Course	3

Requirements for B.S. in Professional and Liberal Studies (Humanities Concentration)

General Education Program Courses (See Curricula.)

Humanities Concentration		
English	Writing or Literature Courses	6
Choose 5 courses from English, Art, Language (LIN, LTT, CLA or non-native language), History, Theology, Philosophy		
Approved selection, lower level		3
Approved selection, upper level		12

Requirements for B. S. in Professional and Liberal Studies (Professional Studies Concentration)

General Education Program Courses (See Curricula.)

Professional Studies Concentration		
English	Writing or Literature Courses	6
Choose 6 additional courses from English Professional Writing and Speaking courses, Health Administration, Legal Studies, Organizational Development and Leadership, Supply Chain/Procurement. At least one course must be from Organizational Development and Leadership.		
Approved selection, lower level		6
Approved selection, upper level		12

Requirements for B. S. in Professional and Liberal Studies (Social Science Concentration)

General Education Program Courses (See Curricula.)

Social Science Concentration

English Writing or Literature Courses 6
Choose 6 additional courses from Economics, Political Science, Psychology and Sociology.

Approved selection, lower level 6
Approved selection, upper level 12

Post-Baccalaureate Pre-Health Science Certificate Program

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.

Requirements for Post-Baccalaureate Certificate in Pre-Health Science

BIO 101	Cell Biology, with lab	4
BIO 102	Genetics, with lab	4
CHM 120,	General Chemistry I and II, with lab	10
125		
CHM 210,	Organic Chemistry I and II, with lab	8
215		
PHY 101,	General Physics I and II, with lab	10
102		
Ethics	Either THE 261 Christian Social Ethics or	3
elective	THE 366 Christian Medical Ethics	
Total credits		39

Modern & Classical Languages

Robert R. Daniel, Ph.D., Chair

The general objectives of the Department of Modern and Classical Languages 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 201 and ESL 202, 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 Université 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 Professional and Liberal Studies are cycled:
 - French: Fall and Spring Semesters
 - Italian: Summer I and Summer II
 - American 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 GEP 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/GEP in foreign languages for all international students whose primary language is not English. *No prerequisites.*

FRE 111-112 Adult Learner Beginning 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 111 is prerequisite to FRE 112.*

ITA 111-112 Adult Learner Beginning 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 111 is prerequisite to ITA 112.*

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 GEP 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 GEP language requirement.*

SPA 111-112 Adult Learner Beginning 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 111 is prerequisite to SPA 112.*

Linguistics Courses

It is recommended that at least one of the next two courses below be taken prior to enrolling in English 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 111, ENG 113. Satisfies Professional and Liberal Studies GEP foreign language requirement.*

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 course fulfills the GEP Social Science and the GEP diversity overlay requirements. It also counts for a Sociology major/minor. See SOC 317. This course is open to students from all academic majors and there is no prerequisite.

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. *Satisfies Professional and Liberal Studies GEP foreign language requirement.*

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. *Satisfies Professional and Liberal Studies GEP foreign language requirement.* Prerequisites ENG 111, ENG 113. Satisfies Professional and Liberal Studies GEP 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 111, ENG 113. Satisfies Professional and Liberal Studies GEP 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 Professional and Liberal Studies GEP foreign language requirement.*

LTT 370 Special Topics (3 credits)

Specific course content varies. Satisfies the Professional and Liberal Studies GEP foreign language requirement.

Organizational Development and Leadership

Professional and Liberal Studies Program

Organizational Development Major- Goals and Objectives

Goal 1: Students will be able to identify and articulate the history, principles and theories of organization development

Objective 1.1: The student will describe models and theories of learning, group dynamics, consulting and coaching and organizational change.

Objective 1.2: The student will demonstrate their knowledge of the effects of utilizing recommended models,

theories, and techniques of feedback in practical scenarios addressing consulting, learning, and leadership.

Objective 1.3: The student will identify patterns of and reactions to organizational change.

Goal 2: Students will foster the development of interpersonal and leadership competencies for lifelong learning in themselves and others.

Objective 2.1: The student will document growth in self-awareness through learning activities and knowledge grounded in current research and models of leadership development.

Objective 2.2: The student will articulate the relationships between learning, leadership, and change.

Objective 2.3: The student will document their experiences of experimenting with various leadership behaviors and evaluate their effectiveness.

Objective 2.4: The student will demonstrate their awareness of the influence of family background; roles, gender, race, ethnicity, and sexual orientation play in individual development.

Goal 3: Students will demonstrate academic research and writing.

Objective 3.1: The student will distinguish the differences between research based theories and philosophies and beliefs.

Objective 3.2: The student will demonstrate skill in using APA style in research writing activities.

Objective 3.3: The student will create a final capstone project that demonstrates ability to apply models and theories to work situations.

Requirements for the Major in Organizational Development and Leadership

PSY 200	Personality
PSY 210	Research Methods (pre-req: PSY 100)
PSY 211	Statistics for the Social Sciences (pre-reqs: and PSY 210 and MAT 101-102 or MAT 118)
PSY Elec	Any 100-200 level PSY course
ODL 200	Career and Personal Development
ODL 300	Organizational Development (pre-req: PSY 100)
ODL 310	Group and Team Dynamics (pre-req: PSY 100)
ODL 320	Leadership and Development
ODL 330	Issues in Organizational Development (pre-req: ODL 300)
ODL 340	Coaching and Consulting (pre-req: PSY 100)
ODL 400	ODL Capstone Project (pre-req: ODL 330)

Requirements for Certificate in Organizational Development and Leadership

The eight-course certificate in organizational development and leadership helps students hone management skills to better function in group environments and promote

leadership within an organization. Bringing together knowledge from psychology, sociology and management, the certificate equips students with insights and applicable theories to successfully manage and position an organization for success through the effective use of human resources.

PSY 100	Introduction Psychology	3
PSY 200	Personality	3
ODL 200	Career and Personal Development	3
ODL 300	Organizational Development and Leadership	3
ODL 310	Group and Team Dynamics	3
ODL 320	Leadership Development	3
ODL 330	Issues in Organizational Development	3
ODL 340	Coaching and Consulting	3
Total credits		24

Organizational Development and Leadership Courses

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 Development (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 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 Development (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 (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.*

ODL 400 Capstone Project in Organizational Development (3 credits)

This course serves as a senior-level, research-based capstone in which organizational development students complete a research project typically developed in the Issues in Organizational Development course. Students will present and orally defend their research project to the Organizational Development and Leadership faculty. *Prerequisite: ODL 330.*

Education Programs of Study

PreK-4 Major: Early Childhood/Elementary PreK-4 "F" courses are those that have a field assignment

EDU 121	Child Development
EDU 150/150F	Schools in Society (GEP Fr Year Seminar)
EDU 151/151F	Development, Cognition and Learning (GEP)
EDU 231/231F	Assessment and Evaluation in Education
EDU 155/155F	Foundations of Early Childhood
EDU 232/232F	Reading Literature I
EDU 240/240F	Reading Literature II
EDU 242/242F	Technology-Enhanced Curriculum & Instruction PK-8
EDU 246/246F	Literacy, Language and Culture
EDU 362/362F	Social Studies Through the Arts: PreK-4
EDU 363/363F	Science Methods PreK-4
EDU 365/365F	Math and Technology PreK-4
SPE 160/160F	Introduction to Special Education
SPE 200/200F	Teaching in an Inclusive Environment
SPE 379	Family, School & Community in a Diverse Society
EDU 495	Student Teaching PreK-4

Special Education K-8 (must be completed as a double major with PK-4 Early Childhood Education)

EDU 121	Child Development
EDU 150/150F	Schools in Society (GEP Fr Year Seminar)
EDU 151/151F	Development, Cognition and Learning (GEP)
EDU 155/155F	Foundations of Early Childhood
EDU 231/231F	Assessment and Evaluation in Education
EDU 232/232F	Reading Literature I
EDU 240/240F	Reading Literature II
EDU 242/242F	Technology-Enhanced Curriculum & Instruction PK-8
EDU 246/246F	Literacy, Language and Culture

EDU 362/362F	Social Studies Through the Arts: PreK-4
EDU 363/363F	Science Methods PreK-4
EDU 365/365F	Math and Technology PreK-4
SPE 160/160F	Introduction to Special Education
SPE 200/200F	Teaching in an Inclusive Environment
SPE 319/319F	Assessment: Identification and Progress Monitoring
SPE 329	Educating Students with High Incidence Disabilities
SPE 339/339F	Educating Students w/ Low Incidence Disabilities/ SPE 339F Field Ex
SPE 349/349F	Literacy Intervention Strategies
SPE 359/359F	Math & Content Area Intervention Strategies
SPE 369/369F	Educating Students w/ Emotional, Social & Behavioral Disabilities
EDU 495	Special Education Student Teaching PreK-4
EDU 498	PreK-4 student Teaching (6 credit Double PK-4 / Special Education Major)

Teacher Certification Program: Admission and Retention

In addition to fulfilling the university degree requirements, education majors must meet Saint Joseph's University and the Pennsylvania Department of Education requirements to be formally admitted to and retained in a teacher certification program.

Applying to the SJU Teacher Certification Program

All Education and/or Special Education majors must apply to the SJU Teacher Certification Program to be eligible for PA Teacher Certification upon completion of their degree. The application process and admission requirements are explained below.

The application process for admission into the SJU Teacher Certification Program begins in October of the candidate's sophomore year when meeting with his/her advisor about registration. The advisor will provide the student information regarding the application process. The candidate must complete the application and requirements for admission by January 31st of his/her sophomore year. The application can be found in Appendix E. Students will not receive their registration PIN for the following semester if this application has not been completed and submitted to their advisor.

Completed applications for admission into the SJU Teacher Certification Program will be reviewed by the Education Transition committee and submitted to the Teacher Education and Special Education Department Chairs, as appropriate. Students will be notified in regards to the acceptance decision.

Professional and Liberal Studies

B.S. Early Childhood Education PK-4: Learning Goals and Objectives

Goal 1: The student will demonstrate an understanding of learner development.

Objective 1.1: The student will explain how learning occurs—how learners construct knowledge, acquire skills and develop disciplined thinking processes.

Objective 1.2: The student will identify readiness for learning and explain how development in one area may affect performance in others.

Goal 2: The student will demonstrate an understanding of learning differences.

Objective 2.1: The student will identify and explain reasons for differences in children’s learning and performance.

Objective 2.2: The student will articulate learner strengths based on their individual experiences, prior learning, and peer and social group interactions, as well as language, culture, family and community values.

Goal 3: The student will demonstrate an understanding of the central concepts of PK-4 teaching.

Objective 3.1: The student will identify and describe major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to PK-4 teaching.

Objective 3.2: The student will identify and describe PK-4 content standards and learning progressions.

Goal 4: The student will plan instruction that supports PK-4 student learning.

Objective 4.1: The student will plan for instruction based on appropriate curriculum goals and content standards.

Objective 4.2: The student will plan instruction that is responsive to the identified strengths and needs of individual learners.

Goal 5: The student will demonstrate understanding and effective use of multiple methods of assessment.

Objective 5.1: The student will define and interpret types of valid and reliable education assessments (including screening, diagnostic, formative, summative, and authentic) and identify principles of their effective use.

Objective 5.2: The student will analyze and interpret assessment data to identify patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners and their guardians.

Goal 6: The student will demonstrate an understanding of educating for social justice.

Objective 6.1: The student will describe key elements of interacting positively and respectfully with those of different racial, ethnic, language and socioeconomic backgrounds and sexual orientations.

Objective 6.2: The student identify and describe practices and policies that reinforce inequalities and that undermine PK-4 student learning, as well as what can be done to

challenge such practices in order to create a more just society.

Professional and Liberal Studies

B.S. Elementary Education 4-8 Learning Goals and Objectives

Goal 1: The student will demonstrate an understanding of young adolescent learner development.

Objective 1.1: The student will understand and accurately interpret key concepts, principles, theories, and research about young adolescent development in social context.

Objective 1.2: The student will identify the diverse developmental needs and abilities of 4-8 learners and use this information effectively when selecting instructional strategies and making curricular decisions.

Goal 2: The student will understand and apply central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter.

Objective 2.1: The student will describe and explain the philosophical foundations of middle level education and apply this knowledge in analyzing classroom management and instructional design.

Goal 3: The student will understand and use developmentally appropriate instructional strategies.

Objective 3.1: The student will describe and analyze a range of specific teaching strategies and apply them appropriately in instructional planning, modifying their use based on the unique learning needs of middle school students.

Objective 3.2: The student will demonstrate a practiced habit of self-analysis and collaboration with students and colleagues to assess the impact of instruction on student motivation and learning and will adjust teaching accordingly.

Goal 4: The student will demonstrate understanding and effective use of multiple methods of assessment.

Objective 4.1: The student will define and describe types of valid and reliable educational assessments (including screening, diagnostic, formative, summative, and authentic) and identify strengths, weaknesses, and appropriate uses associated with each.

Objective 4.2: The student will analyze and interpret assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to learners and their guardians.

Goal 5: The student will demonstrate an understanding of educating for social justice.

Objective 5.1: The student will describe key elements of interacting positively and respectfully with those of different

racial, ethnic, language, and socioeconomic backgrounds and sexual orientations.

Objective 5.2: The student will identify and describe practices and policies that reinforce inequalities and undermine 4-8 student learning, as well as steps that can be taken to challenge such practices in order to create a more just society.

Professional and Liberal Studies

B.S. Secondary Education 7-12 Learning Goals and Objectives

Subject Areas: Biology, Chemistry, Physics, General Science, English, Mathematics, Citizenship Education and Social Studies.

Goal 1: The student will demonstrate an understanding of adolescent learner development.

Objective 1.1: The student will understand and accurately interpret key concepts, principles, theories, and research about adolescent development in social context.

Objective 1.2: The student will identify the diverse developmental needs and abilities of adolescent learners and use this information effectively when selecting instructional strategies and making curricular decisions.

Goal 2: The student will understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all high school learners' competence in a specific subject matter area.

Objective 2.1: The student will describe and explain the philosophical and historical foundations of comprehensive high school education and apply this knowledge in analyzing school culture and climate, classroom management, and instructional design.

Goal 3: The student will understand and use developmentally appropriate instructional strategies.

Objective 3.1: The student will describe and analyze a range of specific teaching strategies and apply them appropriately in instructional planning, modifying their use based on the unique learning needs of high school students and the particular demands of the subject matter.

Objective 3.2: The student will demonstrate a practiced habit of self-analysis and collaboration with students and colleagues to assess the impact of instruction on student motivation and learning and will adjust teaching accordingly.

Goal 4: The student will demonstrate understanding and appropriate use of multiple methods of assessment.

Objective 4.1: The student will define and describe types of valid and reliable educational assessments (including screening, diagnostic, formative, summative, and authentic) and identify strengths, weaknesses, and appropriate uses associated with each.

Objective 4.2: The student will analyze and interpret assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to learners and their guardians.

Goal 5: The student will demonstrate an understanding of educating for social justice.

Objective 5.1: The student can demonstrate the ability to interact positively and respectfully with those of different racial, ethnic, language and socioeconomic backgrounds and sexual orientations.

Objective 5.2: The student will identify and describe practices and policies that reinforce inequalities and undermine high school student learning, as well as steps that can be taken to challenge such practices in order to create a more just society.

Professional and Liberal Studies

BS in Education with Special Education Pre K-8 Certification

Goal 1: Students will demonstrate knowledge of PreK-8 learner development and curricular content

Objective 1.1: The student will be able to identify individual differences and to respond to the needs of individuals with exceptionalities.

Objective 1.2: The student will be able to use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

Goal 2: Students will demonstrate the ability to create positive PreK-8 learning environments

Objective 2.1: The student will demonstrate the ability to use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

Objective 2.2: The student will demonstrate an understanding of ways to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

Goal 3: Students will demonstrate the use of assessment for diagnosis and progress monitoring

Objective 3.1: The student will be able to select and use technically sound formal and informal assessments that minimize bias.

Objective 3.2: The student will assess performance and provide feedback.

Goal 4: Students will demonstrate knowledge of research-based instructional planning and strategies.

Objective 4.1: The student will be able to identify an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.

Objective 4.2: The student will be able to use strategies and technology to enhance language development and communication skills of individuals with exceptionalities.

Goal 5: Students will demonstrate knowledge of professional ethical practice.

Objective 5.1: The student will demonstrate an understanding that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

Objective 5.2: The student will demonstrated the ability to develop a variety of education and transition plans for individual with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families and teams.

Professional and Liberal Studies

B.S. Art Education K-12 Learning Goals and Objectives

Goal 1: The student will demonstrate an understanding of child and adolescent learner development.

Objective 1.1: The student will understand and accurately interpret key concepts, principles, theories, and research about child and adolescent (K-12) development in social context.

Objective 1.2: The student will identify the diverse developmental needs and abilities of K-12 learners and use this information effectively when selecting instructional strategies and making curricular decisions with respect to language learning.

Goal 2: The student will understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all high school learners' competence in the area of learning a second language.

Objective 2.1: The student will describe and explain the philosophical and historical foundations of art education and apply this knowledge in analyzing school culture and climate, classroom management, and instructional design.

Goal 3: The student will understand and use developmentally appropriate instructional strategies.

Objective 3.1: The student will describe and analyze a range of specific teaching strategies and apply them appropriately in instructional planning, modifying their use based on the

unique learning needs of high school students and the particular demands of art education.

Objective 3.2: The student will demonstrate a practiced habit of self-analysis and collaboration with students and colleagues to assess the impact of instruction on student motivation and learning and will adjust teaching accordingly.

Goal 4: The student will demonstrate understanding and appropriate use of multiple methods of assessment.

Objective 4.1: The student will define and describe types of valid and reliable educational assessments (including screening, diagnostic, formative, summative, and authentic) and identify strengths, weaknesses, and appropriate uses associated with each.

Goal 5: The student will demonstrate an understanding of educating for social justice.

Objective 5.1: The student can demonstrate the ability to interact positively and respectfully with those of different racial, ethnic, language and socioeconomic backgrounds and sexual orientations.

Objective 5.2: The student will identify and describe practices and policies that reinforce inequalities and undermine K-12 student learning, as well as steps that can be taken to challenge such practices in order to create a more just society.

Professional and Liberal Studies

B.S. Foreign Language Education K-12 Learning Goals and Objectives

Subject Areas: French, German, Italian, Latin, and Spanish.

Goal 1: The student will demonstrate an understanding of child and adolescent learner development.

Objective 1.1: The student will understand and accurately interpret key concepts, principles, theories, and research about child and adolescent (K-12) development in social context.

Objective 1.2: The student will identify the diverse developmental needs and abilities of K-12 learners and use this information effectively when selecting instructional strategies and making curricular decisions with respect to language learning.

Goal 2: The student will understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all high school learners' competence in the area of learning a second language.

Objective 2.1: The student will describe and explain the philosophical and historical foundations of foreign language education and apply this knowledge in analyzing school

culture and climate, classroom management, and instructional design.

Goal 3: The student will understand and use developmentally appropriate instructional strategies.

Objective 3.1: The student will describe and analyze a range of specific teaching strategies and apply them appropriately in instructional planning, modifying their use based on the unique learning needs of high school students and the particular demands of learning a foreign language.

Objective 3.2: The student will demonstrate a practiced habit of self-analysis and collaboration with students and colleagues to assess the impact of instruction on student motivation and learning and will adjust teaching accordingly.

Goal 4: The student will demonstrate understanding and appropriate use of multiple methods of assessment.

Objective 4.1: The student will define and describe types of valid and reliable educational assessments (including screening, diagnostic, formative, summative, and authentic) and identify strengths, weaknesses, and appropriate uses associated with each.

Objective 4.2: The student will analyze and interpret assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to learners and their guardians.

Goal 5: The student will demonstrate an understanding of educating for social justice.

Objective 5.1: The student can demonstrate the ability to interact positively and respectfully with those of different racial, ethnic, language and socioeconomic backgrounds and sexual orientations.

Objective 5.2: The student will identify and describe practices and policies that reinforce inequalities and undermine high school student learning, as well as steps that can be taken to challenge such practices in order to create a more just society.

Admission Requirements for the SJU Teacher Certification Program

- Must have completed a minimum of 45 credits by end of Fall semester sophomore year
- Must have completed ENG 101 and ENG 102
- Must have completed 6 mathematics credits
- Must have B- average (2.7) or better in all major courses taken: EDU 150, EDU 151*, EDU 231*, EDU 246 & SPE 160. * Note that EDU 151 and EDU 231 are not applicable for Secondary Education Majors.
- Must have P in accompanying field experiences to the above Education/Special Education courses
- Must have overall GPA of 3.0 or above
- Must pass PAPA tests: Reading, Writing and Math (or provide evidence of total 1550 and at least 500 on three SAT scores or provide evidence of a composite score of 23 on the ACT plus a combined English/Writing score of 22 and a Math score of 21)

Professional Testing Requirements (as of July 8, 2014)

In addition to completing prescribed programs of study including field experiences, student teaching, practicums and internships, educators are often required to take and pass standardized tests in order to qualify for a professional license or certification. Testing requirements vary from state to state; therefore candidates must be alert to such requirements for any state in which they wish to be certified. Also, the requirements are subject to frequent changes, so one should always check to be sure they have the most current information regarding which test is required before they pay, register or take an exam. Because of the dynamic nature of the testing requirements, Saint Joseph's University cannot be held responsible for any misinterpretation or misinformation (regardless of the source) used when deciding which test to take. The responsibility to take the proper tests lies solely with the candidates.

Note: The professional licensure tests are challenging and expensive. Candidates should take advantage of all available resources and practice test questions to seriously prepare themselves before sitting for a test.

Below are the general guidelines for the testing requirements in place for certification in Pennsylvania as of June 2014. To check the current PA requirements visit: http://www.education.state.pa.us/portal/server.pt/community/testing_requirements/8638

You should periodically check the Testing Information Bulletin Board outside Suite 230 in Merion Hall for announcements and updates.

Testing Vendors

Currently, Pennsylvania uses two testing companies, namely, Education Testing Services (ETS) and ES Pearson. Information about the specific tests and how to register may be found at the following links:

- ETS (Praxis series): <https://www.ets.org/praxis>
- ETS (Leadership tests): <https://www.ets.org/sls>
- ES Pearson (PAPA and PECT tests): <http://www.pa.nesinc.com>

NOTE: Candidates must request that all test scores are sent directly from the testing company to the PA Department of Education. This is free at the time of registration. Fees will be charged to have score reports sent after a test has been taken. PDE will only accept scores that have been received directly from the testing company. Neither the candidate nor Saint Joseph's University may upload scores into a certification application.

Basic Skills Tests

In Pennsylvania, undergraduate (bachelor's degree level) candidates are required to demonstrate a level of competence in Reading, Writing and Mathematics. This requirement does not apply to candidates who complete their teacher preparation coursework as part of a post-baccalaureate or master's degree program. [The only exception to this exemption is Instructional Technology Specialist candidates who do not hold a teaching certificate.

Such candidates must meet the basic skills test requirements].

This requirement may be satisfied in three ways as follows:

1. Achieve qualifying scores in the Reading, Writing and Mathematics modules of the ES Pearson Pre-service Academic Performance Assessment (PAPA).

It is recommended that you do not sit for all three tests on the same day. These tests measure high school knowledge and skills and they are often referred to as college-readiness assessments. As such candidates should take the tests during their freshman year. The qualifying score for each module is 220.

There is also a composite scoring option:

The Composite Scoring Option for PAPA was initiated to enable a candidate who may excel in one area such as mathematics, but who is not strong in another PAPA area, to receive a passing score on the PAPA series. In order to qualify, a candidate must meet a minimum score in each test area (Mathematics, Reading, and Writing) and then exceed the passing score by an amount equal to the Standard Error of Measurement in one or two of the other test areas. The candidate's test scores are added together, and if the scores total 686, the candidate has passed the PAPA series. The Minimum Scores required for the Composite Scoring Option are shown below.

Test Name	Test #	PAPA Qualifying Score	Minimum Composite Score
PAPA Reading	8001	220	193
PAPA Mathematics	8002	220	197
PAPA Writing	8003	220	192

Minimum Composite Score Total: 686 Sum of the 3 PAPA tests must total or exceed 686. This total does not represent the sum of the 3 minimum scores. Candidates must achieve the PAPA Qualifying Score (220) in at least 1 (one) area and also reach the Minimum Composite Score Total.

2. Present qualifying SAT/ACT scores.

This policy is based on candidates' past performance. The SAT and/or ACT tests must have been taken by students prior to their acceptance to a college or university, and those previous scores are the scores that are detailed in the new policy. No student currently admitted to a college or university can attempt to retake the tests in order to gain a higher SAT or ACT score. Additionally, the policy is an "all or none" policy—either the candidate has met the criteria in full for all three of the tests, or they have not. There is no breaking up of the policy into portions. PDE cannot accept just one or two PAPA tests—either the candidate uses the SAT/ACT policy to be excused from all PAPA tests, or the candidate takes and passes all of the PAPA tests.

Effective September 1, 2013 candidates may now meet the above-noted requirement of "basic skills" with either:

- a. A score of no less than 1550 on the Scholastic Achievement Test (SAT). The SAT score of 1550 will include no individual section (Critical Reading, Writing, and Mathematics) score of less than 500.
- b. PDE is now accepting the best SAT and ACT scores for individual tests. The scores can be from different test administrations or "sittings."
- c. A composite score of 23 on the American College Test (ACT) Plus Writing. The composite score of 23 shall be accompanied by a combined English/Writing score of 22 and a Math score of 21.

Candidates who meet either requirement at the time of college matriculation shall be exempt from taking the PAPA exam.

Procedure for submitting exemption documentation

Candidates will submit an official copy of their SAT/ACT scores to the Director of Certification (Dr. Joseph Cifelli). This should be done during freshman year.

The Office of Certification will file the score report into the candidate's student teaching folder and ultimately enter the SAT/ACT scores into candidates' online PA teacher certification application.

3. Successfully complete the ETS Core Assessments

This option has recently been added by PDE. Candidates may elect to take the ETS Core Assessment tests in lieu of the ES Pearson PAPA exams. The announced qualifying scores are as follows:

Test 5712 Reading	Score 156
Test 5722 Writing	Score 162
Test 5732 Math	Score 150

We do not have any experience with these tests as of July 2014, so we are unable to comment on the advisability of taking them over the PAPA. However, this may be an option for candidates who are unable to pass the PAPA exam after multiple attempts. There is no GPA or composite scoring scale announced for the Core Assessments to date. Stay alert for changes.

Pedagogy and Content Exams

Unless otherwise indicated, candidates must earn a qualifying score in one or more pedagogy and/or content exam depending on their area of certification.

Information below is current as of July, 2014. The responsibility to take the proper tests lies solely with the candidates.

Certification Area	Vendor	Test
PreK-4	Pearson	Module 1: Child Dev, Prof., Assessment
PreK-4	Pearson	Module 2: Language Arts & Soc Studies
PreK-4	Pearson	Module 3: Science, Math & Health

Education Course Descriptions

Department of Teacher Education

EDU 121 Child Development (3 credits)

This course examines the physical, intellectual, emotional, and social development of the child from birth through the childhood years (0-12), including the study of how children learn and acquire knowledge. Special attention will be given to leading theories of development and their implications in the early childhood and elementary classrooms as well as critiques of these theories.

EDU 150/150F Schools in Society (3 credits)

The course studies American education structurally. The origins, evolution, and realities of contemporary public and private schools are examined through critical readings. Visits to elementary classrooms in multicultural settings provide a strong link to the teacher's world and the course content. Enrollment in Field Experience EDU 150F, is required with this course. Satisfies First Year Seminar GEP requirement and the Diversity Intensive GEP Overlay.

EDU 151/151F Development, Cognition and Learning (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 is required with this course. *Satisfies a Social/Behavioral Science GEP requirement and the Writing Intensive GEP Overlay.*

EDU 155/155F Foundations of Early Childhood Education (3 credits)

This course is designed as an introduction to the essentials of early childhood education. Topics to be covered include: recognizing the unique roles played by early care and education providers teaching young children; understanding cognitive, social-emotional, adaptive and motor development in childhood; assessing and planning a developmentally appropriate and standards-based curriculum; providing an inclusive learning environment; and communicating effectively with families and caregivers. Special attention will be given to contemporary models of Early Childhood Education in school and other early childhood settings and the unique needs of early learners, including English Language Learners and students with special needs. *Prerequisites: EDU 121, EDU 150, EDU 151.*

EDU 157/157F 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." *Day sections of this course satisfy the Writing Intensive GEP Overlay.*

EDU 160/160F Schools in Society (3 credits)

See description for EDU 150. Appropriate for students who did not take EDU 150 in their freshman year. *Equivalent to EDU 150/150F; HOWEVER, does not satisfy the First Year Seminar GEP requirement.*

EDU 221 (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. *Meets requirements for Service Learning course.*

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 232/232F Reading/Literature I (3 credits)

This course provides students with the opportunity to investigate the various theoretical models of the reading process. Students investigate the various factors which impact upon successful reading performance. Students begin to investigate the use of literature, specifically fiction, nonfiction, poetry, picture books, and fantasy selections in the development of instructional practices in the primary grades. Included in this course is an investigation of the use of basals as literature. In addition, students study the use of reading strategies to be used for teaching reading in the content areas. *Prerequisite: EDU 150, EDU151.*

EDU 240/240F Reading/Literature II (3 credits)

The course provides students with the opportunity to continue their investigation of the use of literature as central to the development of successful reading. Students are involved in extensive analysis of a wide range of literature for young people. Students continue to investigate the use of instructional reading models to critique strategies related to the use fiction, nonfiction, poetry, picture books, and fantasy selections. Included in this course is an investigation of multicultural literature and the writing process. *Prerequisite: EDU 232.*

EDU 241 Social and Motor Development (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. *Not required for PK4 majors enrolled after July 2013.*

EDU 242/242F Technology Enhanced Curriculum and Instruction (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 150, EDU 151.*

EDU 246/246F 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. *Satisfies the Diversity Intensive Overlay.*

EDU 247/247F Literacy in the Content Areas (3 credits)

Teaching and using of reading skills in various content fields in middle and secondary schools; problems in reading textbooks, special needs in different curriculum areas, general and specific reading skills, study methods, critical reading, and adjustment to individual differences. Special focus on the use of audiovisual materials in the classroom is a core element of the course. *Prerequisites: EDU 150, EDU 157.*

EDU 357 Education and the Jesuit Mission in Latin America (3 credits)

This course takes students into the reality of schools in Latin American where poverty, ethnic marginalization and political disenfranchisement define the lives of most communities. The course focuses on the Jesuit ethic in Latin America and highlights the tradition of the theology of liberation which understands the school as a forum for advocacy, social empowerment, and personal spirituality. *(elective course)*

EDU 362/362F Social Studies through the Arts (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. *Prerequisites: EDU 232.*

EDU 363/363F Science Methods PK-4 (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 232.*

EDU 365/365F Mathematics and Technology PK-4 (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 232.*

EDU 410/410F Instructional Techniques for English (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, EDU 157, SPE 160.*

EDU 412/412F Instructional Techniques for Social Studies (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. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy. *Prerequisites: EDU 150, EDU 157, SPE 160.*

EDU 414/414F Instructional Techniques for Foreign Languages (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. Students will

be placed in a secondary classroom where they will study issues related to teaching pedagogy. *Prerequisites: EDU 150, EDU 157, SPE 160.*

EDU 416/416F Instructional Techniques for Mathematics (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, EDU 157, SPE 160.*

EDU 418/418F Instructional Techniques for Science (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. 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. *Prerequisites: EDU 150, EDU 157, SPE 160.*

EDU 424 English Linguistics (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 422/422F Instructional Techniques / History of Art Education (3 credits)

This course is designed to introduce pre-service teachers of Art to instructional processes, teaching strategies, materials, lesson planning, assessment practices, and classroom management theory that will be of practical value in the classroom.

EDU 469 Perspectives of Women in Education (3 credits)

This course is designed to provide teachers and teacher candidates with an overview of the issues, including women's perspective, in considering the role of gender in educational settings. Specifically, the course will provide an historical

perspective of women's role in education, a feminist view of education and the necessity for integrating women's issues in the basic educational curricula. *(elective course)*

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 479 Independent Study (3 credits)

This course is designed to accommodate those students who have an interest in a research- or internship-worthy topic that can be examined on an independent basis. The student will work closely with a professor on an education-related topic that will require the identification of that topic, a literature review, appropriate methodology / field experience, and analysis.

Study topics include issues in learning and development; particular school philosophies; innovative pedagogies; and current problems in education. The study may involve a reading tutorial or a rigorous pre-approved internship program with an appropriate academic component as defined by the Department chair. *The independent study will count as a free elective toward the PK4, 4-8, or 7-12 major.*

EDU 491 Student Teaching 7-12 (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. See Student Teaching Handbook for more information.*

EDU 495 Student Teaching PK-4 (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. See Student Teaching Handbook for more information.

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. See Student Teaching Handbook for more information.*

EDU 498 PK-4 Student Teaching for Double Majors (6 credits)

This experience is designed as the capstone professional course for the Double Major (PK-4 / Special Education); it should be taken in conjunction with SPE 495. 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. See Student Teaching Handbook for more information.

Department of Special Education

SPE 160 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 160F Field Experience for SPE 160 Introduction to Special Education (1 credit)

SPE 200/200F Teaching in Inclusive Environments (f. SPE 2141) (3 Credits)

The focus of this course is on the developing of skills dealing with effective inclusive classroom management and creating classroom climate conducive to student achievement. It provides comprehensive coverage of a variety of discipline models to aid candidates in building systems and conceptual models of total discipline based on their underlying theories; emphasizes activities promoting positive behavioral supports; increases pupil motivation; applies methods for establishing cooperative classroom routines, procedures, and practices; organizes the environment, including school wide, classroom, and individual supports; measures and reports progress.

SPE 379 Family, School, and Community in a Diverse Society (3 credits)

This course focuses on the process of family assessment and intervention, issues of family and professional collaboration and diversity, and methods of promoting adult communication and management strategies. It applies the knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts as they relate to the family, culture and society. It identifies the members of teams designed to support and optimize children's educational needs and social-emotional development and the network of community services and resources to individuals, families and groups affected by social, environmental, health and related problems.

Candidates will develop effective, evidence-based instructional strategies for all levels of support (PreK-8). These will include: lesson plans, unit plans, IEPs, IFSPs, 504 plans, and intervention strategies that employ Pennsylvania's Standards Aligned Systems (<http://www.pdesas.org>). Candidates will be able to modify and implement curriculum including appropriate adaptations and technology, using the appropriate Academic Standards, Alternate Academic Standards where necessary, Assessment Anchors, and eligible content.

In addition, candidates will demonstrate the ability to collaborate and plan for student outcomes and transition at designated times throughout the student's education, including Age 3 transition for Pre K-8, secondary transition procedures (7-12), and transition to post school success. This course of study will include: applying the knowledge of transition-related legislation in fields of special and vocational education, rehabilitation, labor and civil rights; developing and implementing a transition plan that integrates functional, academic, and vocational data aligned to identified post school outcomes; and administering and interpreting formal and informal career and vocational assessment approaches.

English

Peter Norberg, Ph.D., Chair

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 professional writing and speaking 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 writing and speaking 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 Professional Writing and Speaking 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 eight weeks. Frequent practice in these techniques encourages students to communicate coherently, imaginatively, and with impact.

Learning Goals and Objectives

Goal 1: Acquire knowledge of significant texts in the British, Irish, American, and Anglophone literary traditions.

Objective 1.1: Students will demonstrate a familiarity with British, Irish, American, and Anglophone key texts and an understanding of the historical continuities among literary conventions and imaginative traditions.

Goal 2: Develop rhetorical skills.

Objective 2.1: Students will recognize and use various rhetorical modes, including (but not limited to) narrative, exposition, analysis, and argument.

Goal 3: Develop creative abilities.

Objective 3.1: Students will exercise their imaginations in crafting their own creative works and performances, particularly through creative writing workshops and theatre courses.

Goal 4: Acquire knowledge of significant schools of literary theory.

Objective 4.1: Students will demonstrate an understanding of the historical development of literary theory and draw upon these models for their own literary analyses.

Objective 4.2: Students will formulate their own theories about what literature is and does.

Goal 5: Acquire knowledge of research fundamentals in English.

Objective 5.1: Students will locate, assess, and incorporate secondary sources (including electronic ones) into their own arguments.

Goal 6: Develop revision strategies and editing skills.

Objective 6.1: Students will demonstrate an understanding of revision.

Objective 6.2: Students will practice editing skills through examining their own writing and the writing of their peers.

Concentration in Literature

ENG 222 Critical Approaches to Literary Studies

ENG 402 Shakespeare: Early Works

Or

ENG 403 Shakespeare: Later Works

British/Irish/World Literature course

American Literature course

Writing (creative, journalism, rhetoric, pedagogy)

Five additional courses, at least four of which should be literature courses.

Concentration in Professional Writing and Speaking

Coordinator: *Fr. Thomas Brennan, SJ, 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 eight weeks.

ENG 222 Critical Approaches to Literary Studies

ENG 402 Shakespeare: Early Works

Or

ENG 403 Shakespeare: Later Works

British/Irish/World Literature course

American Literature course

Writing (creative, journalism, rhetoric, pedagogy)

Five additional courses, at least four of which should be PWS courses or writing courses within the English offerings.

Lower Division English Courses

ENG 103 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. For students who have lower than a B in transfer credits for ENG 101 or equivalent or who would like additional writing instruction before going on to more advanced writing 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 103.

ENG 112 Research Based Writing (PWS 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.

Prerequisite: ENG 101 or ENG 103 or ENG 111.

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 101 or ENG 111. Signature Course.

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, Fuller, Hawthorne, Stowe, Melville, Whitman, Twain, Dickinson, Chopin, Gilman, Frost, Hemingway, Faulkner, and Morrison.

Prerequisite: ENG 113.

ENG 202 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.

Prerequisite: ENG 111.

ENG 204 Drama (3 credits)

Critical study of various forms of drama.

Prerequisite: ENG 113.

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, Gay and Lesbian Narratives. 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.

Upper Division English**ENG 221 Background 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 223 The British Tradition (3 credits)

A selection of representative major figures (excluding Shakespeare) from Anglo-Saxon times to the twentieth century. The course helps students develop the 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 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 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 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 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 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 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*.

Professional Writing and Speaking

PWS 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.

PWS 261 Introduction to Reporting & Writing (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 newsperson, assembling the story, cultivating sources, and understanding the social responsibilities of the journalist.

PWS 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.

PWS 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.

PWS 265 Public Relations (3 credits)

PWS 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.

PWS 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.

PWS 268 Persuasion/Influence in Media and Relationships

In this course, we will examine some of the theories, concepts, and research associated with persuasion and their application for ethical and effective interaction in personal, professional and mass media settings. In addition, emphasis will be placed on social influence, compliance gaining and deception. Class activities, discussions, readings and assignments are designed to facilitate a "better understanding of how persuasion functions, an improved knowledge of ways to maximize our own persuasive efforts, and a greater ability to resist influence attempts, especially unscrupulous influence attempts, by others" (Gass, Seiter, 2007).

PWS 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 communication, the course involves steady writing activity, such as creation of a blog representing depth of knowledge in an area of student interest.

PWS 361 The Art of Editing (3 credits)

A practical orientation to the aesthetic and pragmatic dimensions in the work of an editor. Students will undertake a range of editing projects, some dealing with technical subjects

PWS 362 Sex, Morality and the Media (3 credits)

Consideration of the role of mass media forms (books, magazines, movies, television, world wide web) in the

evolution of cultural norms with regard to sexuality and moral responsibility. After a review of the Comstock laws in the 1870s and censorship of Walt Whitman's *Leaves of Grass* in the early 1880s, the course will focus on key developments in 20th-century challenges to the Victorian Age.

PWS 363 Medical Writing (3 credits)

Exploration of writing that deals with medical issues for professionals in the field of medicine/health care and for the general reader, with particular attention to the challenge of writing clearly and sensibly to convey complex technical information in an engaging and interesting style.

PWS 364 Cultural Reporting: Narrating Race (3 credits)

An examination of ways in which the story of race has been recorded and accounted for in America.

PWS 365 Writing for Video and Cinema (3 credits)

This course examines the defining place of writing in the directing, the editing and the scripting of texts for video and cinema. To learn the many kinds of composition involved in this process, students will work to construct documentary, advertising and dramatic film productions. In this process, students will become knowledgeable of the digital cameras and editorial computer technologies involved in filmmaking; however, the writing of prose and dialogue will be the main concentration of the course.

PWS 401 Special Topics in Organizational Writing (3 credits)

Concentrated focus on a specialized genre of writing in the business environment: for example, the newsletter, the request for proposal, the business plan.

PWS 465 Special Topics in Journalism (ENG 465) (3 credits)

Focus on a particular issue in journalism, examination of some trend, of consideration of selected columnists/distinctive voices in journalism.

Psychology

Donald S. Leitner, Ph.D., Chair

The Department of Psychology offers a curriculum emphasizing the manner in which 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.

Learning Goals and Objectives

Goal 1. Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in Psychology.

Objective 1.1: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in Psychology as a social science.

Objective 1.2: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology as a natural science.

Goal 2. Students will develop scientific reasoning and problem solving skills. They will be able to understand and apply basic research design and data analysis methodology in psychology.

Objective 2.1: Students will be able to understand and apply basic research design strategies.

Objective 2.2: Students will be able to understand and apply basic data analysis strategies.

Goal 3. Students will develop an understanding of ethically responsible behaviors in professional and personal settings in a landscape that involves increasing diversity.

Objective 3.1: Students will understand ethical psychological principles.

Objective 3.2: Students will be able to understand diversity, appreciate ethical behavior, and reflect other values that are the underpinnings of Psychology as a discipline.

Requirements for the Psychology Major

Please note that PSY 100 Introductory Psychology is a prerequisite for all courses below.

PSY 200 Personality

Or

PSY 231 Developmental Psychology

And

PSY 201 Biological Bases of Behavior

PSY 210 Research Methods

PSY 211 Statistics for the Social Sciences (prerequisites: MAT 101-102; or MAT 118)

PSY 212 Multicultural Psychology

PSY Elective (Any 200 level PSY course)

PSY Elective (Any 200 level PSY course)

PSY Elective (Any 200 level PSY course)

PSY Elective (Any 200 level PSY course)

Requirements for the Psychology Minor

PSY 100 Introductory Psychology

PSY 200 Personality or PSY 231 Developmental Psychology

PSY 201 Biological Basis of Behavior

Any 3 additional psychology electives, drawn from any combination of the following courses:

- PSY 120-124
- PSY 212
- PSY 220-227
- PSY 230-237

Psychology 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 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 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.

No prerequisite.

Notes: This course does not count toward the Psychology major. 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 231.

PSY 121 Child Development (3 credits)

This course will explore 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.

No prerequisite.

Notes: This course does not count toward the Psychology major. 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 231.

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. *Notes: This course is only open to students who are not and do not plan to be Psychology majors. Note: This course is not open to students who have taken PSY 232.*

No prerequisite.

Notes: This course does not count toward the Psychology major. 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/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.

Note: This course does not count toward Psychology major.

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.

Note: This course does not count toward Psychology major.

PSY 125 Forensic Psychology (3 credits)

This course will provide a broad overview of the field of forensic psychology and the numerous ways that the discipline of psychology may be applied to the practice of the law. Forensic psychology focuses on the application of psychological research, methods, and expertise to issues that come before the legal system. The mental disorders that are encountered in forensic evaluations will be considered, along with the manner in which forensic psychologists assist judges and juries in determining criminal responsibility and punishment. Students will learn about the psychological underpinnings of crime; issues around competency to stand trial; issues around the insanity defense, capital murder and the death penalty; issues around child custody matters; jury selection; and interrogation procedures.

No prerequisite.

Note: This course does not count toward Psychology major.

PSY 200 Personality (3 credits)

What are the forces that make us who we are, and uniquely different from all others? Is it our unique genetic make-up, our familial environment, our neighborhoods and peers, our culture? This course examines and strives to integrate human personality from several levels of analysis: trait level, biological level, motivational level, environmental level including microenvironments (family) as well as macro environments (neighborhoods, peers, culture), and cognitive level. Important psychological questions are built into this analysis, including the nature/nurture debate, conscious/unconscious processes, and free-will/determinism.

Prerequisite: PSY 100.

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: PSY 100.

PSY 210 Research Methods (3 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.

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: PSY 100; and MAT 101-102 or higher.

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: PSY 100.

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 object perception, visual attention, music and speech perception, somatosensory processing, taste preferences, and smell recognition. *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.*

Prerequisite: PSY 100.

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.*

Prerequisite: PSY 100.

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.

Prerequisite: PSY 100.

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.

Prerequisite: PSY 100.

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.

Prerequisite: PSY 100.

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.

Prerequisite: PSY 100.

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.

Prerequisite: PSY 100.

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.
Prerequisite: PSY 100.

PSY 230 Social Psychology (3 credits)

The discipline of social psychology can be described as the study of the "power of the situation." Although we like to think that our behavior and our attitudes are freely chosen by us, this course illuminates how powerful outside situational forces can be in shaping both. It involves the understanding of how people influence, and are influenced by, others around them; how we form impressions of others and of ourselves; what determines our attraction to others (or lack thereof); why we help one another, and why we hurt one another. In addition to a basic understanding of these phenomena, an equally important goal is to develop critical and integrative ways of thinking about theories and research in social psychology.
Prerequisite: PSY 100.

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.
Prerequisite: PSY 100.

Note: This course is not open to students who have taken PSY 120 or PSY 121.

PSY 232 Abnormal Psychology for Psychology Majors (3 credits)

This course will provide an overview to the study of psychological disorders or abnormal behavior. Our current understanding of psychological disorders 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.
Prerequisite: PSY 100.

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 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.

PSY 234 Psychology of the Self (3 credits)

This course has been designed to provide in-depth considerations of both classic and current issues regarding the self. As a concept, the self is consistently referred to in many fields of psychology. But what is the self and how is it represented? This course will consider the self from a social psychological perspective. Special focus will be on defining the self and identifying the influences that various aspects of the self have on our perceptions, emotions, and behavior.

Prerequisite: PSY 100.

PSY 235 Psychology of Gender (3 credits)

This course will examine a wide variety of psychological issues concerning gender. Topics will include gender bias in research, theories of gender, gender typing, cultural emphases on gender differences, gender and the self-concept, and psychological phenomena unique to women's and men's experiences.

Prerequisite: PSY 100.

PSY 236 Ethics in Psychology (3 credits)

Ethics and professional issues in clinical psychology will be addressed in this course. The focus will be on ethical principles as applied to psychological assessment and diagnosis, psychotherapy and clinical judgment, clinical research, and client-patient and student-teacher relationships. Case studies will be used to illustrate ethical and professional issues, as well as examples from clinical practice and modern media. *Note: GEP Ethics-intensive course.*

Prerequisite: PSY 100.

PSY 237 Abnormal Child Psychology (3 credits)

This course will provide a comprehensive introduction to abnormal child psychology. Assessment, diagnosis, and treatment of children and adolescents will be discussed. Specific disorders covered will include attention-deficit/hyperactivity disorder, anxiety disorders of childhood, affective (mood) disorders, conduct disorder and other disruptive behavior disorders, learning disabilities, autism spectrum disorders, and sleep disorders.

Prerequisite: PSY 100.

PSY 238 Social Development (3 credits)

Social development involves the ways that children grow and interact with others, including parents, peers, siblings and authority figures. This course will cover social development from infancy through adolescence. The course will cover the major theories of social development, as well as issues such as parenting styles, gender development, moral development, aggression and motivation.

Prerequisite: PSY 100.

PSY 250 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.

Prerequisite: PSY 100.

PSY 390-391 Internship I/II (3 credits)

Internship entails spending eight hours each week (for a total of 112 hours) at a site in which students' work will be supervised and evaluated. Settings include clinical, clinical research, counseling, hospital, educational research, special education, correctional, and industrial facilities.

Prerequisites: PSY 100 and PSY 210.

Notes: Permission of the course's instructor and the Psychology Department chair are required.

Haub School of Business Degree Completion Program

Dean: Joseph A DiAngelo, Ed.D

Associate Dean: Vana M. Zervanos, MBA, M.Ed.

Director: Janine N. Guerra, JD, MBA

Senior Marketing Manager: M. Christine Anderson, MS

The Haub School of Business Degree Completion Program (HDC) of Saint Joseph's University is the undergraduate division that serves the educational needs of adult and part-time students. Additionally, HDC serves employers' needs for quality programs in the educational and professional advancement of their employees. The Haub Degree Completion Program is an integral part of Saint Joseph's University, as it connects the Jesuit tradition of academic excellence and service with the contemporary needs of adult learners.

HDC is responsible for adult undergraduate business degree programs, Summer Sessions, the January Intersession, off-campus programs, and non-credit and certificate programs. Degree offerings include the Bachelor of Science degrees in a wide range of business disciplines. Certificate and Associate degrees are also offered in various programs. The HDC has administrative responsibilities for undergraduate adult learner programs, with curricular and instructional decisions being made in the Erivan K. Haub School of Business.

Student Profile

HDC serves students 22 or older who pursue their undergraduate education on a part-time or full-time basis. Students enter the HDC with or without having earned previous college credit. Work, family, and financial obligations influence the pace of adult and part-time students' academic careers; therefore, the time with which it take to complete one's degree varies.

HDC 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. HDC provides programs and services that are compatible with these learner needs. Finally, students who have already earned undergraduate degrees, make enroll in courses simply to enhance their professional advancement.

International students attend HDC 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 Science Degree program is 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 of Science 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 certificate curriculum requirements. Students cannot graduate with more than one certificate or degree in the same field at the same time.

For further information concerning HDC Programs, please contact the HDC Office at (610) 660-2250 or haubadult@sju.edu. Students may also contact us via Facebook at www.facebook.com/SJUHaubAdult or on Twitter at @SJUHaubAdult.

Advanced Standing for Transfer Students

A candidate for admission to a degree or certificate program with credits from another college must request an official transcript(s) from each college or university previously attended. Only grades of C or better will be considered for transferability. A maximum of 75 credits (25 courses) may be transferred to the baccalaureate degree in HDC. Students in a baccalaureate degree program are required to take a minimum of fifteen courses in HDC, including at least four upper division courses in their major. HDC has developed articulation agreements with many local community colleges to facilitate the transfer process. Students may transfer up to ten courses towards an Associate Degree. Ten courses must be completed at Saint Joseph's University. Business majors must take at least half of their Business core/concentration courses at Saint Joseph's University. Some business courses may need to be reviewed by specific academic departments for evaluation of transfer credit.

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 approved international credential evaluation service must be submitted. Please see the section on International Students for further information.

Credit for Prior Learning

CLEP (College Level Examination Program)

CLEP provides the opportunity to earn college credit by the successful passing of tests in specific 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 the HDC office before taking a CLEP exam in order to ensure the applicability of CLEP credits to a HDC program. (No CLEP exam credit will be considered without an official CLEP approval form on file signed by an HDC advisor.) A listing of tests and passing scores is available in the HDC office (Room 160 Mandeville). Students' requests to take CLEP exams for credit will not be considered if the student has 10 or fewer courses remaining in their degree program. A

student may not use a CLEP test for credit if he or she has already transferred in the 75 credit maximum.

ELAP (Experiential Learning Assessment Program)

ELAP provides currently enrolled students in good academic standing the opportunity to validate college level knowledge acquired through study, work and other life experiences. The Haub Degree Completion Program offers a portfolio assessment process by which prior learning can be documented and assessed for credit. ELAP applicants may apply for portfolio assessment credit for experiences that are similar to the course content for a particular course.

Portfolio assessment involves compiling pertinent information into a portfolio and submitting it for faculty review. It is a process that enables students to demonstrate college-level learning from experiences gained outside the classroom. The process of portfolio assessment requires that students demonstrate knowledge equivalent to a college-level course. It is the student's responsibility in consultation with an academic advisor to identify courses(s) for which he or she would like to document identification of appropriate courses. Portfolio assessment is not "an easy way to earn credits," but rather a formal process that enables students, through careful reflection and documentation, to prove learning equivalent to a SJU course. Approval of all ELAP requests is at the discretion of each academic department. This process, including portfolio preparation and academic department/faculty review, may take about 2 to 3 months for completion. If the student is awarded formal credit as a result of the assessment, that credit will be recorded on the student's permanent record as a transfer course with a grade of TR. ELAP applications may be made after a student has been fully accepted and has enrolled in the Haub Degree Completion Program. Student requests to submit an ELAP portfolio will not be considered if the student has 10 or fewer courses remaining in their degree program. A student may not use a ELAP portfolio for credit if he or she has already transferred in the 75 credit maximum.

Credit cannot be earned in Business courses through the ELAP Program. However, an academic department may administer a challenge exam for certain business courses.

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 HDC. Challenge test dates will not be scheduled until the student has paid the non-refundable challenge exam application fee. Department chairs must approve all challenge requests. Comprehensive written

challenge tests, prepared and evaluated by HDC faculty, can be arranged by contacting the Associate Dean. Credit will be recorded on the official transcript with the grade of P. Student requests to take challenge exams for credit will not be considered if the student has 10 or fewer courses remaining in their degree program. A student may not use a challenge exam for credit if he or she has already transferred in the 75 credit maximum.

A student may not take a challenge exam, CLEP, or ELAP a course that the student is presently taking. A student is required to drop or withdraw from the course before seeking to challenge, CLEP, or ELAP the course. A student may not 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 is unable to challenge the same course again. Business courses can only be challenged once. Students may not use a challenge exam, CLEP test or ELAP portfolio for any of the last 10 courses taken before graduation. A student may not use a challenge exam, CLEP test, or ELAP portfolio for credit if he or she has already transferred in the 75 credit maximum.

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.

Military Credits

Credit may be granted for college-level coursework earned while in military service if it is recommended by the American Council on Education (ACE) and if the course meets the content equivalence of a three-credit course offered at Saint Joseph's University. ACE recommendations for 1-credit courses may not be transferred to fulfill a three-credit course requirement. Credit is not awarded for Basic Training or for vocational/technical level recommendations. To initiate an evaluation of military credits, a student must request an official military transcript from their respective service branch. One may access additional information regarding military transcripts and ACE evaluations at <http://www.acenet.edu/militaryprograms/transferguide>

Second Degree Candidates

Students who have received a Bachelor of Science, Bachelor of Arts, or other Bachelor's degree from a previous college or university and wish to pursue undergraduate studies to obtain a second degree must do the following:

1. Apply to the HDC program and obtain permission from the HDC program director.

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 HDC, including any GEP requirements not yet satisfied.
 - a. Note: If the student's first degree is from Saint Joseph's University, the student will only need to complete missing Business core courses and major electives. If these classes are less than 30 credits, the student will need to take additional free electives to reach the 30-credit minimum and may be required to take more courses than this minimum in order to fulfill SJU GEP requirements.
4. Take at least 4 upper division courses in one's major in HDC unless specifically waived by the appropriate chair (See *Residency Requirement* in section on *Academic Policies and Regulations*).
5. At the time of admission, the student will receive a list of required courses in order to earn the second degree. This course list will be a minimum of 30 credits, but may be more depending on the coursework from the first degree.

Academic Advising

In the HDC Program, the role of an advisor is:

- to help students with transition by monitoring academic load, course selection and academic performance;
- to support students in initiating long-range educational planning; and,
- to direct students to opportunities and resources that will enrich their education.

The following students are required to obtain an advisor's approval in order to enroll in courses:

- Students with a GPA between 2.0 and 2.25
- Students accepted on a Provisional or Probationary status
- Students who have not submitted all required official documentation
- Students on academic probation

Professional staff advisors are available for current, returning, and prospective students through either one-on-one advising sessions or phone advising sessions. For more information regarding student advising in HDC, please contact the HDC office at 610-660-2250 or haubadult@sju.edu.

Registration

Prior to registration dates, HDC and Registrar's offices will announce and make available registration information 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 HDC Office, Room 160 Mandeville.

Students are urged to meet or speak 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-serve basis, through the registration procedures set forth by the Registrar's Office. When courses have filled to capacity, the student must go through the online class waitlist procedure to try for a second-chance seat in the class.

Students are strongly encouraged to register themselves via the web. Students may register online 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 electronically by Hawk Central. 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 the Haub Degree Completion Program or Hawk Central.

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. Three credits represent a total of 45 instructional hours over the course of a semester.

Residency Requirement. The residency requirement for an Associate degree is fulfilled by the satisfactory completion of at least 10 courses at Saint Joseph's University Haub School of Business Degree Completion Program immediately preceding the date of graduation. The residency requirement for a Bachelor's degree is fulfilled by the satisfactory completion of at least 15 courses at Saint Joseph's University's Haub Degree Completion Program immediately preceding the date of graduation. The 15-course residency requirement may not be satisfied by credits earned through CLEP, ELAP (portfolio assessment) or Challenge Test. After graduation, students must complete a minimum of at least

10 courses for a second Bachelor's degree. Please be aware that once admitted to the HDC Program, students are expected to take all remaining courses at Saint Joseph's University. Exceptions may be considered in extenuating circumstances by written request to the HDC Program Director.

Students must take at least four Upper Division courses (level as defined by each academic department) in their major in the classroom (or online through SJU) 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 HDC, they are required to take all of their subsequent courses for a degree or certificate at Saint Joseph's University. Matriculated students must get special written permission from the Associate Dean or HDC Program Director to take a course elsewhere; otherwise, these credits will not be accepted. Permission will be granted only under exceptional circumstances. Credit is accepted only for grades of C (not C-) or better; the letter grade is not computed in a student's grade point average but is counted towards the determination of academic honors at the time of graduation (See Advanced Standing for Transfer Students in Admissions section).

Second Major

Qualified students may request permission to pursue a second major for sound academic reasons. Such a request requires the approval of an academic advisor and the HDC Program Director (Room 160 MV). 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.

Note: Students may not study toward a degree with a major in Business Administration and choose another business discipline as a second major. Likewise, a student studying toward a major in a business discipline may not select Business Administration as a second major.

Minors

Bachelor's degree students may pursue a minor. Students should see an academic advisor and the HDC Program for approval. Ordinarily, at least 6 courses in the specified area must be obtained to complete a minor. At least one-half of the courses must be taken at Saint Joseph's University. See departmental listings for more information on requirements for a minor.

Note: Students may not study toward a degree with a major in Business Administration and choose another business discipline as a minor. Likewise, a student studying toward a major in a business discipline may not select Business Administration as a second minor.

Admission Policy for Academically-Dismissed Day Students

A Saint Joseph's University Day student who has not met the academic standards of the University (as determined by the Board of Academic Review and Dean of that school) and has been academically dismissed from the Day program will not be permitted to enroll in Saint Joseph's University's Haub Degree Completion Program for a period of at least one semester or full summer term without the expressed written consent of the Board of Academic Review and/or Dean of the original school.

Dismissed students interested in applying to the Haub Degree Completion program are required to meet with the Director or Associate Dean of the HDC program of study and to complete a personal statement.

If a former dismissed day student successfully meets the above admissions requirements, he or she will be provisionally accepted to the Haub Degree Completion Program and permitted to enroll in a maximum of two courses, unless expressed written permission for additional credits is granted. Under this provisional acceptance, a student will be required to successfully complete coursework with earned grades of C or higher (as well as earn a cumulative GPA of 2.50 or higher) for two semesters and complete INT 101 Seminar in Learning Strategies. Students who do not meet these requirements may be dismissed from the Haub Degree Completion Program without a probation or appeals process.

It is an academic policy of the Haub Degree Completion Program that all students must satisfactorily complete a residence requirement of at least 10 courses through the HDC program with a cumulative GPA of 2.00 or higher in order to be certified for graduation.

The Haub Degree Completion Program reserves the right to deny admission to any applicant who has a documented history of violating University rules and regulations or who has previously been expelled or suspended from the University.

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, is permissible 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 would be permissible to miss. In eight-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. Faculty members cannot excuse absences, but may prescribe a class absence policy in their syllabi that may be more stringent than that described above.

Any and all absences beyond those above must be reported to the HDC Director or Program Manager.

Students may be encouraged to withdraw from a course if absences are in excess. Students who are absent to excess and do not complete the official withdrawal form will be at risk for receiving an "FA" grade (failure due to absences). 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 Haub Degree Completion Program (HDC) 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, and may be shorter for online or for classes less than a full semester term. For the refund schedule, see Student Expenses or Hawk Central.

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 do so in writing through the Haub Degree Completion Program by completing the appropriate form in the office no later than the withdrawal deadline date as established by Hawk Central. Students are encouraged to discuss withdrawing from a course with an instructor prior to submitting a withdrawal form.

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, and under no circumstances are withdrawals considered during the exam period. The student must make this request in writing and receive the permission of both an HDC Academic Advisor and either the Associate Dean or HDC Program Director. Forms are available in 160 Mandeville. If approved, the appropriate grade would be a "W". A student who withdraws without permission will receive a grade of "FA".

Note: Withdrawal requests via phone or email that are not accompanied by an official withdrawal form signed by the student are not considered official requests.

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's degree, or a Certificate must achieve an SJU grade point average of 2.00.

Minimum Requirements for Retention

Haub Degree Completion Program (HDC) students are permitted to take courses at a rate that is appropriate and convenient for them, normally without incurring any penalties for delay in completing degree program requirements.

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*.

Total credits attempted (including transfer credits)	Minimum required	GPA
15	1.5	
30	1.6	
45	1.7	
60	1.8	
75	1.9	
90	2.0	
120	2.0	

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 are required to meet with the Associate Dean or Director, 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 to register for any courses.

Students may lose their financial aid if they do not attain the required GPA 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 Director of Student Financial Services and Compliance

and the HDC Director, acting on the recommendations of the Board of Academic Review.

Students on probation making inquiries must address them to the HDC Director. For further information regarding financial aid, one may contact the Director of Student Financial Services and Compliance.

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 Director.

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 HDC Director and Hawk Central.

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. At the end of each semester, students who are not meeting the criteria for satisfactory progress will be informed

that their current academic record disqualifies them for financial assistance. Both the HDC Director and the Director of Student Financial Services and Compliance reserves the right to make exceptions for special cases.

Class Status

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, including transfer credits received:

Freshman	Less than 24 earned credits
Sophomore	24-53 earned credits
Junior	54-83 earned credits
Senior	84 or more earned credits

Note: For some scholarship, internship, or other purposes, this class standing scale may be adjusted specific to that particular purpose.

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 Haub Degree Completion Program (HDC) 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**, **NA**, or **NP** in the current semester makes one ineligible for the list.

Academic Honor Societies

Beta Gamma Sigma Business Honor Society. Beta Gamma Sigma is the international honor society serving business programs accredited by AACSB International - The Association to Advance Collegiate Schools of Business. Membership in Beta Gamma Sigma is the highest recognition a business student anywhere in the world can receive in a business program accredited by AACSB International. HDC Students are eligible for invitation to membership in the Beta Gamma Sigma International Business Honor Society. In order to receive an invitation to Beta Gamma Sigma, students must:

- Be a second-semester junior ranking in the upper 10% of all SJU undergraduate business students
- Be a senior ranking in the upper 10% of all SJU undergraduate business students

Invitations are based on cumulative SJU GPAs only. Invitations are generally sent late in the Spring semester.

Honors at Graduation

Honors at graduation will be awarded for SJU 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 HDC only. To be eligible for honors at graduation, students must complete at least twenty courses in the Haub School of Business Degree Completion Program.

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 in May. 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 form through The Nest. 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 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.

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 HDC General Education Program (GEP)

All HDC baccalaureate programs require the following courses as part of the HDC GEP:

Interdisciplinary: (1-2 courses are required)

- INT 102 Adult Student Seminar
- INT 101 Adult Seminar in Learning Strategies (this 1 credit course is required for some students admitted to the HDC Program on a probationary or provisional basis.)

English: (2 courses are required)

- ENG 101 Craft of Language
- ENG 102 Texts and Contexts

History: (1 course is required)

- HIS 154 Forging the Modern World

Mathematics: (2 courses are required)

- MAT 103 Quantitative Application in Business
- MAT 104 Calculus Applications in Business

Note: Some HDC majors (including, but not limited to, Finance) may require a third upper division course in Mathematics to satisfy ILC requirements. Students should check with their HDC Academic Advisor for details.

Natural Science: (1 course is required)

Students may fulfill the science requirement by taking any 3 or 4 credit natural science course in biology, chemistry, environmental science, or physics. Business majors are not required to take a lab-based science course unless otherwise required by their specific major.

Note: Some HDC majors (including, but not limited to, Food Marketing and Pharmaceutical Marketing) may require a specific science course to fulfill the natural science requirement. Some majors may also require a second science course to satisfy ILC requirements. Students should check with their HDC Academic Advisor for details.

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 the same foreign language in level sequence; for example SPA 111-112
- 2 courses in Linguistics (LIN courses)
- 2 courses in Literature in Translation (LTT courses)
- 2 courses in Classics (CLA courses)

Any combination of 2 courses from LIN, LTT, and CLA courses

International students or students whose native language is not English may also take ESL 201 and ESL 202, Composition and Critical Thinking for Non-Native Speakers of English, in their first two semesters to fulfill their language requirement. They must achieve grades of C or better in these courses to continue. 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 and 1 optional)

- PHL 154 Moral Foundations
- Philosophical Anthropology Selection (any PHL course numbered 250 or higher designated as a Philosophical Anthropology course)
- 1 course from PHL or THE (that is designated as a Faith and Reason Selection course)

Social Sciences: (1 course is required)

- ECN 101 Intro to Microeconomics is required for all HDC program majors

Fine Arts or Literature: (1 course is required)

- One approved Art/Lit course selection is required from ART, CLA, ENG, LIN, LTT, or MTF

Theology: (2 courses are required and 1 optional)

- Students must choose one course from either THE 154 (Faith, Justice, and the Catholic Tradition) or THE 221 (Intro to the New Testament)
- 1 course from REL or THE (that is designated as a Religious Difference Selection course)
- 1 course from PHL or THE (that is designated as a Faith and Reason Selection course)

Integrative Learning Course (2-3 courses required)

- Most, but not necessarily all, HDC program majors require ECN 102 Intro to Macroeconomics
- Remaining courses approved for ILC requirements will vary by major. Some majors have specific courses that must be taken. Please check with your HDC Academic Advisor to see how many ILC courses you are required to take in your major and which courses may qualify.

Notes

- All degree and certificate students must see a HDC academic advisor at least once a year, preferably before fall registration.
- 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)
- Lower and upper division course designations are determined by each academic department
- Upper division courses in the elected major field will total a minimum of 24 semester credits.
- 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.
- Please note that the above detailed GEP is required for all HDC students admitted for the Fall 2014 semester or later. Students admitted to begin studies prior to the Fall 2014 semester may have slightly different GEP curriculum requirements as communicated by the HDC office at the time of admission. Students are encouraged to contact their

HDC advisor with any curriculum questions they may have.

- It is important to discuss specific curricular requirements with an HDC advisor at haubadult@sju.edu or 610-660-2250.

Program Requirements

The following pages describe the courses and credits required for the various programs offered in Saint Joseph's University Haub Degree Completion Program for those students admitted for the Fall 2014 semester or later. Students who began their studies prior to Fall 2014 may have slightly different program requirements and should check with their HDC advisor for their specific requirements.

HDC Baccalaureate Degree Offerings

Bachelor of Science in Business Administration

- Accounting*
- Business Administration*
- Business Intelligence & Data Analytics*
- Entertainment Marketing*
- Family Business & Entrepreneurship*
- Finance*
- Financial Planning*
- Food Marketing*
- International Business*
- Leadership, Ethics & Organizational Sustainability*
- Managing Human Capital*
- Pharmaceutical & Healthcare Marketing*
- Risk Management & Insurance*
- Sports Marketing*

HDC Associate Degree Offerings

Associate of Science in Business Administration
Business Administration

HDC Certificate Program Offerings

Post-Baccalaureate Certificate
Accounting
Risk Management & Insurance

General Certificate (does not require Bachelor's Degree)
Business Administration

B.S. Business Administration Programs

**Business Majors GEP and Business Foundation
HDC General Education Program (GEP) Requirement, all
Business majors (See Curricula.)**

INT 101	Seminar in Learning Strategies <i>(required for some students)</i>	1
INT 102	Adult Student Seminar	3
ENG 101	Craft of Language	3
ENG 102	Texts and Contexts	3
HIS 154	Forging the Modern World	3
Art/Lit	Fine Arts or Literature Selection	3
Language	GEP selections	6
MAT 103	Quantitative Applications in Business	3
MAT 104	Calculus Applications in Business	3

PHL 154	Moral Foundations	3
Philosophy	Philosophical Anthropology Selection	3
ECN 101	Introduction to Microeconomics	3
Natural Science	GEP selection	3
THE 154 or 221	Faith, Justice & the Catholic Tradition or Intro to the New Testament	3
Theology	Religious Difference Selection	3
Theology or Philosophy	Faith and Reason Selection	3
ILC Courses	Generally ECN 102 and 1-2 additional courses from approved list	6-9

TOTAL CREDITS 54-8

Business Foundation Requirement, all Business majors

ACC 101	Concepts of Financial Accounting	3
ACC 101EC	Excel Competency <i>(not required of students who transfer in ACC 101)</i>	1
ACC 102	Managerial Accounting	3
DSS 200	Intro to Information Systems	3
DSS 210	Business Statistics	3
DSS 220	Business Analytics	3
FIN 200	Introduction to Finance	3
MGT 360	Legal Environment of Business I	3
MGT 110 or 120	Essentials of Organizational Behavior or Essentials of Management	3
MKT 201	Principles of Marketing	3
BUS 495	Business Policy	4
	TOTAL CREDITS	31-2

Major Course Requirements

Accounting Majors

ACC 205	Financial Accounting Info Sys I
ACC 206	Financial Accounting Info Sys II
ACC 307	Financial Accounting Info Sys III
ACC 212	Management Accounting Info Sys
ACC 315	Federal Income Taxation
ACC 317	Auditing & Assurance Services

Note: Accounting majors require three ILC courses and have a total of 5 additional free electives.

Business Administration Majors

Six total 200-400 level courses. Two courses each must come from three of the following academic areas:

Accounting	ACC courses
Business Intelligence	DSS courses
Finance	FIN, FPL, or RMI courses
Food Marketing	FMK courses
Management or IBUS courses	FBE, LEO, MGT, MHC,
Marketing	MKT courses
Pharmaceutical Marketing	PMK courses

Note: Business Administration majors require two ILC courses and have a total of 6 additional free electives.

Business Intelligence & Data Analytics Majors

DSS 310	Systems Theory
DSS 320	Systems Analysis & Design
DSS 330	Database Management
DSS 410	Decision Support Systems Modeling
DSS 420	Intro to Data Mining
DSS XXX	DSS Upper Level Elective of Choice

Note: Business Intelligence majors require two ILC courses and have a total of 6 additional free electives.

Entertainment Marketing Majors

MKT 343	Entertainment Marketing
MKT 342	Entertainment Law
MKT 341	Music Marketing
MKT 353	Sports Marketing
MKT Elective 1	Choose from approved Entertainment
MKT Elective 2	Marketing courses

Note: Entertainment Marketing majors require two ILC courses and have a total of 6 additional free electives.

Family Business & Entrepreneurship Majors

FBE 230	Introduction to Entrepreneurship
FBE 231	Family Business
FBE 360	Business Law for Entrepreneurial Firms
FBE 495	FBE Capstone Course
FBE Elective 1	Choose from approved MGT, FBE, FIN,
FBE Elective 2	FMK, or MKT courses

Note: FBE majors require two ILC courses and have a total of 6 additional free electives.

Finance Majors

FIN 201	Markets & Institutions
FIN 300	Intermediate Finance
FIN 301	Investments
FIN XXX	FIN Upper Level Elective of Choice
FIN Elective 1	Choose from approved FIN, FPL, or RMI
FIN Elective 2	courses

Note: Finance majors require two ILC courses and have a total of 6 additional free electives.

Financial Planning Majors

FPL 200	Personal Financial Planning
FPL 300	Retirement Planning
FPL 301	Estate Planning
FPL 302/ACC 315	Individual Taxation
RMI	Intro to Insurance
FPL Elective	Choose from FIN, FPL, or RMI

Note: Financial Planning majors require two ILC courses and have a total of 6 additional free electives.

Food Marketing Majors

FMK 202	Overview of Global Food Industry
FMK 301	Food Marketing Research
FMK 302	Understanding Food Consumers
FMK 303	Food Marketing Communications
FMK 401	Food Marketing Strategy

FMK XXX Any 200+ FMK course not listed above
Note: Food Marketing majors require two ILC courses and have a total of 6 additional free electives.

International Business Majors

IBU 210 or 420 Intro to International Business
 Marketing MKT 331 Intl Mktg or FMK 314 Intl Food Marketing
 IBU 370 International Exposure (or approved sub)
 FIN 302 International Finance
 IBU 495 Global Strategic Planning
 Elective #1 ACC 430, IBU 363, or MHC 321

Note: International Business majors require two ILC courses and have a total of 6 additional free electives.

Leadership, Ethics, and Organizational Sustainability Majors

LEO 210 Business, Stakeholders, and Ethics
 LEO 211 Perspectives on Leadership
 LEO 212 Organizational Sustainability
 LEO 495 Applied Sustainable Leadership
 LEO Elective 1 Choose from approved LEO course listings
 LEO Elective 2 Choose from approved LEO course listings

Note: LEO majors require two ILC courses and have a total of 6 additional free electives.

Managing Human Capital Majors

MHC 220 Intro to Managing Human Resources
 MHC 221 Diversity in the Workplace
 MHC 495 MHC: Research & Application
 MHC Elective 1 Choose from approved MHC courses
 MHC Elective 2 Choose from approved MHC courses
 MHC Elective 3 Choose from approved MHC courses

Note: Managing Human Capital majors require two ILC courses and have a total of 6 additional free electives.

Marketing Majors

MKT 202 Marketing Research
 MKT 301 Marketing Communications
 MKT 302 Consumer Behavior
 MKT 401 Marketing Strategy
 MKT Elective 1 Choose from approved MKT courses
 MKT Elective 2 Choose from approved MKT courses

Note: Marketing majors require two ILC courses and have a total of 6 additional free electives.

Pharmaceutical Marketing Majors

PMK 211 Pharmaceutical Marketing Environment
 PMK 221 Pharmaceutical Marketing Research
 PMK 331 Pharmaceutical Sales Management
 PMK 341 Supply Chain Management & Pricing
 PMK 351 Pharmaceutical Promotions Management
 PMK 461 Pharm Marketing Strategy & Planning I

Note: PMK majors require two ILC courses and have a total of 6 additional free electives.

Risk Management & Insurance Majors

RMI 200 Introduction to Insurance
 RMI 300 Property & Casualty
 RMI 301 Risk Management
 RMI XXX Approved RMI elective course
 RMI Elective 1 Choose from approved FIN, FPL, or RMI
 RMI Elective 2 courses

Note: RMI majors require two ILC courses and have a total of 6 additional free electives.

Sports Marketing Majors

MKT 351 Business of Sports
 MKT 353 Sports Marketing
 MKT 355 Sports Selling & Sales
 MKT 490 Sports Marketing Internship (or approved sub)
 MKT 35X Choose from approved Sports Marketing
 MKT 35X elective courses

Note: Sports Marketing majors require two ILC courses and have a total of 6 additional free electives.

A.S. Business Administration Program

Business Majors GEP and Business Foundation for Associate Degree

HDC General Education Program (GEP) Requirement for Associates' Degree students, all Business majors (See Curricula.)

INT 101	Seminar in Learning Strategies (required for some students)	1
INT 102	Adult Student Seminar	3
ENG 101	Craft of Language	3
ENG 102	Texts and Contexts	3
HIS 154	Forging the Modern World	3
MAT 103	Quantitative Applications in Business	3
MAT 104	Calculus Applications in Business	3
PHL 154	Moral Foundations	3
ECN 101	Introduction to Microeconomics	3
ECN 102	Introduction to Macroeconomics	3
THE 154 or 221	Faith, Justice & the Catholic Tradition or Intro to the New Testament	3
Theology or Philosophy	Faith and Reason Selection	3

TOTAL CREDITS 33-4

Business Foundation Requirement, all Business majors

ACC 101	Concepts of Financial Accounting	3
ACC 101EC	Excel Competency (not required of students who transfer in ACC 101)	1
ACC 102	Managerial Accounting	3
DSS 200	Intro to Information Systems	3
DSS 210	Business Statistics	3
FIN 200	Introduction to Finance	3
MGT 360	Legal Environment of Business I	3
MGT 110 or 120	Essentials of Organizational Behavior or Essentials of Management	3
MKT 201	Principles of Marketing	3

TOTAL CREDITS

27-
8

This certificate requires a minimum of eight (8) undergraduate level courses from any of the 14 available subject areas.

Major Course Requirements

Business Administration Majors

Three total 200-400 level courses. Courses must come from at least two of the following academic areas:

Accounting	ACC courses
Business Intelligence	DSS courses
Finance	FIN, FPL, or RMI courses
Food Marketing	FMK courses
Management or IBUS courses	FBE, LEO, MGT, MHC,
Marketing	MKT courses
Pharmaceutical Marketing	PMK courses

Note: Associate Degree students do not have free elective courses.

Certificate Programs

Course Requirements

Post-Baccalaureate Certificate in Accounting

ACC 101	Financial Accounting
ACC 102	Managerial Accounting
ACC 205	Financial Accounting Info Sys I
ACC 206	Financial Accounting Info Sys II
ACC 307	Financial Accounting Info Sys III
ACC 212	Management Accounting Info Sys
ACC 315	Federal Income Taxation
ACC 317	Auditing & Assurance Services
MGT 360	Legal Environment of Business I
Elective 1	Choose three from ACC 312, ACC 410,
Elective 2	ACC 415, ACC 417, ACC 420, FIN 200,
Elective 3	and MGT 362

Note: Students may transfer in no more than three of the above courses from previous undergraduate study.

Post-Baccalaureate Certificate in Risk Management & Insurance (Course requirement list is tentative, and is not final)

FIN 200	Introduction to Finance
DSS 210	Business Statistics
RMI 200	Introduction to Insurance
RMI 300	Property & Casualty Insurance
RMI 301	Risk Management
RMI Elective	Choose from RMI 401 (Alternative Risk Financing) or RMI 470 (Topics in RMI)

Note: Students may transfer in no more than FIN 200 and/or DSS 210 of the above courses from previous undergraduate study.

Certificate of Proficiency in Business Administration (No Bachelor's Degree is required)

Note: Students must fulfill all course prerequisites for the courses they wish to register for. While these may be fulfilled by prior study at SJU or another institution, students will not receive transfer credit for any courses from previous undergraduate study.

Business Minor Course Requirements for Non-Business Majors

Business Administration Minor for Non-Business Majors

Non-HDC Students may opt to minor in Business Administration by taking the following six courses:

ACC 101	Financial Accounting
DSS 210	Business Statistics
FIN 200	Introduction to Finance
MGT 110/120	Essentials of Organizational Behavior or Essentials of Management
DSS 200	Introduction to Information Systems
MKT 201	Principles of Marketing

Note: Students who have completed a course in statistics may substitute any other business course for DSS 210 with the approval of the department chair. ACC 101 and DSS 210 are prerequisites for FIN 200.