

# TABLE OF CONTENTS

General Information .....	5	Ancient Cultures Minor .....	74
Policies and Procedures .....	10	Classical Studies Major .....	74
Curricula .....	38	Classical Studies Minor .....	76
Special Programs and Resources .....	40	Communication Studies .....	76
College of Arts and Sciences .....	47	Communication Studies Major .....	76
Graduate College of Arts and Sciences .....	47	Communication Studies Minor .....	78
Undergraduate Adult (PLS) Program .....	47	Computer Science .....	80
PLS/HDC Adult Degree Completion General Education Program (GEP) .....	48	Computer Science Major .....	80
Actuarial Science .....	49	Computer Science M.S. ....	81
Actuarial Science Major .....	49	Computer Science Minor .....	83
Actuarial Science Minor .....	50	Cybersecurity M.S. ....	83
Africana Studies .....	51	Cybersecurity Graduate Certificate .....	84
Africana Studies Minor .....	51	Information Technology Major .....	84
American Studies .....	51	Information Technology Minor .....	86
American Studies Minor .....	51	Criminal Justice .....	86
Animal Studies .....	53	Criminal Justice Major .....	86
Animal Studies Minor .....	53	Criminal Justice Studies .....	87
Art .....	54	Criminal Justice, M.S. ....	89
Art Education Major .....	54	Criminal Justice Minor .....	91
Art Major .....	55	Economics .....	92
Art Minor .....	57	Economics Major .....	92
Art History Major .....	57	Economics Minor .....	93
Art History Minor .....	59	English .....	93
Asian Studies .....	59	English and Professional Writing B.L.S. ....	94
Asian Studies Major .....	60	English Major .....	96
Asian Studies Minor .....	61	Writing Studies M.A. ....	98
Behavioral Neurosciences .....	62	Creative Writing Minor .....	99
Behavioral Neurosciences Minor .....	62	English Minor .....	100
Biology .....	64	Journalism Minor .....	100
Biology Major .....	64	Environmental Science .....	101
Biology M.A. ....	66	Environmental And Sustainability Studies Minor .....	101
Biology M.S. ....	67	Environmental Science Major .....	102
Biology Minor .....	68	Environmental Science Minor .....	103
Chemical Biology .....	69	Faith-Justice Studies Minor .....	104
Chemical Biology Major .....	69	Gender Studies .....	105
Chemistry .....	70	Gender Studies Minor .....	105
Chemistry Major .....	72	General Studies .....	106
Chemistry Minor .....	73	B.L.S. in General Studies (On-campus Professional Studies Concentration) .....	106
Classical Studies .....	73	B.L.S. in General Studies (Online Professional Studies Concentration) .....	107
		B.L.S. in General Studies (Social Science Concentration) .....	109

General Studies (Autism Studies Concentration) .....	110	Music Minor .....	143
General Studies (Humanities Concentration) .....	112	Theatre & Film Major .....	144
Health Care Ethics .....	112	Theatre Studies Minor .....	145
Health Care Ethics Minor .....	112	Philosophy .....	146
History .....	114	Philosophy Major .....	146
History Major .....	114	Philosophy Minor .....	149
History Minor .....	116	Physics .....	150
Honors Program .....	116	Physics Major .....	151
Honors Program B.A./B.S. ....	118	Physics Minor .....	152
Industrial and Organizational Psychology Minor .....	118	Political Science .....	153
International Relations .....	119	Political Science Major .....	153
International Relations Major .....	119	Political Science Minor .....	154
International Relations Minor .....	121	Psychology .....	155
Justice and Ethics in Law .....	122	Industrial and Organizational Psychology Minor .....	118
Justice and Ethics in Law Minor .....	122	Psychology Major .....	156
Latin American and Latinx Studies .....	123	Psychology Minor .....	159
Latin American and Latinx Studies Minor .....	123	Psychology M.S. ....	159
Linguistics .....	125	Psychological Studies .....	161
Linguistics Major .....	125	Sociology .....	162
Linguistics Minor .....	127	Sociology Major .....	163
Teaching English to Speakers of Other Languages Minor .....	128	Sociology Minor .....	163
Mathematics .....	129	Theology and Religious Studies .....	164
Mathematics B.S. ....	129	Religious Studies Major .....	165
Mathematics Minor .....	130	Theology and Religious Studies Minor .....	167
Secondary Education: Mathematics M.S. ....	130	Theology Major .....	169
Medieval, Renaissance and Reformation Studies .....	132	Erivan K. Haub School of Business .....	171
Medieval, Renaissance, and Reformation Studies Minor .....	132	Haub Degree Completion Program (HDC) .....	171
Modern and Classical Languages .....	133	Graduate Business .....	172
Chinese Language and Culture Minor .....	135	Accounting .....	172
Francophone Studies Major .....	135	Accounting Major .....	172
French Major .....	136	Accounting B.B.A. ....	174
French Minor .....	137	Accounting Post-Baccalaureate Certificate .....	175
German Minor .....	137	Actuarial Science .....	175
Italian Major .....	137	Business Administration .....	176
Italian Minor .....	138	Business Administration B.B.A. ....	176
Italian Studies Major .....	138	Business Administration Major .....	177
Spanish Major .....	139	Business Minor for Non-Business Majors .....	178
Spanish Minor .....	141	Business Administration Certificate of Proficiency .....	179
Music, Theatre and Film .....	141	MBA Program .....	179
Film and TV Minor .....	141	Pre MBA Leadership Certificate .....	184
Music Industry Minor .....	142	Business Intelligence & Analytics .....	184
Music Major .....	142	Business Intelligence & Analytics B.B.A. ....	185

Business Intelligence & Analytics Major .....	186	Entertainment Marketing Minor .....	224
Business Intelligence & Analytics Minor .....	187	Marketing B.B.A. ....	225
Business Intelligence & Analytics M.S. ....	187	Marketing M.S. ....	226
Business Intelligence & Analytics Graduate Certificates .....	189	Marketing Major .....	227
Executive Programs .....	189	Marketing Minor .....	228
Executive MBA .....	190	Sports Marketing B.B.A. ....	228
Finance .....	191	Sports Marketing Major .....	229
Post-Masters Certificate in Financial Planning .....	192	Sports Marketing Minor .....	231
Finance B.B.A. ....	192	Pharmaceutical & Healthcare Marketing .....	231
Finance Major .....	193	Pharmaceutical & Healthcare Marketing Major .....	231
Finance Minor .....	194	B.B.A. in Pharmaceutical Marketing .....	232
Financial Planning Major .....	195	Pharmaceutical & Healthcare Marketing MBA .....	233
Financial Planning Minor .....	196	Pharmaceutical & Healthcare Marketing Post Master's Certificate .....	234
Finance M.S. ....	196	School of Health Studies and Education .....	235
Real Estate Finance Minor .....	198	Autism Behavioral Studies .....	235
Risk Management & Insurance B.B.A. ....	199	Autism Behavioral Studies Major .....	235
Risk Management & Insurance Major .....	200	Autism Studies Minor .....	237
Risk Management & Insurance Minor .....	201	Autism Studies Certificate, PB .....	238
Food Marketing .....	202	Education .....	239
Food Marketing Major .....	202	Elementary Education (4-8) Major .....	242
Food Marketing Minor .....	203	Elementary Education (4-8) Graduate .....	244
Food Marketing B.B.A. ....	203	Elementary Education (Pre K-4) Major .....	245
Food Marketing MBA/MS .....	204	Elementary Education (Pre K-4) BLS .....	246
Management .....	206	Elementary Education (Pre K-4) Graduate .....	248
Family Business & Entrepreneurship B.B.A. ....	207	Educational Leadership and Administration .....	249
Family Business and Entrepreneurship Major .....	208	Educational Studies Minor .....	250
Family Business and Entrepreneurship Minor .....	210	Foreign Language (K-12) .....	251
International Business B.B.A. ....	210	Interdisciplinary EDD for Educational Leaders .....	251
International Business Major .....	211	Reading Specialist .....	252
International Business Minor .....	212	Secondary Education (7-12) Graduate .....	253
Leadership, Ethics and Organizational Sustainability Major ...	213	Special Education Graduate .....	254
Leadership, Ethics and Organizational Sustainability Minor ...	215	Special Education (Pre K-8) Major .....	257
Leadership, Ethics, and Organizational Sustainability B.B.A. ....	215	Special Education Studies Minor .....	258
Managing Human Capital B.B.A. ....	216	Special Education (7-12 and Pre K-8) Graduate .....	259
Managing Human Capital Major .....	217	Supervisor of Special Education .....	260
Managing Human Capital Minor .....	219	Health Services .....	261
Strategic Human Resource Management M.S. ....	219	Health Administration B.L.S. ....	262
Marketing .....	220	Health Administration M.S. ....	263
Advertising And Promotions Minor .....	221	Health Education M.S. ....	265
Entertainment Marketing B.B.A. ....	221	Interdisciplinary Health Services Major .....	266
Entertainment Marketing Major .....	222	Interdisciplinary Health Services Minor .....	268

Organizational Development and Leadership .....	269	International Business (IBU) .....	390
Organizational Development and Leadership M.S. ....	269	Italian (ITA) .....	391
Organizational Development & Leadership B.L.S. ....	272	Italian Studies (IST) .....	395
Course Descriptions .....	274	Japanese (JPN) .....	396
Accounting (ACC) .....	275	Latin (LAT) .....	396
Actuarial Science (ASC) .....	278	Ldrshp/Ethics & Org Sustainab (LEO) .....	398
Aerospace Studies (AER) .....	278	Linguistics (LIN) .....	400
American Sign Language (ASL) .....	279	Literature in Translation (LAN) .....	404
Applied Behavioral Analysis (ABA) .....	280	Literature in Translation (LTT) .....	404
Art (ART) .....	281	Management (MGT) .....	404
Biology (BIO) .....	288	Managing Human Capital (MHC) .....	408
Business (BUS) .....	295	Marketing (MKT) .....	411
Chemistry (CHM) .....	296	Marketing Pharmaceutical Ex (MPE) .....	416
Chinese (CHN) .....	299	Math Education (MED) .....	418
Classics (CLA) .....	300	Mathematics (MAT) .....	420
Communications (COM) .....	302	Modern and Classical Cultures (MCC) .....	424
Computer Science (CSC) .....	303	Music, Theatre & Film (MTF) .....	425
Criminal Justice (CRJ) .....	311	Non-Credit Course (NON) .....	430
Decision & System Sciences (DSS) .....	315	Org Development & Leadership (ODL) .....	430
Economics (ECN) .....	320	Pharmaceutical Marketing (PMK) .....	433
Education (EDU) .....	323	Philosophy (PHL) .....	435
Education Leadership (EDL) .....	334	Physics (PHY) .....	445
English (ENG) .....	336	Political Science (POL) .....	448
English as Second Lang (ESL) .....	349	Psychology (PSY) .....	457
Environmental Science (ENV) .....	350	Public Safety & Environ Prot (PSE) .....	466
Family Busn & Entrepreneurship (FBE) .....	350	Real Estate Finance (REF) .....	467
Finance (FIN) .....	351	Religious Studies (REL) .....	468
Financial Planning (FPL) .....	355	Risk Management & Insurance (RMI) .....	474
Food Marketing (FMK) .....	356	Russian (RUS) .....	475
French (FRE) .....	361	Sociology (SOC) .....	476
Gender Studies (GEN) .....	364	Spanish (SPA) .....	484
German (GRM) .....	365	Special Education (SPE) .....	491
Graduate Gerontology (GRG) .....	367	Theology (also see REL crses) (THE) .....	501
Greek (GRK) .....	368	Directory .....	510
Health Administration (HAD) .....	368	Index .....	515
Health Care Ethics (HCE) .....	370		
Health Education (HED) .....	371		
Health Services (HSV) .....	373		
History (HIS) .....	373		
Honors (HON) .....	380		
Interdisciplinary (INT) .....	382		
Interdisciplinary Health Serv (IHS) .....	382		

# GENERAL INFORMATION

*The provisions of this catalog describe programs and policies of the College of Arts and Sciences, the Erivan K. Haub School of Business and the School of Health Studies and Education within Saint Joseph's University as of time of publication. The University reserves the right to change any provision or requirement at any time.*

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.

## 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 Greateon, 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. Greateon'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 the traditional undergraduate programs leading to the degrees of Bachelor of Arts and Bachelor of Science, a flexibly-structured program in Professional and Liberal Studies leading to a Bachelor of Liberal Studies, and graduate programs leading to the degrees of Master of Arts and Master of Science

**The Erivan K. Haub School of Business**, which offers traditional undergraduate programs leading to the degree of Bachelor of Science in Business Administration, a flexibly-structured Haub Degree Completion program leading to a bachelor degree or associate degree, and graduate programs leading to the degrees Master of Business Administration and Master of Science.

**The School of Health Studies and Education**, which offers traditional undergraduate programs leading to the degree of Bachelor of Science, a flexibly-structured program in Professional and Liberal Studies leading to a Bachelor of Liberal Studies, and graduate programs leading to the degrees of Master of Science and Doctor of Education.

## 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:

### 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.

## 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.

Code	Description
ABA	Applied Behavioral Analysis
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 Studies
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 Language)
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
REF	Real Estate Finance
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 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:

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 & CHM 101L)
Capstone (only as required by some)	495
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)

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:

Foundation	500 to 549
Core	550 to 599
Major/Specialization	600 to 785
Special Topics	770
Internship	791 & 792
Thesis/Research	793 & 794
Capstone	795
Lab Courses	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)

### 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 "HY"	as above
Service Learning	starts with "SL"	as above

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

# POLICIES AND PROCEDURES

## College of Arts and Sciences

### Erivan K. Haub School of Business

### School of Health Studies and Education

#### 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 offices of the Deans.

## Traditional Undergraduate Degrees and Requirements

The University offers 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 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. 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 Saint Joseph's.

## HDC and PLS Degree and Certificate Requirements

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 complete 40 courses (minimum 120 credits) for a Bachelor's Degree and 20 courses (minimum 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.

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.*

## Pass/No Penalty Course Grade Option Policy

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.

## 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 Taken Elsewhere Policy

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 temporary separation from the University may not receive credit for courses taken elsewhere during a temporary separation.

## 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 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: <https://www.sju.edu/int/resources/security/annualreport.html>
- 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:

Family Policy Compliance Office  
United States Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901

## 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.

## Incomplete Grades ("I" on the Transcript)

The grade of Incomplete, noted as "I" on the grade report, is reported by an instructor to the Program Director or Department Chair and to the Registrar only under the following circumstances (all must apply):

1. The student has requested an Incomplete.
2. Course requirements have not been completed for reasons beyond the student's control (e.g., illness or family emergency), and
3. The student has completed the majority of the work for the class, and the student can accomplish the remaining requirements within 30 days of the end of the class or reasonable time frame agreed upon by the instructor and student following issuance of the "I" grade.

Please note that if the work for the course is not completed by the agreed time, the "I" will convert to an F. A student may not be given an Incomplete grade if an incomplete from a previous semester is still outstanding.

## In Progress Grades ("IP" on the transcript).

The grade of "In Progress," noted as "IP" on the grade report, indicates that the course spans more than one semester's work. The final grade will be sent to the Registrar by the instructor upon completion of the course.

## 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 other 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.

## Grade Appeal

A student who wishes to appeal the final grade in a course should first contact the instructor of the course in an attempt to remedy the situation. If after talking with the instructor the student still thinks that they have been inappropriately evaluated in the course, the student may make a written request for review to the Program Director or Department Chair,

depending on the program of study. The written request must describe, in detail, the situation and reason for appealing the course grade. The program director or department chair will consult with the instructor and if a grade change is warranted, make a recommendation to the Associate Dean for approval.

## 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

**For Undergraduate Day:** 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 obtain approval from her/his academic advisor no later than the Last Day to Withdraw for the respective term and program as stated in the Academic Calendar. A request to withdraw past this day requires an extraordinary and unusual reason and the approval of the respective Associate Dean overseeing the student's major. More explicitly, a regular withdrawal requires only the approval of the student's advisor while an extraordinary withdrawal past the Last Day to Withdraw requires the approval of the Associate Dean of the student's major. 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. The Registrar's Office (<https://sites.sju.edu/registrar/resources/student-forms>) 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.

## Class Standing

Separate from the notion of "Satisfactory Academic Progress" is a student's class standing. Advancement through the freshman, sophomore, junior and senior levels is predicated on the number of semesters completed and hours earned toward completion of the degree program. Normally, eight semesters 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

## 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.

## 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 appropriate Dean.

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 appropriate Dean. 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.

## 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.

## 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 from the Registrar's Office (<https://sites.sju.edu/registrar/files/2019/07/minor-form.pdf>).

## 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 the University

Before an undergraduate day student withdraws from Saint Joseph's University, they should consult with their academic advisor. To complete the withdrawal process, students will submit the withdrawal form and have an exit interview with a staff member from the Office of Student Success. To begin the withdrawal process, contact [success@sju.edu](mailto:success@sju.edu) or call 610-660-2956.

## Leave of Absence

A Leave of Absence (LOA) is for students who are taking time off from their formal education, with the intent to return to SJU. Students may not take classes at another institution and transfer those credits back to SJU while they are on a LOA.

When approved, a LOA is granted for one semester and may be renewed once for a consecutive semester or a total of 2 LOAs during a student's time at SJU. To show continuity in the academic record, a comment of "Leave of Absence" will be placed on the official transcript for the term the student is on a LOA.

Students on a LOA are reported to lenders and loan service agencies as "not enrolled" and the student needs to contact lenders for information on possible repayment requirements.

## Visiting Students

Undergraduate students who attend other colleges or universities and are in good academic standing may enroll in classes at Saint Joseph's University to transfer to their respective home institution. A visiting student application and letter from the student's home institution indicating good academic standing are required. Visiting students who wish to take courses with prerequisites must submit official transcripts depicting the necessary prerequisite on that transcript. Under this classification, a visiting student may enroll in up to four total courses.

## Isolated Credit / Non Matriculated Students

Non-degree applicants may enroll in up to four PLS/HDC classes prior to formally matriculating into a degree program. Under this classification, students are admitted to the University, but not to a specific degree granting program. No financial aid is available. A formal application and academic transcripts are required prior to being admitted as an isolated credit student.

## 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:

National Student Clearinghouse (<http://www.getmytranscript.com>) ([www.getmytranscript.com](http://www.getmytranscript.com))

## Summer and Intersession Courses

Degree credit is granted for courses taken in summer sessions and the intersession through the Professional and Liberal Studies and the Haub Degree Completion Programs 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 CAS and HSB, 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.

## **Saint Joseph's University Day Students transferring to PLS or HDC Adult Learner Programs**

Saint Joseph's University undergraduate Day students who have been academically dismissed from the University and Day Students who withdrew from the university while on academic probation will not be considered for admission to a PLS or HDC Adult Learner Program for a period of at least one semester or full summer term following the student's separation from the University. During this time, students are encouraged to enroll in courses elsewhere to prove their readiness to pursue a degree through the adult learner program.

Former Saint Joseph's University Day students who withdrew or are on leave from the University and are in good academic standing are not subject to a waiting period before applying for transfer to the PLS or HDC Adult Learner Program.

The PLS and HDC 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.

A Saint Joseph's University Day student who transfers to a PLS or HDC Adult Learner Program may transfer the equivalent of up to 30 courses (90 credits) toward the undergraduate adult learner bachelor's degree.

## **Second Degree Candidates**

Students who have earned a Bachelor degree in a program that required a minimum of 120 credits from a previous college or university may pursue a second undergraduate degree through PLS or HDC. These students are required to complete a minimum of 10 courses (30 credits) at Saint Joseph's University, including any general education requirements not yet satisfied and a minimum of four upper division courses in their major, unless specifically waived by the appropriate Department Chair or Program Director (See Residency Requirement in the Academic Policies and Regulations section).

## **Visiting Students**

Undergraduate students who attend other colleges or universities and are in good academic standing may enroll in classes at Saint Joseph's University to transfer to their respective home institution. A visiting student application and letter from the student's home institution indicating good academic standing are required. Visiting students who wish to take courses with prerequisites must submit official transcripts depicting the prerequisite on that transcript. Under this classification, a visiting student may enroll in up to four total courses.

## **Isolated Credit / Non Matriculated Students**

Non-degree applicants may enroll in up to four classes prior to formally matriculating into an undergraduate adult learner degree program. Under

this classification, students are admitted to the University, but not to a specific degree-granting program. No financial aid is available. A formal application and academic transcripts are required prior to being admitted as an isolated credit student.

## **Second Major**

Students may request permission to pursue a second major offered through PLS or HDC for sound academic reasons. Such a request requires the approval of the PLS or HDC 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.

Please 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 or multiple minors. Approval from the program director or chair for the minor is required. At least one-half of the courses required must be completed at Saint Joseph's University. For minor options and requirements, please see the Undergraduate Day Programs section of the Catalog.

Please 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 minor.

## **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.

## **Course Overload**

Students are permitted to take a maximum of 16 credits per semester. Approval for an overload is considered only in cases where a student's previous academic performance at Saint Joseph's University supports that success in more than 16 credits per semester is highly likely.

## **Add/Drop**

During the add/drop period, students may make changes to their schedule through the Nest. A student who drops a course from their schedule during the add/drop period will not have the course listed on their official record. After the Add/Drop period has ended, a student who does not want to continue in a course will need to submit a request to withdraw from the course. For add/drop dates, please see the University's Academic Calendar.

## **Withdrawal from a Course (or courses)**

A student who wishes to withdraw from a course 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 University's Registrar Office. Students are encouraged to discuss withdrawing from a course with their instructor prior to submitting a withdrawal form to their Advising Office. Withdrawal from any course without completing the required paperwork will result in an F for that course and will lower a



student's grade point average. Students are permitted to withdraw from an individual course or from all courses. All withdrawn courses will be noted with a "W" on the official transcript. Grading and refund regulations apply only to the courses from which a student has officially withdrawn.

Withdrawal from a course after the last day of the published withdrawal period requires documentation of an extraordinary and unusual reason. Students must submit an Extraordinary Withdrawal request form and documentation to support the withdrawal request to their advising office for final approval by the appropriate Associate Dean. Please note that medical documentation must be submitted directly to the Office of Student Disability Services. The avoidance of undesirable grades is not sufficient reason for an extraordinary withdrawal. In no case will withdrawal be permitted after the last class day of the semester.

Should the general good of the University be involved, the University reserves the right 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.

### Incomplete Grades ("I" on the Transcript)

The grade of Incomplete, noted as "I" on the grade report, is reported by an instructor to the Program Director or Department Chair and to the Registrar only under the following circumstances (all must apply):

1. The student has requested an Incomplete.
2. Course requirements have not been completed for reasons beyond the student's control (e.g., illness or family emergency), and
3. The student has completed the majority of the work for the class, and the student can accomplish the remaining requirements within 30 days of the end of the class or reasonable period agreed upon by the instructor and student following issuance of the "I" grade.

Please note that if the work for the course is not completed by the agreed time, the "I" will convert to an F. A student may not be given an incomplete grade if an incomplete from a previous semester is still outstanding.

### In Progress Grades ("IP" on the transcript)

The grade of "In Progress," noted as "IP" on the grade report, indicates that the course spans more than one semester's work. The instructor sends the final grade to the Registrar upon completion of the course.

### Grade Appeal

A student who wishes to appeal the final grade in a course should first contact the instructor of the course in an attempt to remedy the situation. If after talking with the instructor the student still thinks that they have been inappropriately evaluated in the course, the student may make a written request for review to the Program Director or Department Chair, depending on the program of study. The written request must describe, in detail, the situation and reason for appealing the course grade. The program director or department chair will consult with the instructor and if a grade change is warranted, make a recommendation to the Associate Dean for approval.

### Class Standing

Advancement through the first-year, sophomore, junior and senior levels is predicated on the number of hours earned toward completion of the degree program. Class standing at Saint Joseph's is based on

the following scale for candidates in the PLS and HDC undergraduate programs.

Class Standing	Credit Hours Earned
First-Year	fewer than 24
Sophomore	24 to 53
Junior	54 to 83
Senior	84 or more

### Student Deactivation

After two years of non-attendance, PLS and HDC students are deactivated and are required to apply for readmission if/when they decide to return to their studies at Saint Joseph's University. Students will be subject to all curricular requirements at the time of readmission.

### Leave of Absence

PLS and HDC students may request a leave of absence for up to two years. After two years, a student will be deactivated and will be required to re-apply to be considered for readmission to a PLS or HDC program. Students are required to submit a completed PLS Leave of Absence form to their advising office.

### Withdraw from the University

A student may withdraw from their program and University provided any indebtedness to Saint Joseph's is settled and he/she is not liable for dismissal because of an academic violation or disciplinary action. Students are required to submit a completed Withdrawal from University form to their advising office.

## Classification of Students

### Matriculated Students

Students who have met all admission entrance requirements and are accepted with full standing into a degree program are classified as matriculated students.

### Non-degree/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. Students seeking to apply for isolated credit status are subject to the same admission standards as degree-seeking applicants.

### 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.

## Graduate Arts & Sciences

### Graduate Non-Degree Credit Admission (Isolated Credit and Visiting Students)

Graduate non-degree applicants may enroll in graduate-level coursework 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.

Non-degree students are not eligible to take graduate courses in all programs. Non-degree students should seek the permission of the Graduate Program Director in the department offering the course(s) before applying. A maximum of 6 credit hours of coursework taken as a non-degree student may apply toward the credit requirement of the degree program.

Requests for degree credit for courses completed as a non-degree student are considered for admission to a graduate degree program. All non-degree coursework accepted for degree credit must be approved by the program director of the student's department.

Credit earned while enrolled in a graduate certificate program may be transferred into a degree program with the approval of the unit offering the degree program. Please contact the Graduate Studies Office for more information, [gradstudies@sju.edu](mailto:gradstudies@sju.edu)

## Transfer of Credit

Request for the evaluation of graduate transfer credit must be made at the time of application or admission. Only students admitted into a master's program of study may be evaluated for transfer of credits. With the approval of the Graduate Program Director, students may transfer up to six hours of graduate-level work into graduate programs that are 30 credits or more in length.

Course credit may be transferred only from graduate programs at regionally accredited institutions and only courses with a grade of B or better may be transferred. Courses with grades of B- or lower will not be evaluated for transfer.

Applicants must submit an official transcript, course description, and syllabus. Courses taken more than five years prior may not be accepted for transfer credit unless approved by the academic department. Continuing education credits will not be considered for transfer credit.

Once a student is enrolled in a graduate program at Saint Joseph's University, courses may not be taken at another institution for the purpose of transfer credit.

## Readmission After Withdrawal or Dismissal

When seeking readmission, students who have voluntarily withdrawn from the University are required to reapply. Students who have been dismissed from a Graduate Arts and Sciences program due to failure to meet academic progress or because of an academic integrity violation may not reapply to their previous program or any other graduate program offered by the College of Arts and Sciences.

## Academic Standing

### Good Academic Standing is defined as:

- Students enrolled in master's or non-degree programs who maintain a 3.00 or above cumulative GPA, as calculated at the end of the Fall, Spring, and Summer terms.
- Students enrolled in the doctoral program who maintain a 3.50 or above cumulative GPA, as calculated at the end of the fall, spring, and summer terms.

## Academic Levels of Progress

The College of Arts and Sciences maintains a variety of degree-granting programs at the graduate level. As a result, some graduate programs

define the parameters for retention, probation, and dismissal differently, as indicated below.

This policy described below defines the minimum academic levels of progress used to determine academic standing for graduate students in the College of Arts and Sciences and explains standards and processes to address situations of academic probation, dismissal, and appeal.

## Grievance Procedure

Any student who has a concern regarding an academic matter may seek assistance. The procedure for resolving academic program concerns (see note of grade appeal process below) begins with the course instructor. A student who has a concern about a final course grade should first consult the grade appeal process in the following section. If the student is not satisfied with the response or resolution achieved at this first level, or if speaking with the faculty member presents a conflict of interest for the student, the student should proceed to speak with his/ her Graduate Program Director. If the student is not satisfied with the response or resolution achieved through the Graduate Program Director, the student should proceed to speak with the Department Chairperson. If the student is still not satisfied with the response or resolution achieved through the Department Chair, or if speaking with the Department Chair presents a conflict of interest for the student, the next step is to request a review of the concern in writing to the Associate Dean. All requests to present a concern to an Associate Dean must be first summarized in writing in the form of a petition by the student and submitted to the attention of the Graduate Studies Office via email to [gradappeals@sju.edu](mailto:gradappeals@sju.edu). A decision on a grievance by the College Dean represents a final level of review. At all stages of the process, the Graduate Program Director or representative designated by the Dean's Office will serve as the point of contact for the student filing the complaint.

## Appealing a Course Grade

The instructor for a course has the responsibility for setting the requirements for a course and making an evaluation of students' work. Once a grade has been given, the instructor is not free to change the grade unless the instructor indicates to the Registrar that an error was made in the original grade transmitted. If a student believes that an error has been made, he/she must take the initiative in bringing about the necessary correction before the conclusion of the semester or immediately following the semester in which the course was taken. The normal procedure for requesting a correction would be through direct discussion between the student and the instructor. If redress cannot be attained through such discussions, the student may next appeal to the Graduate Program Director. If resolution cannot be attained through appeal, the student may next appeal in writing to the Department Chair. All requests to present a concern to an Associate Dean must be first summarized in writing in the form of a petition by the student and submitted to [gradappeals@sju.edu](mailto:gradappeals@sju.edu)

## Leave of Absence

Under special circumstances (illness, family hardship, work or military service, etc.), a student may request a leave of absence from his/her graduate program. Students are not permitted to enroll at another institution while under a leave of absence status. Two years is the maximum time permitted for a leave of absence (LOA). After a two-year period, the student will be deactivated and will be required to re-apply to be considered for reinstatement to a program. Students are required to submit a completed 'Graduate Leave of Absence form.

**For IDEPEL Students:** It is expected that each cohort member will remain with the cohort in all activities and experiences during the four-year

period. In the event a short-term (less than one year) illness or personal crisis forces a cohort member to be physically absent from cohort experiences, if the cohort member is in good academic standing (i.e., a 3.5 GPA and completion of all practicum projects), then that individual may construct a leave of absence plan in concert with the Program Director. In the event the plan is not approved, the individual will be dismissed from the cohort. However, if the individual leaves the cohort in good academic standing, an opportunity will be provided to enroll in the next cohort a year from the date of the granting of the leave of absence. During the leave of absence, the cohort member will be excused from tuition costs for the leave of absence semesters.

## Withdrawal Policies

It is strongly suggested that you seek counsel from your Graduate Program Director or Advisor before submitting a withdrawal.

Withdrawing from a Course or All Courses in a Semester. An approved leave of absence does not automatically cancel a student's registration for courses. If enrolled for the term(s) included in the approved Leave, a student must drop/withdraw his/her registration(s). Failure to do so will result in billing and assigned grades for the term(s). Dropping and/or withdrawing from a course can have financial and academic implications that should be taken into consideration when making this decision. Changes in financial aid rules and veterans education benefits have further complicated the course withdrawal process; only trained representatives have the knowledge to help students make the best decision(s)—financially and academically.

## Total Withdraw from the University

A student may elect to file a total withdraw from a graduate program of study at Saint Joseph's after any outstanding tuition debt has been settled, and he/she is not liable for dismissal because of an academic violation or disciplinary action. Students are required to submit a completed "Graduate Arts and Sciences Withdraw from University" form to the Graduate Arts and Sciences Office at [gradstudies@sju.edu](mailto:gradstudies@sju.edu)

## Administration Withdrawal

Graduate students may be administratively withdrawn from the University, after due notice, for an academic or disciplinary action or failure to satisfy overdue financial obligations or to comply with administrative requirements of the University.

## Course Load

Full-time graduate students are those who enroll for nine or more credits each semester. Part-time graduate students are those who enroll for less than full-time each semester as previously defined. A student who is employed full-time is encouraged to take two courses (6 credits) each semester, and must receive permission from the student's Graduate Program Director before registering for three or more courses.

## Course Overload

Requests to enroll in five courses (15 credit hours) in a fall or spring semester from a full-time graduate student with a cumulative grade point average (GPA) below 3.50 will not normally be approved. All graduate course overloads must be approved by the Graduate Program Director and Associate Dean. No overload requests will be considered for the summer term. Certain graduate programs restrict students from registering for more than 3 courses or 9 credit hours in the summer terms. Students enrolled in a first semester of graduate study are not granted permission to take course overloads.

## Course Repeat

A graduate student may voluntarily repeat one course while enrolled in a program, and it can only be a course in which a grade of C or below was received. The course may be repeated only once. Students who are placed on academic probation may be required to repeat one or more courses as part of their plan for reinstatement to good academic standing—see policy on Levels of Academic Progress, Probation, and Dismissal. Courses that students are required to repeat as part of their academic probation or reinstatement do not count as "voluntarily" repeated courses. When a course is repeated, both the original and repeated grade appear on the academic record; both grades will be used in calculating the grade point average. Course credit may be applied toward degree requirements only once, even if a course is repeated.

## Graduate Business

### Graduate Non-Degree Credit Admission (Isolated Credit and Visiting Students)

Graduate non-degree applicants may enroll in graduate-level coursework 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.

Non-degree students are not eligible to take graduate courses in all programs. Non-degree students should seek the permission of the Graduate Program Director in the department offering the course(s) before applying. A maximum of 6 credit hours of coursework taken as a non-degree student may apply toward the credit requirement of the degree program.

Requests for degree credit for courses completed as a non-degree student are considered for admission to a graduate degree program. All non-degree coursework accepted for degree credit must be approved by the program director of the student's department.

Credit earned while enrolled in a graduate certificate program may be transferred into a degree program with the approval of the unit offering the degree program. Please contact the Graduate Business Office at [sjumba@sju.edu](mailto:sjumba@sju.edu).

## Transfer of Credit

Request for the evaluation of graduate transfer credit must be made at the time of application or admission. Only students admitted into a master's program of study may be evaluated for transfer of credits. With the approval of the Graduate Program Director, students may transfer up to six hours of graduate-level work into graduate programs that are 30 credits or more in length.

Course credit may be transferred only from graduate programs at regionally accredited institutions and only courses with a grade of B or better may be transferred. Courses with grades of B- or lower will not be evaluated for transfer.

Students may transfer up to six graduate credit hours (2 courses) towards the MBA/MS degree from an AACSB accredited college or university, provided the students earned a grade of B or better in the course and content equivalency is approved. Approval by the Department Chairperson of the applicable academic department is required. Request for the evaluation of graduate transfer credit must be made at the time of application or admission.

Applicants must submit an official transcript, course description, and syllabus. Courses taken more than five years prior may not be accepted for transfer credit unless approved by the academic department. Continuing education credits will not be considered for transfer credit.

## Readmission After Withdrawal or Dismissal

When seeking readmission, students who have voluntarily withdrawn from the University are required to reapply. Students who have been dismissed due to failure to meet academic progress or because of an academic integrity violation may not reapply to their previous program or any other graduate program offered by the Haub School.

## Academic Standing

### Good Academic Standing is defined as:

- Students enrolled in master's or non-degree programs who maintain a 3.00 or above cumulative GPA, as calculated at the end of the Fall, Spring, and Summer terms.

## Academic Levels of Progress

The Haub School of Business maintains a variety of degree-granting programs at the graduate level. As a result, some graduate programs define the parameters for retention, probation, and dismissal differently, as indicated below.

This policy described below defines the minimum academic levels of progress used to determine academic standing for graduate students in the Haub School of Business and explains standards and processes to address situations of academic probation, dismissal, and appeal.

## Grievance Procedure

Any student who has a concern regarding an academic matter may seek assistance. The procedure for resolving academic program concerns (see note of grade appeal process below) begins with the course instructor. A student who has a concern about a final course grade should first consult the grade appeal process in the following section. If the student is not satisfied with the response or resolution achieved at this first level, or if speaking with the faculty member presents a conflict of interest for the student, the student should proceed to speak with his/ her Graduate Program Director. If the student is not satisfied with the response or resolution achieved through the Graduate Program Director, the student should proceed to speak with the Department Chairperson. If the student is still not satisfied with the response or resolution achieved through the Department Chair, or if speaking with the Department Chair presents a conflict of interest for the student, the next step is to request a review of the concern in writing to the Associate Dean. All requests to present a concern to an Associate Dean must be first summarized in writing in the form of a petition by the student and submitted to the attention of the HSB Graduate Studies. A decision on a grievance by the College Dean represents a final level of review. At all stages of the process, the Graduate Program Director or representative designated by the Dean's Office will serve as the point of contact for the student filing the complaint.

## Appealing a Course Grade

The instructor for a course has the responsibility for setting the requirements for a course and making an evaluation of students' work. Once a grade has been given, the instructor is not free to change the grade unless the instructor indicates to the Registrar that an error was made in the original grade transmitted. If a student believes that an error has been made, he/she must take the initiative in bringing about the necessary correction before the conclusion of the semester or

immediately following the semester in which the course was taken. The normal procedure for requesting a correction would be through direct discussion between the student and the instructor. If redress cannot be attained through such discussions, the student may next appeal to the Graduate Program Director. If resolution cannot be attained through appeal, the student may next appeal in writing to the Department Chair. All requests to present a concern to an Associate Dean must be first summarized in writing in the form of a petition by the student and submitted to [gradappeals@sju.edu](mailto:gradappeals@sju.edu)

## Leave of Absence

Under special circumstances (illness, family hardship, work or military service, etc.), a student may request a leave of absence from his/her graduate program. Students are not permitted to enroll at another institution while under a leave of absence status. Two years is the maximum time permitted for a leave of absence (LOA). After a two-year period, the student will be deactivated and will be required to re-apply to be considered for reinstatement to a program. Students are required to submit a completed 'Graduate Leave of Absence form.'

## Withdrawal Policies

It is strongly suggested that you seek counsel from your Graduate Program Director before submitting a withdrawal. Withdrawing from a Course or All Courses in a Semester. An approved leave of absence does not automatically cancel a student's registration for courses. If enrolled for the term(s) included in the approved Leave, a student must drop/withdraw his/her registration(s). Failure to do so will result in billing and assigned grades for the term(s). Dropping and/or withdrawing from a course can have financial and academic implications that should be taken into consideration when making this decision. Changes in financial aid rules and veterans education benefits have further complicated the course withdrawal process; only trained representatives have the knowledge to help students make the best decision(s)—financially and academically.

## Total Withdraw from the University

A student may elect to file a total withdraw from a graduate program of study at Saint Joseph's after any outstanding tuition debt has been settled, and he/she is not liable for dismissal because of an academic violation or disciplinary action. Students are required to submit a completed "Haub Graduate Withdraw from University" form to the Graduate Business Office. Graduate students may be administratively withdrawn from the University, after due notice, for an academic or disciplinary action or failure to satisfy overdue financial obligations or to comply with administrative requirements of the University.

## Course Repeat

MBA/MS students must complete all credit hour requirements. If a grade of F is earned, the student must take an additional course in their program, and successfully complete that course, in order to meet credit hour requirements for their degree.

If the course is a core requirement, they must re-take that specific course. If an elective, they can select an alternate course/elective. Students must continue to work toward a 3.0 GPA.

If students wish to repeat a course in which they've earned a C, they can without permission needed. All courses attempted/completed remain on the transcript and calculate into their GPA.



## Graduate Health Studies and Education

### Graduate Non-Degree Credit Admission (Isolated Credit and Visiting Students)

Graduate non-degree applicants may enroll in graduate-level coursework 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.

Non-degree students are not eligible to take graduate courses in all programs. Non-degree students should seek the permission of the Graduate Program Director in the department offering the course(s) before applying. A maximum of 6 credit hours of coursework taken as a non-degree student may apply toward the credit requirement of the degree program.

Requests for degree credit for courses completed as a non-degree student are considered for admission to a graduate degree program. All non-degree coursework accepted for degree credit must be approved by the program director of the student's department.

Credit earned while enrolled in a graduate certificate program may be transferred into a degree program with the approval of the unit offering the degree program. Please contact the Graduate Studies Office for more information, [gradstudies@sju.edu](mailto:gradstudies@sju.edu)

### Transfer of Credit

Request for the evaluation of graduate transfer credit must be made at the time of application or admission. Only students admitted into a master's program of study may be evaluated for transfer of credits. With the approval of the Graduate Program Director, students may transfer up to six hours of graduate-level work into graduate programs that are 30 credits or more in length.

Course credit may be transferred only from graduate programs at regionally accredited institutions and only courses with a grade of B or better may be transferred. Courses with grades of B- or lower will not be evaluated for transfer. Course credit may not be transferred into graduate certificate programs or the doctorate of education (Ed.D.) program.

Applicants must submit an official transcript, course description, and syllabus. Courses taken more than five years prior may not be accepted for transfer credit unless approved by the academic department. Continuing education credits will not be considered for transfer credit.

Once a student is enrolled in a graduate program at Saint Joseph's University, courses may not be taken at another institution for the purpose of transfer credit.

### Readmission After Withdrawal or Dismissal

When seeking readmission, students who have voluntarily withdrawn from the University are required to reapply. Students who have been dismissed from a Graduate Health Studies and Education program due to failure to meet academic progress or because of an academic integrity violation may not reapply to their previous program or any other graduate program offered by the School of Health Studies and Education.

## Academic Standing

### Good Academic Standing is defined as:

- Students enrolled in master's or non-degree programs who maintain a 3.00 or above cumulative GPA, as calculated at the end of the Fall, Spring, and Summer terms.
- Students enrolled in the doctoral program who maintain a 3.50 or above cumulative GPA, as calculated at the end of the fall, spring, and summer terms.

## Academic Levels of Progress

The School of Health Studies and Education maintains a variety of degree-granting programs at the graduate level. As a result, some graduate programs define the parameters for retention, probation, and dismissal differently, as indicated below.

This policy described below defines the minimum academic levels of progress used to determine academic standing for graduate students in the School of Health Studies and Education and explains standards and processes to address situations of academic probation, dismissal, and appeal.

## Grievance Procedure

Any student who has a concern regarding an academic matter may seek assistance. The procedure for resolving academic program concerns (see note of grade appeal process below) begins with the course instructor. A student who has a concern about a final course grade should first consult the grade appeal process in the following section. If the student is not satisfied with the response or resolution achieved at this first level, or if speaking with the faculty member presents a conflict of interest for the student, the student should proceed to speak with his/ her Graduate Program Director. If the student is not satisfied with the response or resolution achieved through the Graduate Program Director, the student should proceed to speak with the Department Chairperson. If the student is still not satisfied with the response or resolution achieved through the Department Chair, or if speaking with the Department Chair presents a conflict of interest for the student, the next step is to request a review of the concern in writing to the Associate Dean. All requests to present a concern to an Associate Dean must be first summarized in writing in the form of a petition by the student and submitted to the attention of the Graduate Studies Office via email to [gradappeals@sju.edu](mailto:gradappeals@sju.edu). A decision on a grievance by the College Dean represents a final level of review. At all stages of the process, the Graduate Program Director or representative designated by the Dean's Office will serve as the point of contact for the student filing the complaint.

## Appealing a Course Grade

The instructor for a course has the responsibility for setting the requirements for a course and making an evaluation of students' work. Once a grade has been given, the instructor is not free to change the grade unless the instructor indicates to the Registrar that an error was made in the original grade transmitted. If a student believes that an error has been made, he/she must take the initiative in bringing about the necessary correction before the conclusion of the semester or immediately following the semester in which the course was taken. The normal procedure for requesting a correction would be through direct discussion between the student and the instructor. If redress cannot be attained through such discussions, the student may next appeal to the Graduate Program Director. If resolution cannot be attained through appeal, the student may next appeal in writing to the Department Chair. All requests to present a concern to an Associate Dean must be

first summarized in writing in the form of a petition by the student and submitted to [gradappeals@sju.edu](mailto:gradappeals@sju.edu)

## Leave of Absence

Under special circumstances (illness, family hardship, work or military service, etc.), a student may request a leave of absence from his/her graduate program. Students are not permitted to enroll at another institution while under a leave of absence status. Two years is the maximum time permitted for a leave of absence (LOA). After a two-year period, the student will be deactivated and will be required to re-apply to be considered for reinstatement to a program. Students are required to submit a completed 'Graduate Leave of Absence form.

For IDEPEL Students: It is expected that each cohort member will remain with the cohort in all activities and experiences during the four-year period. In the event a short-term (less than one year) illness or personal crisis forces a cohort member to be physically absent from cohort experiences, if the cohort member is in good academic standing (i.e., a 3.5 GPA and completion of all practicum projects), then that individual may construct a leave of absence plan in concert with the Program Director. In the event the plan is not approved, the individual will be dismissed from the cohort. However, if the individual leaves the cohort in good academic standing, an opportunity will be provided to enroll in the next cohort a year from the date of the granting of the leave of absence. During the leave of absence, the cohort member will be excused from tuition costs for the leave of absence semesters.

## Withdrawal Policies

It is strongly suggested that you seek counsel from your Graduate Program Director or Advisor before submitting a withdrawal.

Withdrawing from a Course or All Courses in a Semester. An approved leave of absence does not automatically cancel a student's registration for courses. If enrolled for the term(s) included in the approved Leave, a student must drop/withdraw his/her registration(s). Failure to do so will result in billing and assigned grades for the term(s). Dropping and/or withdrawing from a course can have financial and academic implications that should be taken into consideration when making this decision. Changes in financial aid rules and veterans education benefits have further complicated the course withdrawal process; only trained representatives have the knowledge to help students make the best decision(s)—financially and academically.

## Total Withdraw from the University

A student may elect to file a total withdraw from a graduate program of study at Saint Joseph's after any outstanding tuition debt has been settled, and he/she is not liable for dismissal because of an academic violation or disciplinary action. Students are required to submit a completed "Graduate Health Studies and Education Withdraw from University" form to the Graduate Office at [gradstudies@sju.edu](mailto:gradstudies@sju.edu).

### Administration Withdrawal

Graduate students may be administratively withdrawn from the University, after due notice, for an academic or disciplinary action or failure to satisfy overdue financial obligations or to comply with administrative requirements of the University.

## Course Load

Full-time graduate students are those who enroll for nine or more credits each semester. Part-time graduate students are those who enroll for less than full-time each semester as previously defined. A student who is

employed full-time is encouraged to take two courses (6 credits) each semester, and must receive permission from the student's Graduate Program Director before registering for three or more courses.

## Course Overload

Requests to enroll in five courses (15 credit hours) in a fall or spring semester from a full-time graduate student with a cumulative grade point average (GPA) below 3.50 will not normally be approved. All graduate course overloads must be approved by the Graduate Program Director and Associate Dean. No overload requests will be considered for the summer term. Certain graduate programs restrict students from registering for more than 3 courses or 9 credit hours in the summer terms. Students enrolled in a first semester of graduate study are not granted permission to take course overloads.

## Course Repeat

A graduate student may voluntarily repeat one course while enrolled in a program, and it can only be a course in which a grade of C or below was received. The course may be repeated only once. Students who are placed on academic probation may be required to repeat one or more courses as part of their plan for reinstatement to good academic standing—see policy on Levels of Academic Progress, Probation, and Dismissal. Courses that students are required to repeat as part of their academic probation or reinstatement do not count as "voluntarily" repeated courses. When a course is repeated, both the original and repeated grade appear on the academic record; both grades will be used in calculating the grade point average. Course credit may be applied toward degree requirements only once, even if a course is repeated.

## IDEPEL Students

Course Registration: All active cohort members must be registered in the appropriate course(s) while matriculating in the program. After the fourth year of course work, the Program Director will register the cohort members in EDL 899. However, after the fourth year of study, cohort members will not be charged tuition in the semester in which they successfully defend their dissertation. For this to occur, the cohort member is responsible for notifying the Program Director of the pending final defense prior to the Registrar's drop/add period in the given semester. In the event of an unsuccessful final defense, the cohort member will have to pay tuition for the ensuing semesters.

Years to Complete the Program: Each cohort member has a total of ten years to complete the program. This includes the required four years of course work and six years of additional study. If unsuccessful in completing the program by the end of the tenth year, the cohort member will be dismissed from the program. In addition, if there are two semesters of non-payment of the tuition, the cohort member will be dismissed from the program.

## Undergraduate Transfer Credit Policies

Students may transfer credits to SJU through Advanced Placement and International Baccalaureate programs or by earning credits at another accredited college or university or through dual enrollment programs. Students may transfer a maximum of 60 earned college credits or 20 courses.

In order for credit to be awarded for a course taken elsewhere, including dual enrollment, Saint Joseph's requires that the course must meet the following criteria:



- Taken through a regionally accredited college or university
- Earned 3.00 credit hours or higher, with the grade of “C” or better
- Taught by a member of the college faculty

Students must complete the following in order for their credits to be reviewable:

1. Transfer Credit Request Form requiring the above criteria be verified by the college or university Registrar at the institution where the credits were earned.
2. Official College transcripts with grades and credits. Note that only courses with 3.00 credit hours or higher and a grade of C or better will be considered for transfer.
3. Course description or Syllabus for each course taken.

Transfer students must submit all materials by the first day of classes of their semester of matriculation at SJU.

For incoming freshmen, the deadline for the submission of the required documents is August 1, prior to the semester of their enrollment at Saint Joseph's.

**Request for credit transfers beyond the deadline is at the discretion of the Office of the Dean.**

**Final decisions about any transfer credits are at the discretion of the Office of the Dean.**

## 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 Saint 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 Programs 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 CAS and HSB, 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.

## Adult Undergraduate (PLS) Transfer Credit Policies

### 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 Saint Joseph's University from each college or university previously attended.

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. Please see the section on International Students for further information.

Only grades of C (not C-) or better from accredited colleges or universities will be considered for transfer. Students may transfer a maximum equivalent of 25 courses towards the undergraduate adult learner bachelor's degree at the time of admission. For the purpose of fulfilling curriculum requirements, only courses with an equivalency of at least three credits are considered for transfer. Some courses may require a review by specific academic departments for evaluation of transfer credit.

There are two exceptions to the 25-course limit on transfer courses for undergraduate adult learner bachelor degree programs. The following students may transfer the equivalent of 30 courses toward the undergraduate adult learner bachelor's degree: 1) students who are transferring from the Saint Joseph's University undergraduate day program and 2) students who have earned a 120-credit bachelor's degree from a previous college or university and are pursuing a second degree at Saint Joseph's University.

For the Associate's Degree, students may transfer a maximum equivalent of 10 courses. For the certificate programs, a student may transfer a maximum equivalent of two courses.

Adult Undergraduate Admissions maintains articulation agreements with local and regional community colleges designed to facilitate the transfer process.

### Credits for Prior Learning

A student in good academic standing may be eligible to earn college credit for prior learning through CLEP (College Level Examination Program) or ELAP (Experiential Learning Assessment Program). A student cannot earn CLEP or ELAP credit for a course in which he or she is enrolled or for a course when he or she has completed a more advanced course in the same subject.

To be considered for CLEP or ELAP, a student must:

- be in good academic standing, and
- Have more than 10 courses remaining in their degree program.

A student may not use a CLEP exam or ELAP portfolio review for credit if he or she has already transferred the maximum number of courses allowed.

CLEP (College Level Examination Program). Through CLEP, PLS and HDC students have the opportunity to earn college credit by achieving a passing score on exams in specific subject areas. CLEP (administered

by the College Board) offers 33 exams in five subject areas, covering material generally taught in first or second year of college. Students must obtain approval from their respective advising office before taking a CLEP exam in order to ensure the applicability of CLEP credits to their degree program. After a CLEP request is approved, the exam must be taken and a CLEP transcript submitted before the end of the next consecutive semester. A listing of exams and minimum required scores is available on the PLS and HDC advising office websites.

**ELAP (Experiential Learning Assessment Program).** ELAP provides students the opportunity to validate college level knowledge acquired through study, work and other life experiences. PLS/HDC 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.

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 approximately two to three months to complete. If the student is awarded credit, 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 enrolled in the PLS/HDC program.

Credits awarded by Assessment through American Council on Education (ACE). A student may be granted transfer credit for courses evaluated and approved for college credit by the American Council on Education (ACE), if the course meets the content equivalence of a three-credit course offered at Saint Joseph's University. ACE recommendations for 1-credit or 2-credit courses may not be transferred to fulfill a three-credit course requirement. Credit is not awarded for vocational/technical level recommendations. 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 awarded are subject to the same policies as those of any other transfer credit. To initiate an evaluation of ACE credits, a student must request an official ACE transcript.

**Military Credits.** Transfer credit may be granted for college-level coursework earned while in military service if the credit 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 or 2-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. Students may access additional information regarding military transcripts and ACE evaluations at <http://www.acenet.edu/militaryprograms/transferguide>

## Residence Requirement

The residency requirement for an Associate Degree is fulfilled by the satisfactory completion of at least 12 courses in the HDC program immediately preceding the date of graduation. Students enrolled in an associate degree program must complete at least one upper division course in their major and at least half of their Business core courses at Saint Joseph's University.

The residency requirement for a Bachelor's Degree is fulfilled by the satisfactory completion of at least 15 courses in the PLS/HDC program

immediately preceding the date of graduation. Please note that students who are pursuing a second Bachelor's Degree and those who are transferring to PLS or HDC from the Saint Joseph's University Day School are required to complete a minimum of 10 courses in the PLS/HDC program immediately preceding the date of graduation. Students must satisfy the General Education Program and the approved requirements for the major field. For a bachelor degree, at least four upper division courses (level as defined by each academic department) in the major must be completed through the PLS/HDC program unless specifically waived by the Department Chair or Program Director. Business majors must complete at least half of their Business core/concentration courses at Saint Joseph's University.

The residency requirement may not be satisfied by credits earned through CLEP, ELAP (portfolio assessment), or courses completed elsewhere.

Please be aware that once matriculated into the PLS/HDC Program, students are required to complete all remaining courses at Saint Joseph's University. Exceptions for up to two courses may be considered in extenuating academic circumstances by written request to the appropriate Associate Dean.

## Undergraduate Day

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 (cumulative or semester) at the end of any semester will be cautioned that their level of performance may be insufficient to satisfy the requirements for graduation.

At the end of the fall or spring semester, students who have a cumulative grade point average below the minimum level indicated in the table below will be automatically recommended for academic dismissal. The advisor is notified as well, and the student is informed of his or her options and is required to meet with his or her advisor.

Students may appeal academic dismissal in writing (after both semesters) or in person in front of BOSAR by a date to be set by the Associate Deans in consultation with the Registrar, which can then recommend they be:

- placed on academic probation
- suspended from Saint Joseph's University, or
- dismissed from Saint Joseph's University

At the end of the second semester and following, students who have a cumulative grade point average below the minimum level indicated in the table below will be reviewed by BOSAR, which could lead to a recommendation for academic probation, suspension, or dismissal. The advisor is notified as well, and the student is required to meet with their advisor.

If students are on probation for any four semesters they will be summoned by the Board of Student Academic Review.

Semester completed	Minimum GPA
At the end of the 1st semester	1.8
At the end of the 2nd semester	1.8
At the end of the 3rd semester	1.8
At the end of the 4th semester	1.8
At the end of the 5th semester	1.9

At the end of the 6th semester	1.9
At the end of the 7th semester	2.0

Transfer students are required to maintain the minimum GPA for the semester level to which they are assigned. Courses at other institutions for which they received academic credit at SJU upon transferring and which contribute to their SJU cumulative grade point average are included in these calculations

## 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 Suspension

A student who is showing slow improvement in his/her level of performance or rate of progress during this period of probation may be subject to academic suspension by the appropriate Dean on the recommendation of BOSAR. While a student is normally granted at least one academic probation before suspension, the Board on Student Academic Review may recommend academic suspension without any probation when the student's cumulative grade point average is so low that BOSAR determines an academic probation would not be in the student's best interest. A student who has been placed on suspension by the appropriate Dean may return to Saint Joseph's University only after being away for one semester but not more than four semesters.

## Academic Dismissal

A student who fails to make sufficient improvement in his/her level of performance or rate of progress during the period of probation (or after coming back from suspension) may be subject to academic dismissal by the appropriate Dean.

While a student is normally granted at least one academic probation (or suspension) before dismissal, the Board on Student Academic Review may recommend academic dismissal without any probation or suspension where the student's cumulative grade point average is so low that BOSAR determines an academic probation and/or suspension would not be in the student's best interest. A student who has been academically dismissed may not be a student at Saint Joseph's University in the future without formally re-applying to the University.

## Academic Forgiveness

Undergraduate and graduate students who reapply following an absence of at least one calendar year may request academic forgiveness. If academic forgiveness is granted, each grade of C- or below for undergraduate students, and B- or below for graduate students will be replaced with a grade of "AF". Courses with a grade of AF will no longer count for credit or be included in the GPA calculation. Additionally, the student's transcript will have a comment added denoting that academic forgiveness was granted in the applicable semesters. To apply for academic forgiveness, the student must submit a letter to the appropriate Dean explaining how they will achieve successful degree completion. This explanation may involve addressing the reasons for their poor original performance and lessons learned during their time away.

### Guidelines

- Students may only receive academic forgiveness once.
- Courses that a student withdrew from are not eligible for academic forgiveness.
- Once a student has been approved for academic forgiveness, the action is irreversible and final.
- Failing grades that result from violations of the Academic Honesty Policy cannot be changed under the terms of this policy.
- Federal guidelines allow Title IV Federal Financial Aid to be applied for only one retake of a course with a passing grade. Questions related to financial aid eligibility following academic forgiveness can be directed to [finaid@sju.edu](mailto:finaid@sju.edu).
- A student's Satisfactory Academic Progress is not impacted by academic forgiveness as it relates to federal, state, and institutional financial aid requirements. Please review the SAP policies relative to financial aid at [sju.edu/sap](http://sju.edu/sap)

## Board of Student Academic Review

The Board of Student Academic Review (BOSAR) shall consist of:

- two (2) Associate Deans, one from each college (College of Arts and Sciences and Haub School of Business). One of the Associate Deans should serve as Chair and the other Associate Dean as co-Chair
- four (4) faculty members representing each of the four divisions of the University,
- one (1) student member.

In extraordinary circumstances, BOSAR has the authority to recommend to the appropriate Dean that the student receive academic forgiveness, expunging all the student's grades from the most recent semester from their academic transcript. This policy cannot be used to expunge some or all of the grades from any previous semester (other than the most recent one) or to expunge only some but not all of the grades from the most recent semester

## 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 considered for admission to the PLS/HDC Program for a period of at least one semester or full summer term following dismissal from the day program.

The PLS/HDC 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.

## Adult Undergraduate PLS/HDC Minimum Standards for Retention

PLS and 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 pursuing Teacher Certification, however, are required to complete their certification within the time stipulated in departmental regulations.

Grades for PLS and HDC students are reviewed at the end of the fall, spring, and summer semesters. Students with a Saint Joseph's University cumulative grade point average below 2.0 will be reviewed by the Undergraduate Adult Learner Academic Review Board, which could lead to a recommendation for academic probation, suspension, or dismissal. Saint Joseph's University grade point average is calculated by dividing quality points by GPA hours for courses completed at Saint Joseph's University. Failures are calculated into the GPA, but withdrawals are not.

Please note that PLS and HDC students who, after attempting their first 12 credits at Saint Joseph's University, have a cumulative grade point average below 1.0 will be recommended for academic dismissal. They will be informed of the relevant policies, including the right to appeal their dismissal to the Undergraduate Adult Learner Academic Review Board (please see the section on Academic Dismissal for additional information).

### Academic Probation

PLS and HDC students who are not making satisfactory academic progress according to the standards listed above (i.e., cumulative GPA < 2.0) will be placed on academic probation. Students whose GPA falls above a 2.0 but below a 2.25 will be given an academic warning.

When on academic probation, a degree seeking student may be given 1-2 semesters (maximum of 15 additional credits) to raise his or her GPA to the required 2.0 standard. In extraordinary cases, one additional semester of probation may be granted if the improvement during the first probationary period indicates that the student will probably reach the necessary level by the end of an additional probationary semester. If the student does not raise his or her GPA to the required level within this timeframe, s/he will be subject to dismissal.

Post-Baccalaureate Certificate students who are placed on academic probation will have up to six additional credits or one semester to raise his or her GPA to a 2.0. If the student does not raise his or her GPA to the required level, s/he will be subject to dismissal.

PLS and HDC students placed on probation are required to meet with their advisor, and in some instances, the Associate Dean at the beginning of each semester to review their academic schedule and discuss a plan for success. Students on academic probation may have a variety of conditions placed on them. These include, but are not limited to the following:

- Registration may be limited to a maximum of two courses per semester (unless full time enrollment is required for financial aid or other reasons)
- Required consultation with an advisor prior to registering for courses for the following semester.

- Enrollment in the INT101 Learning Strategies course
- Attainment of a minimum term GPA required to return to good academic standing
- Any other appropriate remedial measures that will help ensure the student's academic success.

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 the appropriate Associate Dean acting on the recommendations of the Undergraduate Adult Learner Academic Review Board. See Satisfactory Academic Progress and Financial Aid for additional information. Students on probation making inquiries must address them to the Director of Advising for PLS or HDC. For further information regarding financial aid, please contact the Office of Financial Aid.

### Academic Suspension

A student who is showing slow improvement in their level of performance or rate of progress during this period of probation may be subject to academic suspension by the appropriate Dean on the recommendation of the Undergraduate Adult Learner Academic Review Board. While a student usually is granted at least one academic probation before suspension, the Undergraduate Adult Academic Review Board may recommend academic suspension without any probation when the student's cumulative grade point average is so low that it is determined that academic probation would not be in the student's best interest. A student placed on suspension by the appropriate Dean may return to Saint Joseph's University only after being away for at least one semester but not more than two academic years. If a student wishes to return after two years, the student will be required to reapply for admission.

### Academic Dismissal

A student who fails to make sufficient improvement in his/her level of performance or rate of progress during the period of probation (or after coming back from suspension) may be subject to academic dismissal by the appropriate Dean. While a student usually is granted at least one academic probation (or suspension) before dismissal, the undergraduate Adult Learner Academic Review Board may recommend academic dismissal without any probation or suspension where the student's cumulative grade point average is so low that it is determined that an academic probation and/or suspension would not be in the student's best interest.

When dismissal is recommended, the student will be informed of the relevant policies, including the right to appeal their dismissal to the Undergraduate Adult Learner Academic Review Board. Students who appeal the recommendation for academic dismissal must do so in writing within ten business days of the date of their dismissal letter from the Dean. The Undergraduate Adult Learner Academic Review Board will consider extenuating circumstances that may have entered into a student's situation and will decide whether and under what circumstances the student may be readmitted. If readmitted, the Undergraduate Adult Learner Academic Review Board may recommend



that the student be placed on academic probation for the next semester or serve a suspension period before return to their studies.

A student may also be dismissed or suspended from the University under the provisions of the Academic Honesty Policy (See Academic Honesty Policy section).

## Readmission Following Withdrawal or Dismissal

When seeking readmission, students who have voluntarily withdrawn from the university are required to reapply to the university after a two-year absence, following all of the requirements for readmission into their desired program. Students who have been dismissed from either the PLS or HDC programs due to failure to meet academic standards or because of an academic integrity violation will not be reconsidered for admission for an undergraduate program at Saint Joseph's University.

## Academic Forgiveness

Undergraduate and graduate students who reapply following an absence of at least one calendar year may request academic forgiveness. If academic forgiveness is granted, each grade of C- or below for undergraduate students, and B- or below for graduate students will be replaced with a grade of "AF". Courses with a grade of AF will no longer count for credit or be included in the GPA calculation. Additionally, the student's transcript will have a comment added denoting that academic forgiveness was granted in the applicable semesters. To apply for academic forgiveness, the student must submit a letter to the appropriate Dean explaining how they will achieve successful degree completion. This explanation may involve addressing the reasons for their poor original performance and lessons learned during their time away.

### Guidelines

- Students may only receive academic forgiveness once.
- Courses that a student withdrew from are not eligible for academic forgiveness.
- Once a student has been approved for academic forgiveness, the action is irreversible and final.
- Failing grades that result from violations of the Academic Honesty Policy cannot be changed under the terms of this policy.
- Federal guidelines allow Title IV Federal Financial Aid to be applied for only one retake of a course with a passing grade. Questions related to financial aid eligibility following academic forgiveness can be directed to [finaid@sju.edu](mailto:finaid@sju.edu).
- A student's Satisfactory Academic Progress is not impacted by academic forgiveness as it relates to federal, state, and institutional financial aid requirements. Please review the SAP policies relative to financial aid at [sju.edu/sap](http://sju.edu/sap)

## Graduate Arts & Sciences

### Academic Probation and Dismissal

Graduate College of Arts and Sciences master's degree and certificate program students are placed on academic probation when their cumulative GPA falls below 3.00.

At the end of each semester or term, the Dean's Office will notify the students who are either placed on academic probation or are academically dismissed via email. Probation notices will direct students to meet with their designated graduate advisor at the beginning of the probation period to create an academic performance improvement plan.

Graduate students placed on academic probation are given a maximum of two probationary semesters to raise their cumulative GPA to the minimum standard of 3.00. At the end of the semester or term in which probation was issued, the University Registrar will notify students when they are placed on continued academic probation or are academically dismissed.

## Continued Academic Probation- Second Probation

When placed on academic probation, graduate students are given one probationary semester to raise their cumulative GPA. The graduate student has to achieve an overall GPA of 3.00 to be taken off probation, regardless of progress made during the probationary semester. Failure to do so will result in the student being placed on continued or second academic probation. If the overall GPA remains below 3.00 after a second probationary semester, the student may be academically dismissed. Students on academic probation may be asked to repeat the course(s) that caused the cumulative GPA to drop below 3.00. The course(s) should be taken within the next two terms of enrollment after the academic probation status is applied. The Graduate Program Director will make this determination as part of the student's performance improvement plan.

## Academic Dismissal

The University reserves the right to refuse the privilege of further attendance to graduate students who fail to meet minimum academic requirements with or without a probationary period.

The University also reserves the right to change the requirements for retention and graduation for graduate or doctoral students, and every candidate for a degree or certificate program shall be held in compliance with changes, as far as the remaining portion of her or his course of study is affected.

## Levels of Academic Standing

Certain graduate programs in the College may have more stringent retention and dismissal standards. Students enrolled in these programs should consult with their program advisors for retention and graduation requirements.

**Master of Science in Psychology-** Students enrolled in this program who receive two final course grades of C+ or below will be dismissed from the program.

**Certificate Programs -** Students enrolled in a certification bearing program requiring 16 or fewer credits who receive one final course grade of C+ or below will be dismissed from the program. Students enrolled in a certificate or certification program requiring 18-30 credits who receive two final course grades of C+ or below will be dismissed from the program.

**College of Arts & Sciences Master's Degree Programs (M.A. & M.S.)**

**30-36 credits -** Students enrolled in master's programs requiring between 30-36 credits who receive a final course grade of C+ or below for three graduate courses (9 credits) will be dismissed from the program.

**42-48 credits -** Students enrolled in master's programs requiring 42-48 total credits who receive four grades of C+ or below or (12 credits) will be dismissed from the program.

### Graduate Appeal of Academic Dismissal

A formal written appeal may be submitted to the Graduate Program Director by a student based upon one or more of the following grounds:

- Violation of official policy or procedural error by academic or administrative personnel
- Special mitigating circumstances beyond the student's control affecting the student's academic progress.

These include the following circumstances that could prevent the student from completing the course satisfactorily:

- A severe illness or other debilitating condition
- A student who is primary care provider for a sick, injured, or needy person in family or friend circle
- The death of a family, friend or someone in his/her relationship circle
- The active duty service as a member of the National Guard or the armed forces of the United States.
- The change of the student's work schedules beyond the control of the student.
- Other good cause as determined by the Dean of the College or his or her designee.

Note: Poor performance in coursework, poor work/study habits, missed deadlines, or change of major or concentration are not appropriate grounds for appeal. A student submitting an appeal based on mitigating circumstances are also required to provide specific evidence in support of the issue or event that impaired the student's academic performance.

The student must also provide objective documentation about the events or situations and their subsequent impact on his or her learning

Document Examples:

- Newspaper notice, copy of death certificate or obituary
- Physician's letter explaining a medical condition and its effects or medical records
- Photos, witness statements, a copy of police report, etc.
- Court documents, bail documents, letter from a lawyer, police, reports, etc.
- Clinic notes, prescription receipts, doctor notes are not considered sufficient documentation.

Students are not required to appear in-person for a formal appeal hearing.

## **Graduate Dismissal Appeals Process**

### **First Level Review**

Submitted academic dismissal appeal forms will be reviewed by the Graduate Program Director and Department Chair. The reviewers will make a decision to either recommend or reject the appeal. Recommended appeals will be forwarded to the second level of review. Appeals with a rejection status will be considered final, and the dismissal action will stand. The Graduate Program Director will notify the student in writing of the decision.

### **Second Level Review**

If recommended for a second level of review by the academic department, an active appeal will be reviewed by the divisional Associate Dean. The

Associate Dean will make a decision to recommend or reject the appeal for further consideration for the third level of review.

### **Third Level Review**

The College of Arts and Sciences Graduate Appeals Reviews Committee headed by the Dean of the College constitutes the final level of review of an academic dismissal appeal. If an appeal is approved, the student may be considered for reinstatement to a graduate program with probationary standing.

If an appeal is denied, the dismissal action will stand. Students who have been dismissed from a Graduate Arts and Sciences graduate program due to failure to meet academic standards or because of an academic integrity violation may not reapply to any graduate program within the College of Arts and Sciences.

## **Student Point of Contact during the Appeals Process**

At all phases of the appeal review policy, the student's the Graduate Program Director will serve as the point of contact for the student. Students will be notified by letter about the outcome of their appeal.

## **Reinstatement**

Students who are approved for reinstatement will be placed on academic probation and must return to good academic standing within one semester or term.

Students approved to resume their current program of study may be required to repeat the course(s) with earned grades that caused their cumulative GPA to drop below 3.00. See course repeats policy. Please reference the Course Repeat Policy under the policy section, Course Load, Course Overload & Course Repeat.,

Additional conditions may be placed on students who have been approved for reinstatement including, but not limited to, referrals to learning resources support or tutoring, enrollment in the appropriate course(s), etc.

Reinstated students who fail to meet the specified criteria of the academic performance improvement plan, and/or do not attain a cumulative GPA of 3.00 or higher, or who obtain a term GPA of below 3.00 during the probation term will be academically dismissed without possibility of a second appeal or reinstatement.

## **Academic Forgiveness**

Undergraduate and graduate students who reapply following an absence of at least one calendar year may request academic forgiveness. If academic forgiveness is granted, each grade of C- or below for undergraduate students, and B- or below for graduate students will be replaced with a grade of "AF". Courses with a grade of AF will no longer count for credit or be included in the GPA calculation. Additionally, the student's transcript will have a comment added denoting that academic forgiveness was granted in the applicable semesters. To apply for academic forgiveness, the student must submit a letter to the appropriate Dean explaining how they will achieve successful degree completion. This explanation may involve addressing the reasons for their poor original performance and lessons learned during their time away.

### **Guidelines**

- Students may only receive academic forgiveness once.
- Courses that a student withdrew from are not eligible for academic forgiveness.



- Once a student has been approved for academic forgiveness, the action is irreversible and final.
- Failing grades that result from violations of the Academic Honesty Policy cannot be changed under the terms of this policy.
- Federal guidelines allow Title IV Federal Financial Aid to be applied for only one retake of a course with a passing grade. Questions related to financial aid eligibility following academic forgiveness can be directed to [finaid@sju.edu](mailto:finaid@sju.edu).
- A student's Satisfactory Academic Progress is not impacted by academic forgiveness as it relates to federal, state, and institutional financial aid requirements. Please review the SAP policies relative to financial aid at [sju.edu/sap](http://sju.edu/sap)

## Graduate Business

### Grading, Probation, Dismissal, and Failure

The grading system in effect at Saint Joseph's University will apply to courses in the Master of Science Program. As per University guidelines for graduate study, a student enrolled in a Master of Science program who receives 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. 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 Master of Science degree. Each candidate for graduation must have at least a 3.0 cumulative GPA, no more than two grades of 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.

### Time to Completion

Students enrolled in the MBA or M.S. programs 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.

### Graduate Appeal of Academic Dismissal

A formal written appeal may be submitted to the Graduate Program Director by a student based upon one or more of the following grounds:

- Violation of official policy or procedural error by academic or administrative personnel
- Special mitigating circumstances beyond the student's control affecting the student's academic progress.

These include the following circumstances that could prevent the student from completing the course satisfactorily:

- A severe illness or other debilitating condition
- A student who is primary care provider for a sick, injured, or needy person in family or friend circle

- The death of a family, friend or someone in his/her relationship circle
- The active duty service as a member of the National Guard or the armed forces of the United States.
- The change of the student's work schedules beyond the control of the student.
- Other good cause as determined by the Dean or his or her designee.

Note: Poor performance in coursework, poor work/study habits, missed deadlines, or change of major or concentration are not appropriate grounds for appeal. A student submitting an appeal based on mitigating circumstances are also required to provide specific evidence in support of the issue or event that impaired the student's academic performance.

The student must also provide objective documentation about the events or situations and their subsequent impact on his or her learning

Document Examples:

- Newspaper notice, copy of death certificate or obituary
- Physician's letter explaining a medical condition and its effects or medical records
- Photos, witness statements, a copy of police report, etc.
- Court documents, bail documents, letter from a lawyer, police, reports, etc.
- Clinic notes, prescription receipts, doctor notes are not considered sufficient documentation.

Students are not required to appear in-person for a formal appeal hearing.

## Dismissal Appeals Process

### First Level Review

Submitted academic dismissal appeal forms will be reviewed by the Graduate Program Director and Department Chair. The reviewers will make a decision to either recommend or reject the appeal. Recommended appeals will be forwarded to the second level of review. Appeals with a rejection status will be considered final, and the dismissal action will stand. The Graduate Program Director will notify the student in writing of the decision.

### Second Level Review

If recommended for a second level of review by the academic department, an active appeal will be reviewed by the divisional Associate Dean. The Associate Dean will make a decision to recommend or reject the appeal for further consideration for the third level of review.

### Third Level Review

The Graduate Appeals Reviews Committee headed by the Dean constitutes the final level of review of an academic dismissal appeal. If an appeal is approved, the student may be considered for reinstatement to a graduate program with probationary standing.

If an appeal is denied, the dismissal action will stand. Students who have been dismissed from a Haub graduate program due to failure to meet academic standards or because of an academic integrity violation may not reapply to any graduate program within the Haub School.

## Student Point of Contact during the Appeals Process

At all phases of the appeal review policy, the student's the Graduate Program Director will serve as the point of contact for the student. Students will be notified by letter about the outcome of their appeal.

## Reinstatement

Students who are approved for reinstatement will be placed on academic probation and must return to good academic standing within one semester or term.

Students approved to resume their current program of study may be required to repeat the course(s) with earned grades that caused their cumulative GPA to drop below 3.00. See course repeats policy. Please reference the Course Repeat Policy under the policy section, Course Load, Course Overload & Course Repeat.,

Additional conditions may be placed on students who have been approved for reinstatement including, but not limited to, referrals to learning resources support or tutoring, enrollment in the appropriate course(s), etc.

Reinstated students who fail to meet the specified criteria of the academic performance improvement plan, and/or do not attain a cumulative GPA of 3.00 or higher, or who obtain a term GPA of below 3.00 during the probation term will be academically dismissed without possibility of a second appeal or reinstatement.

## Academic Forgiveness

Undergraduate and graduate students who reapply following an absence of at least one calendar year may request academic forgiveness. If academic forgiveness is granted, each grade of C- or below for undergraduate students, and B- or below for graduate students will be replaced with a grade of "AF". Courses with a grade of AF will no longer count for credit or be included in the GPA calculation. Additionally, the student's transcript will have a comment added denoting that academic forgiveness was granted in the applicable semesters. To apply for academic forgiveness, the student must submit a letter to the appropriate Dean explaining how they will achieve successful degree completion. This explanation may involve addressing the reasons for their poor original performance and lessons learned during their time away.

### Guidelines

- Students may only receive academic forgiveness once.
- Courses that a student withdrew from are not eligible for academic forgiveness.
- Once a student has been approved for academic forgiveness, the action is irreversible and final.
- Failing grades that result from violations of the Academic Honesty Policy cannot be changed under the terms of this policy.
- Federal guidelines allow Title IV Federal Financial Aid to be applied for only one retake of a course with a passing grade. Questions related to financial aid eligibility following academic forgiveness can be directed to [finaid@sju.edu](mailto:finaid@sju.edu).
- A student's Satisfactory Academic Progress is not impacted by academic forgiveness as it relates to federal, state, and institutional financial aid requirements. Please review the SAP policies relative to financial aid at [sju.edu/sap](http://sju.edu/sap)

## Graduate Health Studies and Education Academic Probation and Dismissal

Graduate Health Studies and Education master's degree and certificate program students are placed on academic probation when their cumulative GPA falls below 3.00.

At the end of each semester or term, the Dean's Office will notify the students who are either placed on academic probation or are academically dismissed via email. Probation notices will direct students to meet with their designated graduate advisor at the beginning of the probation period to create an academic performance improvement plan.

Graduate students placed on academic probation are given a maximum of two probationary semesters to raise their cumulative GPA to the minimum standard of 3.00. At the end of the semester or term in which probation was issued, the University Registrar will notify students when they are placed on continued academic probation or are academically dismissed.

## Continued Academic Probation- Second Probation

When placed on academic probation, graduate students are given one probationary semester to raise their cumulative GPA. The graduate student has to achieve an overall GPA of 3.00 to be taken off probation, regardless of progress made during the probationary semester. Failure to do so will result in the student being placed on continued or second academic probation. If the overall GPA remains below 3.00 after a second probationary semester, the student may be academically dismissed. Students on academic probation may be asked to repeat the course(s) that caused the cumulative GPA to drop below 3.00. The course(s) should be taken within the next two terms of enrollment after the academic probation status is applied. The Graduate Program Director will make this determination as part of the student's performance improvement plan

## Academic Dismissal

The University reserves the right to refuse the privilege of further attendance to graduate students who fail to meet minimum academic requirements with or without a probationary period.

The University also reserves the right to change the requirements for retention and graduation for graduate or doctoral students, and every candidate for a degree or certificate program shall be held in compliance with changes, as far as the remaining portion of her or his course of study is affected.

## Levels of Academic Standing

Certain graduate programs in the School may have more stringent retention and dismissal standards. Students enrolled in these programs should consult with their program advisors for retention and graduation requirements.

Interdisciplinary Doctor of Education Program for Educational Leaders (IDEPEL) - All courses and requirements for the doctoral program must be completed within seven years from the first semester of enrollment in the program. Good Academic Standing is defined as a cumulative GPA of 3.50 or higher.

Certificate Programs and Graduate Teacher & Administrative Certifications- Students enrolled in a certification bearing program requiring 16 or fewer credits who receive one final course grade of C + or below will be dismissed from the program. Students enrolled in a certificate or certification program requiring 18-30 credits who receive

two final course grades of C+ or below will be dismissed from the program.

School of Health Studies and Education Master's Degree Programs (M.A. & M.S.)

30-36 credits - Students enrolled in master's programs requiring between 30-36 credits who receive a final course grade of C+ or below for three graduate courses (9 credits) will be dismissed from the program.

42-48 credits - Students enrolled in master's programs requiring 42-48 total credits who receive four grades of C+ or below or (12 credits) will be dismissed from the program.

Exceptions: IDEPEL Ed.D.

#### Graduate Appeal of Academic Dismissal

A formal written appeal may be submitted to the Graduate Program Director by a student based upon one or more of the following grounds:

- Violation of official policy or procedural error by academic or administrative personnel
- Special mitigating circumstances beyond the student's control affecting the student's academic progress.

These include the following circumstances that could prevent the student from completing the course satisfactorily:

- A severe illness or other debilitating condition
- A student who is primary care provider for a sick, injured, or needy person in family or friend circle
- The death of a family, friend or someone in his/her relationship circle
- The active duty service as a member of the National Guard or the armed forces of the United States.
- The change of the student's work schedules beyond the control of the student.
- Other good cause as determined by the Dean of the School or his or her designee.

Note: Poor performance in coursework, poor work/study habits, missed deadlines, or change of major or concentration are not appropriate grounds for appeal. A student submitting an appeal based on mitigating circumstances are also required to provide specific evidence in support of the issue or event that impaired the student's academic performance.

The student must also provide objective documentation about the events or situations and their subsequent impact on his or her learning

Document Examples:

- Newspaper notice, copy of death certificate or obituary
- Physician's letter explaining a medical condition and its effects or medical records
- Photos, witness statements, a copy of police report, etc.
- Court documents, bail documents, letter from a lawyer, police, reports, etc.

- Clinic notes, prescription receipts, doctor notes are not considered sufficient documentation.

Students are not required to appear in-person for a formal appeal hearing.

## Graduate Dismissal Appeals Process

### First Level Review

Submitted academic dismissal appeal forms will be reviewed by the Graduate Program Director and Department Chair. The reviewers will make a decision to either recommend or reject the appeal. Recommended appeals will be forwarded to the second level of review. Appeals with a rejection status will be considered final, and the dismissal action will stand. The Graduate Program Director will notify the student in writing of the decision.

### Second Level Review

If recommended for a second level of review by the academic department, an active appeal will be reviewed by the divisional Associate Dean. The Associate Dean will make a decision to recommend or reject the appeal for further consideration for the third level of review.

### Third Level Review

The School of Health Studies and Education Graduate Appeals Reviews Committee headed by the Dean of the School constitutes the final level of review of an academic dismissal appeal. If an appeal is approved, the student may be considered for reinstatement to a graduate program with probationary standing.

If an appeal is denied, the dismissal action will stand. Students who have been dismissed from a School of Health Studies and Education graduate program due to failure to meet academic standards or because of an academic integrity violation may not reapply to any graduate program within the School of Health Studies and Education.

## Student Point of Contact during the Appeals Process

At all phases of the appeal review policy, the student's the Graduate Program Director will serve as the point of contact for the student. Students will be notified by letter about the outcome of their appeal.

## Reinstatement

Students who are approved for reinstatement will be placed on academic probation and must return to good academic standing within one semester or term.

Students approved to resume their current program of study may be required to repeat the course(s) with earned grades that caused their cumulative GPA to drop below 3.00. See course repeats policy. Please reference the Course Repeat Policy under the policy section, Course Load, Course Overload & Course Repeat.,

Additional conditions may be placed on students who have been approved for reinstatement including, but not limited to, referrals to learning resources support or tutoring, enrollment in the appropriate course(s), etc.

Reinstated students who fail to meet the specified criteria of the academic performance improvement plan, and/or do not attain a cumulative GPA of 3.00 or higher, or who obtain a term GPA of below 3.00 during the probation term will be academically dismissed without possibility of a second appeal or reinstatement.

## Academic Forgiveness

Undergraduate and graduate students who reapply following an absence of at least one calendar year may request academic forgiveness. If academic forgiveness is granted, each grade of C- or below for undergraduate students, and B- or below for graduate students will be replaced with a grade of "AF". Courses with a grade of AF will no longer count for credit or be included in the GPA calculation. Additionally, the student's transcript will have a comment added denoting that academic forgiveness was granted in the applicable semesters. To apply for academic forgiveness, the student must submit a letter to the appropriate Dean explaining how they will achieve successful degree completion. This explanation may involve addressing the reasons for their poor original performance and lessons learned during their time away.

### Guidelines

- Students may only receive academic forgiveness once.
- Courses that a student withdrew from are not eligible for academic forgiveness.
- Once a student has been approved for academic forgiveness, the action is irreversible and final.
- Failing grades that result from violations of the Academic Honesty Policy cannot be changed under the terms of this policy.
- Federal guidelines allow Title IV Federal Financial Aid to be applied for only one retake of a course with a passing grade. Questions related to financial aid eligibility following academic forgiveness can be directed to [finaid@sju.edu](mailto:finaid@sju.edu).
- A student's Satisfactory Academic Progress is not impacted by academic forgiveness as it relates to federal, state, and institutional financial aid requirements. Please review the SAP policies relative to financial aid at [sju.edu/sap](http://sju.edu/sap)

## IDEPEL Program Policy

### Program Dismissal

It is expected that cohort members will demonstrate exemplary scholarship. A cohort member whose scholarship and written work does not meet the standards expected in the IDEPEL program, the cohort member is required to schedule a conference with the Program Director, the academic advisor, and other faculty, as necessary, to discuss the cohort member's ability to complete the program. This review might result in dismissal from the program. A cohort member must maintain a GPA of 3.5 to remain in the IDEPEL program. During the three years of course work, in the event that a 3.5 GPA cannot be attained by the end of the three years of course work, the student will be dismissed from the program at that time.

## Undergraduate Day

### 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.

## Adult Undergraduate (PLS/HDC)

### Satisfactory Academic Progress

PLS/HDC students who are receiving federal, state, or University aid are required to maintain satisfactory academic progress (SAP) and also meet the *Minimum Requirements for Retention* in order to keep their financial aid eligibility.

SAP is reviewed after the spring semester each academic year. Both cumulative GPA and the ratio of credits earned to credits attempted are used to determine academic progress. Students not meeting



criteria for satisfactory progress will be informed at the end of each spring semester that their current academic record disqualifies them for financial assistance. These students will be given the opportunity to file an academic plan with the Dean's Office to be considered for financial aid for the coming academic year.

Below are the minimum GPA standards that undergraduate PLS students must maintain to be considered making satisfactory progress. Please note that these standards are in accordance with the PLS Academic Probation Policy.

Students must maintain the following cumulative GPA:

- 1.8 cumulative GPA up to 60 credits earned
- 1.9 cumulative GPA for 61-90 credits earned
- 2.0 cumulative GPA above 90 credits earned

In addition to maintaining the required GPA, PLS/HDC students must earn a passing grade in a minimum of 67% of overall credits attempted in order to be considered making satisfactory progress. For example, if a student registers for four courses, the student must earn a passing grade in at least three of these courses to meet this requirement. Please note that withdrawals are considered when calculating the ratio of credits earned to credits attempted. Although withdrawals do not impact GPA, they do negatively impact this measure of satisfactory academic progress.

If a student is not making satisfactory progress based on the criteria above, the student must submit an academic plan explaining the circumstances that led to the failure to meet the standards and the changes that will allow the student to be successful. The student should identify and provide documentation of any extenuating circumstances (e.g., loss of job, a major financial life event, personal illness, illness or death of family member, or other special circumstances) that may have hindered their ability to make satisfactory progress. The appropriate Associate Dean will review plan to determine if the student will be allowed to continue to receive federal financial assistance. For a student's academic plan to be considered, it must be submitted by the first day of classes of the traditional full-term semester for which the student is requesting federal aid.

## Graduate

### Satisfactory Academic Progress (SAP)

In addition to the academic levels of progress outlined in the Policy, graduate financial aid recipients are also required to meet the standards outlined in the Satisfactory Academic Progress (SAP) policy.

Satisfactory academic progress for financial aid recipients enrolled in degree programs is assessed annually at the conclusion of the spring semester. For eligible programs of one academic year or less, SAP is evaluated at the conclusion of the fall and spring semesters. Failure to maintain satisfactory academic progress will result in cancellation of financial aid awards and the subsequent repayment of the funds already received.

### Filing an Intent/Apply to Graduate Form

Students who will complete all of the requirements for a degree in a given semester must submit a completed Apply-to-Graduate Form within the time specified under Academic Calendar. Failure to complete the application will result in student records being incomplete, and the awarding of the degree will not be recorded as part of the official record.

If students do not adhere to deadlines of the application for graduation they will be reviewed in the term for which they apply.

### Eligibility for walking in the Commencement Ceremony

Students with no more than 2 classes remaining at the end of the spring semester, and in academic good standing, may walk at graduation.

*\*Good standing for UNDERGRADUATE students is a cumulative GPA of at least a 2.0.*

*\*Good standing for GRADUATE students is a cumulative GPA of at least a 3.0.*

**Special approval is required from the appropriate college Dean for students needing more than 2 courses, and/or not in good academic standing.**

### 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. Degrees are conferred three times a year, on September 15, January 15, and on the date of the Commencement exercises. Diplomas are ordered shortly after the conferral date and take up to 4-6 weeks to process and ship. Diplomas are not given out at Commencement. Students receiving degrees in September or January are invited to participate formally in the Commencement exercises of the following May.

### 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.

### Degree Time Limitation

After the establishing of degree candidacy, a maximum of five years will be allowed for the completion of the degree requirements. Under extenuating circumstances, a student may request an extension of this time frame. The Doctor of Education has a separate policy for time limit based on coursework and dissertation requirements. There is a ten (10) year time limit for completion within the Ed.D. program. Each student is expected to make academic progress toward the degree or certificate to remain in good standing. A student who elects to take a leave of absence

must complete a Graduate Leave of Absence University Form to the University Registrar's Office

Graduation Process for IDEPEL Student Program

After a successful defense of the final dissertation and before there is a grade change on the student's transcript, all graduation requirements must be met. This includes completion of the following: Registrar Requirements, Signature Pages, Approved and Completed Manuscript, IRB Protocol, the Library Dissertation Requirements for Graduation (i.e., Bindery and ProQuest processes), Bound Dissertation Copies, and Final Approval to Graduate.

Undergraduate Day

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

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

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).

## Adult Undergraduate (HDC/PLS)

### 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

Note: Averages for honors will be computed based on work completed at Saint Joseph's University in the PLS/HDC program only. To be eligible for honors at graduation, students must complete at least 20 courses (60 credits) at Saint Joseph's University in the PLS/HDC Program.

### 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 bachelor's or associate's degree-seeking student and fulfill either of the following criteria:

Tier 1: Be in the top 10% of eligible HDC students who have earned at least 105 overall credits (including transfer credits) as well as at least 30 credits in the HDC Program

Tier 2: Be in the top 7% of eligible HDC students who have earned more than 75 overall credits and fewer than 105 overall credits (including transfer credits) as well as at least 30 credits in the HDC Program

Invitations are based on cumulative Saint Joseph's University GPAs on the HDC Program level only, and are calculated as of the end of the Intercession semester immediately preceding the invitation. Invitations are generally sent late in the spring semester. Certificate students are not eligible for membership.

### Alpha Sigma Lambda Honor Society – Alpha Zeta Chapter

Alpha Sigma Lambda is the oldest and largest national honor society for non-traditional students who achieve outstanding scholastic standards and demonstrate leadership while managing the responsibilities of work and family.

The membership consists of undergraduate adult students and alumni. To be considered for induction into ASL at SJU, a student must:

- Be a matriculated student in a baccalaureate degree program offered through PLS or HDC.
- Complete a minimum of 30 credits through the Saint Joseph's University Adult Undergraduate Program.
- Have earned 12 or more credits in the liberal arts/sciences (this may include transfer credits)
- Have a minimum GPA of 3.20
- Be in the top 15% of the students in a bachelors program with a minimum of 30 credits earned through PLS/HDC and 12 or more credits in the liberal arts/sciences

### Dean's List

The Dean's List is published at the completion of each semester. PLS and HDC students working toward a Bachelor's degree are eligible for this honor.

A student must complete at least 30 credit hours through the Saint Joseph's University PLS/HDC program before becoming eligible. A cumulative grade point average of 3.50 is required to achieve and to remain on the Dean's List. A minimum of six credits must be completed during the semester to be eligible for Dean's List. A failing semester grade in the current semester makes one ineligible for the list.

### 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	NG	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.
C-	1.7	While acceptable overall, course performance is inadequate in one or more areas	IP	
D+	1.3	While acceptable, course performance is inadequate in several areas		
D	1.0	g Meets minimal performance standards required for passing		
F	0.0	Failure; overall performance has not meet the basic standards of the course		
FA		Failure; due to excessive absence		
P		No grade points. Credit. The grade P carries credit but is not included in the calculation of the grade point average		
NP		No grade points. No credit. The non-passing grade NP carries no credit and does not affect the calculation of the grade point average.		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.
NA		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		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.		

WA

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		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	NG	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.
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		
F	0.0	Failure; overall performance has not meet the basic standards of the course		
FA		Failure; due to excessive absence	IP	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.
P		No grade points. Credit. The grade P carries credit but is not included in the calculation of the grade point average		
NP		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		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		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.		

WA	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		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.

### 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.

### 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



# CURRICULA

## General Education Program (GEP)

The traditional undergraduate programs include 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.

The General Education component of the curriculum at SJU 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 students freedom to pursue further studies in areas in which they find an interest, to experiment with previously unexplored areas, or to enter a chosen field of study.

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

The curriculum is designed such that all graduating undergraduate students can meet the following goals:

- 1. Communication:** Students will communicate effectively through written and oral modes of expression across academic, professional, and social contexts using appropriate technology.
- 2. Critical Thinking and Inquiry:** Students will think critically and construct reasoned arguments to support their positions using skills appropriate to the context, such as deductive reasoning, scientific inquiry, quantitative reasoning, aesthetic judgment, or critical examination of form, style, content and meaning.
- 3. Ethics, Social Justice, and Ignatian Values:** Students will assess and respond to ethical and social justice issues informed by Ignatian values and other theoretical frameworks.
- 4. Diversity:** Students will engage respectfully, in a local and global context, with diverse human beliefs, abilities, experiences, identities, or cultures.
- 5. Discipline or Program Specific Competencies:** Students will acquire the essential knowledge and skills to succeed and make well-reasoned judgments personally, professionally, and in their chosen area(s) of study.
- 6. Jesuit Intellectual Tradition:** Students will examine forces that have shaped the world they have inherited through instruction in the Ignatian educational tradition which includes the study of the humanities, philosophy, theology, history, mathematics, and the natural and social sciences.

Listed below are the specific requirements for the GEP curricula.

For the Adult Undergraduate GEP please see here (p. 48).

## Electives

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

## GEP Signature Courses

Code	Title	Hours
<b>The Jesuit Tradition Common Core</b>		
PHL 154	Moral Foundations	3
THE 154	Faith, Justice & the Cath Trad	3
<b>The Cultural Legacy Common Core</b>		
ENG 102	Texts & Contexts	3
HIS 154	Forging the Modern World	3
<b>The Signature Variable Core</b>		
One Faith and Reason Course		
One First-Year Seminar Course		

### 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 reflection and research types, and in-class student presentations will be supplemented, as appropriate, with activities including guest lecturers, museum trip, attendance at local cultural events and or field excursions.

The first year seminar is specially designed for and open to freshmen, thus all freshmen should take a first year seminar during either their first or second semesters at SJU. However students who fail to successfully complete a First Year during one of their first two semesters at SJU will be required to take an additional Philosophy or Theology/Religion 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 Courses
- 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.

## 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 AND RESOURCES

## Undergraduate 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.

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 the CAS Advising Support Center, at [casadvising@sju.edu](mailto:casadvising@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 the William F. Leahy Advising Center, at [HSBadvisingcenter@sju.edu](mailto:HSBadvisingcenter@sju.edu).

### Academic Advising for PLS and HDC Students

For most PLS and HDC students, advising is provided by professional advisors in the respective advising offices. Exceptions to this include those majoring in English & Professional Writing and Early Childhood/Elementary Education who are assigned a faculty advisor within their academic department.

The role of an advisor:

- Assist with orienting the student during their transition to Saint Joseph's University;
- Assist with developing an academic plan for completing requirements for graduation;
- Inform students of scholarship opportunities and various campus resources that promote student success;
- Support students in long-range educational and career planning; and,
- Direct students to opportunities and resources that will enrich their education, including honor societies, internships, etc.

Advising is available for all undergraduate adult learners, in-person or via email, zoom session or phone.

## Registration for Classes

Prior to the opening of registration each semester, PLS/HDC and the Registrar's Office will send email 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 their advising office, will register for classes each semester independently through The Nest.

The student is responsible for planning a program of courses that satisfies all degree requirements. Students are encouraged to review the catalog carefully before selecting courses to make sure they have the prerequisites or proper background for each course. PLS and HDC students also are encouraged to review their Degree Works audit via the Nest. 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 their advising office. 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.

All students are encouraged to talk with an advisor in their advising office and/or faculty advisor to review course selections prior to registration each semester. Students who are on academic probation and/or have a GPA below 2.25 are required to obtain advisor approval for course selections prior to registration.

## Graduate Arts & Sciences Academic Advising

The Graduate Program Director of each academic program is responsible for the academic administration of the unit graduate program(s) and academic advising and mentoring of students. A listing of Graduate Program Directors is available on the SJU web by visiting

<http://www.sju.edu/int/academics/cas/grad/advising.html>

## 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.

## 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/>.

## Student Disability Services

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

The office of Student Disability Services is located in:

Bellarmino G10  
610-660-1339  
TTY 610-660-1620  
[sds@sju.edu](mailto:sds@sju.edu)  
Visit the website: [sju.edu/sds](http://sju.edu/sds)

## Student Life

Committed to our Catholic Jesuit tradition and guided by our Ignatian values, we empower our students to create a supportive and transformative educational experience. We provide challenging opportunities for the holistic development of students so that they may become servant leaders who discern goals, focus on social justice, appreciate diversity and lead lives of faith and purpose. <http://www.sju.edu/studentlife>

## The Office of Student Success

By supporting students as they face obstacles associated with college life, the Office of Student Success & First Year Experience assists students in making connections with campus resources and provides coaching on strategies for having a positive transition to college and an enjoyable experience at SJU.

Every SJU student is fully capable of earning a degree from Saint Joseph's University. At times, students experience difficulties: academic, emotional, social, health-related, family emergencies, and disciplinary actions. There are many resources on campus available to support our students, and the Office of Student Success is here to help.

The Office of Student Success is located in:

G10 Bellarmine Hall  
610-660-2956  
[success@sju.edu](mailto:success@sju.edu)  
or visit the website [sju.edu/studentsuccess](http://sju.edu/studentsuccess)

## Office of International Students and Scholars

ISS is responsible for meeting the needs of international students from the time they apply until they graduate. ISS 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 the immigration paperwork for off campus work permission requests
- Helping with social security and driver's license applications
- Assisting international students in acclimating to SJU and Philadelphia

The Office of International Students and Scholars is located in the Campion Student Center, room 217, and is open Monday through Friday, 9am to 5pm. Please visit the website for more information: [sju.edu/iss](http://sju.edu/iss).

## Veterans Services

The SJU Office of Veterans Services is dedicated to serving the unique needs of our veterans, spouses and dependents. We are a nationally recognized "veteran friendly" university, as well as a full participant in the Post-9/11 GI Bill and Yellow Ribbon programs. Our mission is to create a welcoming environment for veterans and their families, and to ensure veterans gain access to all eligible federal, state and local programs and services. We are located in Mandeville Hall, Suite 206. Additional information is available on our website at [www.sju.edu/veterans](http://www.sju.edu/veterans).

## 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: Germany, Spain, Italy, Morocco, Cuba, Nicaragua, Belize and Panama. 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 and is in good financial standing with SJU 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; however, students must be in good academic standing. CIP also recommends that students meet with their academic advisor to make sure that they have met course 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 is tentatively scheduled to take place at the Beijing Center. Site visits to Luoyang, Xi'an and Hangzhou as well as a weekend trip to Shanghai are planned as part of the itinerary. Students may enroll in one or two classes. Previous courses have included History, Business, Theology, and Decision Sciences. (Summer only, four weeks, typically 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/summer 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 29 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 for a 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 financial 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 withdrawals, 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 bachelor's 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 610-660-2000.

**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.

**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.

## 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 150.

## 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:

Mark Reynolds

Director of Fellowships  
307 Science Center  
mreynolds@sju.edu. (mreynolds@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, Medical Laboratory Sciences, 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 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. Upper-class 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. To learn more about the Service Learning Program and a current list of open courses, please visit [www.sju.edu/servicelearning](http://www.sju.edu/servicelearning) or contact the Faith-Justice Institute.

## Faith-Justice Studies Program

### Program Description

The Faith-Justice Studies program is an interdisciplinary, self-designed curriculum that enables students to integrate their major area of study with inquiries into social justice and faith issues. With the assistance of the Faith-Justice Studies minor program, the student determines a sequence of six courses that address faith and social justice issues. For more information please visit <http://www.sju.edu/faithjusticestudies>.

Faith-Justice courses must fit one or more of the following criteria:

- Engage students directly with the "sufferings of the poor" and explore the call, not only to serve them, but also to stand in solidarity with them.
- Invite students to analyze institutions social structures and to question prevailing systems of thought or action which systemically contribute to modern-day social problems (poverty, racism, human rights violations, violence).
- Challenge students to consider existing social values and priorities in light of Gospel values and faith-based traditions of social justice.

## Faith-Justice Studies Minor

For the Faith-Justice Minor requirements please see [here](#) (p. 104).

## 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](mailto:bscola@sju.edu), or visit <http://www.sju.edu/centers/washington-center>.

## 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.

## Laptop Program

All full time undergraduate day students in the Haub School of Business are required to have a Windows Laptop documented on the Business School link at [www.sju.edu/laptop](http://www.sju.edu/laptop).

Saint Joseph's University collaborates with partnered vendors to offer our students specially priced laptops, which meet all the SJU computing requirements. These models are available for purchase at [www.sju.edu/laptop](http://www.sju.edu/laptop). Students *are not* required to purchase a computer through the SJU Laptop Program.

Microsoft Office for Windows is also required. SJU students can download this software for free by visiting the laptop website. Students receive technical support provided by the Technology Service Center located in the Science Center, Room 129.



# COLLEGE OF ARTS AND SCIENCES

## Arts and Sciences Leadership

Dean: *Shaily Menon, Ph.D.*

Associate Dean for Strategic Planning and Assessment: *Shawn M. Krahmer, Ph.D.*

Interim Associate Dean for Research, Facilities, and Professional Development: *Paul J. Angiolillo, Ph.D.*

Associate Dean for Curriculum and Advising: *Matthew J. Anderson, Ph.D.*

## Mission

As the intellectual heart of Jesuit education at Saint Joseph's University, the College of Arts and Sciences invites students into a community of life-long learners who lead by example, living purposefully for the greater glory of God in service to and with others. To this end, we expand minds, advance knowledge, nurture humane values, and inspire imaginations.

## Graduate College of Arts and Sciences

### Mission

Graduate programs within the College of Arts and Sciences are at the heart of the mission of Saint Joseph's University, and reflect the expansive nature of our educational philosophy. We offer a doctoral program, 15 master's degrees and non-degree programs to help students achieve academic growth and personal advancement.

## Undergraduate Adult Learner Program

Saint Joseph's University offers adult learner undergraduate programs through both the College of Arts and Sciences (CAS) and the Haub School of Business (HSB). The CAS Program is known as the Professional and Liberal Studies Program (PLS) and the HSB Program is known as the Haub Degree Completion Program (HDC).

Adult undergraduate education has been an integral part of Saint Joseph's University since 1915, connecting the Jesuit tradition of academic excellence and service with the contemporary needs of adult learners. PLS and HDC serve the educational needs of adult students through degree and certificate programs and coordinate the summer session and January intersession. Additionally, PLS and HDC work in partnership with select regional employers to provide quality programs that support the education and professional advancement of their employees. PLS and HDC have an administrative responsibility for undergraduate adult learner programs, with curricular and instructional decisions made by academic departments.

### Student Profile

PLS and HDC enroll both full-time and part-time students who are pursuing their undergraduate education through on-campus and online programs. Students enter 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, degree completion

time varies. Adult students who already have earned undergraduate degrees may choose to enroll in specific courses and/or certificate programs with the goal of promoting their professional advancement.

## Degree and Certificate Programs

The University offers two adult undergraduate bachelor degrees: the Bachelor of Liberal Studies (BLS) and the Bachelor of Business Administration (BBA). The degree awarded is determined by the student's major field. The bachelor degree requires successful completion of 40 courses (minimum of 120 credits) with a minimum cumulative grade point average of 2.0. The curriculum includes the General Education Program requirements and the approved courses for the major field.

The University offers one associate degree through the HDC Program. The Associate of Business Administration Degree program requires 22 courses (minimum 66 credits). PLS and HDC offer Certificate of Proficiency and Post-Baccalaureate Certificate programs. The number of courses required for a certificate varies depending upon specific certificate curriculum requirements. PLS and HDC students cannot graduate with more than one certificate or degree in the same field at the same time. For more information on program course requirements, please see the Curricula section.

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 Adult Learner General Education Program (GEP) applies to students who are completing a bachelor's degree through Professional and Liberal Studies Program (PLS) or through the Haub Degree Completion Program (HDC)

The Adult Learner GEP is comprised of Signature Core, Variable Core, Integrative Learning courses and Overlays.

## Signature Core

Code	Title	Hours
PHL 154	Moral Foundations	3
THE 154 or THE 221	Faith, Justice & the Cath Trad Intro to the New Testament	3
ENG 102	Texts & Contexts	3
HIS 154	Forging the Modern World	3
Any course certified as Faith & Reason		3
Adult Learning Seminar (any course numbered 140)		3



## Variable Core

- 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 (PLS majors require MAT 101 or higher; HDC programs require MAT 103 and MAT 123 or an alternate calculus course).
- Two courses in a Non-Native Language (e.g., SPA 111-SPA 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. Bilingual students may also be considered for a language exemption by the Department of Modern & Classical Languages.
- 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 certified as a Philosophical Anthropology course.
- One course from Religious Studies or Theology that is certified as a Religious Difference course.
- ENG 101 Craft of Language.

## Integrative Learning Course

(2 courses required)

- Courses approved for ILC requirements will vary by major. Some majors have specific courses that must be taken.

## Overlays

Students admitted Summer 2016 through Spring 2019 to an Adult Learner Program in PLS or HDC are required to complete at least one of the three GEP overlays. Students admitted Summer 2019 and later are required to complete two of the three GEP overlays:

1. Ethics Intensive
2. Writing Intensive, or
3. Diversity, Globalization, Non-Western Area Studies.

Please note that PLS and HDC students admitted prior to the Fall 2014 semester may have slightly different GEP curriculum requirements as communicated by the PLS and HDC Advising Offices at the time of admission. Students are encouraged to contact their Advising Office with any curriculum questions. PLS students who are completing degree requirements for a major offered through the Day School are required to complete the GEP for Day Students.

## Adult PLS/HDC General Education Program (GEP)

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 Adult Learner General Education Program (GEP) applies to students who are completing a bachelor's degree through Professional and Liberal Studies Program (PLS) or through the Haub Degree Completion Program (HDC)

The Adult Learner GEP is comprised of Signature Core, Variable Core, Integrative Learning courses and Overlays.

## Signature Core

Code	Title	Hours
PHL 154	Moral Foundations	3
THE 154 or THE 221	Faith, Justice & the Cath Trad Intro to the New Testament	3
ENG 102	Texts & Contexts	3
HIS 154	Forging the Modern World	3
	Any course certified as Faith & Reason	3
	Adult Learning Seminar (any course numbered 140)	3

## Variable Core

- 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 (PLS majors require MAT 101 or higher; HDC programs require MAT 103 and MAT 123 or an alternate calculus course).
- Two courses in a Non-Native Language (e.g., SPA 111-SPA 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. Bilingual students may also be considered for a language exemption by the Department of Modern & Classical Languages.
- 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 certified as a Philosophical Anthropology course.
- One course from Religious Studies or Theology that is certified as a Religious Difference course.
- ENG 101 Craft of Language.

## Integrative Learning Course

(2 courses required)

- Courses approved for ILC requirements will vary by major. Some majors have specific courses that must be taken.

## Overlays

Students admitted Summer 2016 through Spring 2019 to an Adult Learner Program in PLS or HDC are required to complete at least one of the three GEP overlays. Students admitted Summer 2019 and later are required to complete two of the three GEP overlays:

1. Ethics Intensive
2. Writing Intensive, or
3. Diversity, Globalization, Non-Western Area Studies.

Please note that PLS and HDC students admitted prior to the Fall 2014 semester may have slightly different GEP curriculum requirements as communicated by the PLS and HDC Advising Offices at the time of admission. Students are encouraged to contact their Advising Office with any curriculum questions. PLS students who are completing degree requirements for a major offered through the Day School are required to complete the GEP for Day Students.

## Actuarial Science

Director

*Rommel Regis, Ph.D.*

## Committee on Actuarial Science

Hongjun Ha, Ph.D. (Math)  
 Patricia Bobo, M.S., ASA (Math)  
 John Whitaker, M.S., FSA (Math)  
 Benjamin Liebman, Ph.D. (Economics)  
 Ronald Klimberg, Ph.D. (Decision and System Sciences)  
 Carolin Schelhorn, Ph.D. (Finance)

## Undergraduate Majors

- Actuarial Science (p. 49)

## Undergraduate Minors

- Actuarial Science (p. 50)

## Actuarial Science Major

### 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, Financial Mathematics and Economics courses found in the College of Arts and Sciences must be combined with a strong business background utilizing Accounting, Risk

Management & Insurance, 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 three 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.

### Learning Goals and Objectives

**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 and gain background relevant to the actuarial profession.

**Objective 2.1:** Students will be able to demonstrate their knowledge of macro and micro economics, accounting, financial methods and mathematical statistics and obtain VEE (Validation by Educational Experience) credit from professional actuarial societies. Students will also learn material relevant to actuarial science not covered by VEE.

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

**Goal 3:** Students will develop strong communication and critical thinking skills.

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

**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, statistical software and databases. Students will also be able to do basic computer programming.

*The traditional undergraduate programs include 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.

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

Code	Title	Hours
<b>Mathematics</b>		
MAT 161	Calculus I	4
<b>Natural Science</b>		
One semester of any lab-based natural science course		
<b>Social Science</b>		
ECN 101	Introductory Economics Micro	3

## General Education Overlays

See this page about Overlays (p. ).

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

Code	Title	Hours
CSC 120	Computer Science I	4
ECN 102	Introductory Economics Macro	3
MAT 162	Calculus II	4

## GEP Electives

Any seven courses

## Major Concentration

Code	Title	Hours
<b>Select fifteen courses including the following:</b>		
MAT 213	Calculus III	
MAT 225	Fundamental Ideas of Math	
MAT 226	Introduction to Linear Algebra	
MAT 321	Probability	

MAT 322	Mathematical Statistics
MAT 423	Applied Statistical Methods
ACC 101	Concepts of Financial Acct.
RMI 200	Introduction to Insurance
ASC 201	Financial Methods in Act Sci
ASC 301	Actuarial Probability
ASC 401	Financial Math - Actuarial Sci
ASC 402	Investment Mathematics
DSS 330	Database Management

Select one of the following Mathematics electives:

MAT 238	Differential Equations
MAT 311	Numerical Analy & Comp Tech
MAT 313	Mathematical Optimization
MAT 316	Operations Research

Course approved by the Actuarial Science program director

Select one Actuarial-related elective including the following:

CSC 121	Computer Science II
CSC 133	Python Programming for All
DSS 220	Business Analytics
DSS 315	BIA Concepts & Practices
ECN 301	Microeconomic Theory
ECN 302	Macroeconomic Theory
ECN 410	Econometrics
RMI 300	Property and Casualty
RMI 310	Insurance Company Operations

Course 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 sophomore and junior years, respectively. Students are encouraged to participate in a summer internship during their sophomore/junior and junior/senior years. In the past, these internships have proven to be most valuable to students and their subsequent job search.

## Actuarial Science Minor

### Learning Goals and Objectives

**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.

**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 and obtain VEE (Validation by Educational Experience) credit from professional actuarial societies.

**Objective 2.2:** Students will know the content covered in the first professional actuarial science examination.

**Goal 3:** Students will attain proficiency in research methodology and computer technology.

**Objective 3.1:** Students will be able to conduct quantitative research using appropriate statistical methodology.

**Objective 3.2:** Students will be able to demonstrate proficiency in the use of computer software such as EXCEL and statistical software.

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:

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
ECN 101	Introductory Economics Micro	3
ECN 102	Introductory Economics Macro	3
MAT 161	Calculus I	4
MAT 162	Calculus II	4
MAT 213	Calculus III	4
MAT 321	Probability	3
MAT 322	Mathematical Statistics	3
ASC 201	Financial Methods in Act Sci	3
ASC 301	Actuarial Probability	3

## Africana Studies

### Undergraduate Minors

- Minor in Africana Studies (p. 51)

### Africana Studies Minor

Students interested in pursuing the Minor in Africana Studies should consult the Advising Support Center of the College of Arts and Sciences.

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.

Code	Title	Hours
ECN 460	African Economies	3
ENG 150	First Year Seminar (Protest & Civil Action: The Civil Rights Movement)	3
ENG 205	Cultural Diversity	3
ENG 317	Literature of South Africa	3

ENG 320	Contexts of Faith in Modrn Lit	3
ENG 328	African American Literature	3
ENG 329	Black Women's Literature	3
ENG 429	ReadingWritingCivil Right Move	3
ENG 482	Literature & Culture	3
ENG 620	Special Topics in Lit/Culture	3
FRE 461	Caribbean Francophone Liter	3
HIS 343	African Ethnicities	3
HIS 379	Afr Amer Hist Since Civil War	3
HIS 384	The Civil Rights Mov in Am	3
HIS 477	Seminar in African History	3
HIS 484	Direct Read: African Hist	3
LTT 361	French-Carib. Lit [in English]	3
MTF 294	Global Cinemas	3
PHL 150	First Year Seminar	3
PHL 278	Philosophy of MLK	3
PHL 302	Philosophy of Race	3
PHL 304	African Philosophy	3
POL 337	Contemp Cuban Pol & Society	3
POL 320	Injustice & the Law	3
POL 324	Race & Ethnic Politics in U.S.	3
POL 335	Comp Pol: Mid East & N. Africa	3
REL 271	African & Caribbean Religions	3
REL 327	Religion & Race in Phila	3
SOC 205	Ethnic & Minority Relations	3
SOC 210	African-American Catholicism	3
SOC 253	Race and Social Justice	3
SOC 355	Race, Crime & CJ	3
SOC 334	African-American Experience	3
SOC 355	Race, Crime & CJ	3
SOC 363	Phila: In Black and White	3

## American Studies

### Director

- Katherine Sibley

### Advisory Board

Emily Hage, Randall Miller, Owen Gilman, and Christopher Kelly.

### Undergraduate Minors

- Minor in American Studies (p. 51)

### American Studies Minor

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.

### Learning Goals and Objectives

**Goal 1:** Students minoring in American Studies will gain a stronger knowledge in the disciplines that make up this minor and thus articulate key aspects of United States history, politics, economics, culture (including art, religions, and literatures) and society.

**Objective 1.1:** Students will be trained to identify, define, or analyze key aspects of U.S. history, politics, economics, culture (including art, religions, and literatures) and society, using a variety of tools, methods, and perspectives, in order to gain knowledge and articulate their understanding in the disciplines that make up this minor.

**Goal 2:** Students will produce clear and persuasive analyses of relevant research questions generated by the interdisciplinary approaches offered in the minor of American studies.

**Objective 2.1:** Students will be able to practice a range of methodological perspectives and practices used to investigate and interpret topics in American Studies, and to present their findings effectively.

Code	Title	Hours
Participants must choose a minimum of six courses from those listed below, with at least one from each group (and at least one in each group must be above 100 level):		

#### History Group

HIS 201	History of the United States	3
HIS 202	History of the United States	3
HIS 360	Colonial America	3
HIS 361	America in the Age of Revolutn	3
HIS 362	The Civil War Era	3
HIS 364	Ethnic America	3
HIS 365	Urban America	3
HIS 366	Progressive Era to New Deal	3
HIS 367	Postwar Am, 1945 to the Presnt	3
HIS 368	Am Ideas: Col Era to Civil War	3
HIS 369	Am Ideas: Gilded Age to Pres	3
HIS 379	Afr Amer Hist Since Civil War	3
HIS 380	Am Foreign Policy, 1775-1914	3
HIS 381	US in the World, Wilson-Reagan	3
HIS 382	American Foreign Policy	3
HIS 383	Food in American History	3
HIS 384	The Civil Rights Mov in Am	3
HIS 385	His of Women in Am Since 1820	3
HIS 386	American Environmental History	3
HIS 387	Popular Culture in the US	3
HIS 471	Seminar in American History	3

#### English Group

ENG 201	Major American Writers	3
ENG 208	Special Topics in Literature	3
ENG 210	The Roaring Twenties	3
ENG 211	Black Popular Culture	3
ENG 215	Passing Narratives - Black Lit	3
ENG 216	Re-Reading the Sixties	3
ENG 217	Music & American Literature	3

ENG 321	Early American Literature	3
ENG 322	Amer Romantic & Trancend Lit	3
ENG 323	American Literature 1865-1915	3
ENG 324	Twentieth Century American Lit	3
ENG 325	Contemporary American Lit	3
ENG 327	Southern Literature	3
ENG 328	African American Literature	3
ENG 329	Black Women's Literature	3
ENG 416 or HON 310	Rebellious Women Writers Womens Writing as Emancipation	3
ENG 417	Post-Soul Black Literature	3
ENG 420	American Authors	3
ENG 421	American Novel, 19th 20th Cent	3
ENG 423	Amer.Poetry, 19th & 20th Cent.	3
ENG 424	Contemporary American Poetry	3
ENG 425	American Drama	3
ENG 426	Nature Writing in America	3
ENG 427	The Harlem Renaissance	3
ENG 428	The Beat Rebellion	3
ENG 429	ReadingWritingCivil Right Move	3
ENG 482	Literature & Culture	3
<b>General Group</b>		
ART 104	The Experience of Architecture	3
ART 207	American Art and Architecture	3
ART 209	Contemporary Art & Architect	3
ECN 435	History of Economic Thought	3
LIN 200	Introduction to Linguistics	3
LIN 250	Social Media Discourse	3
LIN 260	Language and the Law	3
LIN 340	Communication in Soc Contexts	3
MTF 142	History of Rock and Pop	3
MTF 257	American Music	3
MTF 291	American Film	3
PHL 278	Philosophy of MLK	3
PHL 450	American Philosophy	3
POL 111	Intro to American Politics	3
POL 150	First-Year Seminar	3
POL 303	Political Ideology in America	3
POL 308	American Political Institution	3
POL 309	Advising the Presidency	3
POL 311	Const Law:Rights & Civil Lib	3
POL 313	Public Policy	3
POL 316	State and Local Government	3
POL 317	Urban Politics	3
POL 318	Pennsylvania Politics	3
POL 319	Media & Politics	3
POL 320	Injustice & the Law	3
POL 321	Belief and Belonging	3
POL 322	Campaigns & Elections	3
POL 323	Women and American Politics	3
POL 324	Race & Ethnic Politics in U.S.	3
POL 325	Contemp Am Social Movements	3



POL 326	Protesting Inequality	3
POL 327	Environmental Politics in Am	3
POL 354	War and Peace	3
POL 356	American Foreign Policy	3
POL 402	Capstone: Contentious Pol in US	3
REL 327	Religion & Race in Phila	3
SOC 102	Social Problems	3
SOC 208	Sociology of Gender	3
SOC 210	African-American Catholicism	3
SOC 217	Mental Health & Society	3
SOC 225	Intro to American CJ	3
SOC 330	Urban Sociology	3
SOC 349	Poverty, Ethics & Soc.Policy	3
SOC 378	Urban and Public Policy	3
THE 353	American Catholicism	3
THE 355	American Religious Thought	3
THE 360	Rel Vision in Film & Fiction	3

## Animal Studies

### Director

- Nelson (Biology)

### Animal Studies Advisory Board

- Fetherston (Health Sciences)
- Goldthwaite (English)
- Tudor (Biology)

## Undergraduate Minors

- Minor in Animal Studies (p. 53)

## Animal Studies Minor

### 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.

#### Learning Goals and Objectives

**Goal 1. Students will develop greater understanding of the nature of animals and the role played by animals in the larger world.**

**Objective 1.1:** Students will demonstrate knowledge of the role of animals in the broader natural world or in human society.

**Objective 1.2:** Students will demonstrate knowledge of human-animal interactions and relationships.

**Objective 1.3:** Students will demonstrate knowledge of the major concepts, historical trends and theoretical perspectives in the discipline of Animal Studies.

**Objective 1.4:** Students will demonstrate knowledge of animal biology.

**Objective 1.5:** Students will demonstrate knowledge of animal behavior and cognition.

**Goal 2. Students will develop a greater understanding of the ethical issues that surround human-animal interactions.**

**Objective 2.1:** Students will demonstrate knowledge of the theoretical perspectives concerning the moral status of animals.

**Objective 2.2:** Students will demonstrate knowledge of the ethical issues surrounding the use of animals.

## 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:** (These courses all have prerequisites)

Code	Title	Hours
BIO 260	Anat&Physiol Nurs/Al Hlth I (BIO 101 or BIO 165 are prerequisites)	4
BIO 406	Comparative Anatomy	4
BIO 417	Systemic Physiology	4

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:** (These courses all have prerequisites)

Code	Title	Hours
BIO 401	Animal Behavior	4
PSY 201	Biological Bases of Behavior	3
PSY 225	Comparative Animal Behavior	3

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:

Code	Title	Hours
Independent Study <sup>1</sup>		
Independent Research <sup>1</sup>		
Internship <sup>1</sup>		
BIO 261	Anat&Physiol Nurs/Al Hlth II	4
BIO 407	Developmental Biology	4
BIO 409	Ecology	4

BIO 419	Invertebrate Zoology	4
BIO 423	Evolution	4
CLA 201	Love, Sex, Conqst: Classic Myth	3
ENG 150	First Year Seminar <sup>2</sup>	3
ENG 426	Nature Writing in America	3
ENG 452	Writing and Reading Animals	3
ENV 105	The Environment	3
ENV 106	Exploring the Earth	4
HIS 386	American Environmental History	3
IHS 360	TherapRolesAnimals in Hlthcare	3
PHL 316	Food and Justice	3
PHL 328	Philosophy and Evolution	3
POL 327	Environmental Politics in Am	3
PSY 201	Biological Bases of Behavior <sup>3</sup>	3
PSY 221	Animal Learning and Memory	3

<sup>1</sup> 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).

<sup>2</sup> This course is a freshman seminar

<sup>3</sup> 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

### Department Overview

The Art Department's award-winning faculty of artists or scholars have exhibited their work in prestigious galleries and published their writings around the world. Our professors are also dedicated teachers who challenge and inspire students to challenge themselves to express themselves in a manner that responds to their immediate and global context.

We offer courses in painting, drawing, traditional photography, digital photography, graphic design, sculpture, found object art, pottery, ceramics, mosaics, and art history.

Because of Saint Joseph's proximity to Philadelphia, New York City, Baltimore, and Washington, D.C., students are able to experience first-hand major works of art at many renowned galleries and museums. Students pursue internships at regional museums and cultural organizations, travel overseas, and have access to the University's extensive permanent collection. As part of the Gallery Exhibition Research Assistant (GERA) program, students can gain valuable experience in researching and hanging exhibitions in the department's two galleries for professional and student work.

**Professor:** Dennis McNally, S.J., Ph.D.

**Associate:** Emily Hage, Ph.D.

**Assistant:** Krista Svalbonas; Steve Cope, M.F.A.; Steve Rossi

*Chair: Emily Hage/Jeanne Bracy*

## Undergraduate Majors

- Art (p. 55)
- Art Education (p. 54)
- Art History (p. 57)

## Undergraduate Minors

- Art (p. 57)
- Art History (p. 59)

## Art in the GEP

### All Majors

The "Art, Music/Theater/Film, or Literature" GEP requirement for all majors may be satisfied by any three-credit ART course (Art History or studio course) not requiring a pre-requisite.

### 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.

### College Honors Requirements

To receive College Honors credit, Art majors participate in the Senior Project courses, required of all majors, and complete additional assigned reading, research and discussion that are not required of those students not taking the courses for honors credit. For students in the University Honors program, these two upgraded courses may be counted toward the eight course Honors requirement. To be eligible to participate in College Honors, a student must have a 3.5 GPA. Students interested in completing the College Honors project during their senior year should contact the department chair early in the spring semester of their junior year. More details concerning College Honors may be found in the "Honors Program" section of the catalog.

### 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, Music/Theater/Film, or Literature" requirement.

Students wishing to concentrate in Art History should 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 Education Major

### Learning Goals and Objectives

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

**Outcome 1.1:** Distinguish the components of a work of art, and

**Outcome 1.2:** Discuss the context of a work of art.

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

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

**Outcome 2.2:** Write critical analysis of visual works of art.

The traditional undergraduate programs include 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.

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

## General Education Overlays

See this page about Overlays (p. ).

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

Code	Title	Hours
PHL 310	Philosophy of Art	3
Select two of the following: <sup>1</sup>		
CLA 203	Life & Death on Ancient Stage	
CLA 301	Mystery&Monument:Ancnt Greece	
CLA 302	Mystery&Monument:Ancient Rome	
COM 200	Communication Theory/Practice	
COM 201	Ethics in Communication	
CSC 341	Introduction to Graphics	
CSC 342	Computer Vision	
CSC 343	Interactive 3D Game Developmt	
ENG 241	Creative Writing:Intro Wrkshop	
ENG 332	Playwriting	
ENG 333	Read,Write,Adapt Thtre Drama	
ENG 344	Screenwriting	
ENG 483	Seminar in Narrative Form	
FRE 462	Contemptry Francophone Cinema	
GRM 320	Contemporary German Cinema	
HIS 367	Postwar Am, 1945 to the Presnt	
HIS 369	Am Ideas: Gilded Age to Pres	
HIS 386	American Environmental History	
HIS 387	Popular Culture in the US	
ITA 402	L'Italiano al Cinema	
ITA 430	Imges of Rome:Papl Rome - Pres	
JPN 330	Japanese Film and Culture	
LAT 304	Drama	
MAT 231	The Mathematics of Music	

POL 305	Politics, Ideology, & Film
PSY 220	Sensation and Perception
SPA 449	Spanish Literature and Film
THE 360	Rel Vision in Film & Fiction

<sup>1</sup> Some courses below may have prerequisites – please consult the appropriate department for further information

## Major Requirements

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

Code	Title	Hours
EDU 150/150F	Schools in Society-Fr Seminar (GEP First Year Seminar)	3
EDU 151/151F	Develop, Cognition, & Learning (GEP Social Science course)	3
EDU 232/232F	Reading Literature I	3
EDU 246/246F	Literacy, Language and Culture	3
EDU 422/422F	Instruct Tech. for Art Edu	3
SPE 160/160F	Intro to Special Education	3
SPE 200/200F	Teaching in Inclusive Environ	3
SPE 310/310F	Assessment & Progress Monitor (Secondary)	3
EDU 422/422F	Instruct Tech. for Art Edu	3

### Art Department courses

Must take nine (9) courses within the art department and one course within the MTF department.

ART 101	Intro to Art History I (or the equivalent) <sup>1</sup>	3
ART 102	Art History Survey II (or the equivalent) <sup>1</sup>	3
ART 121	Introduction to Studio Art (or the equivalent) <sup>1</sup>	3
ART 141	3-D Studio Art (or the equivalent) <sup>1</sup>	3
ART 144	Ceramics I (or the equivalent) <sup>1</sup>	3
ART 172	Darkroom Photography I (or the equivalent) <sup>1</sup>	3
MTF 157	Westrn Music Hist: MidAge-1750	3
or MTF 158	Western Music Hist: 1750-Pres	
Select one Intermediate Studio Art or the equivalent <sup>1</sup>		3
Select any two other ART courses		6

<sup>1</sup> "equivalents" are to be determined with the signed recommendation of the academic advisor.

## Art Major

Art majors at Saint Joseph's University receive a Bachelor of Arts (B.A.) degree upon graduation. 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, web design, pottery, interior design, fashion design, education and architecture to name a few.

The art department boasts three dedicated art buildings where you will find two large studios exclusively for painting and drawing, another two studios for sculpture, a ceramics studio, a kiln house complete with four electric, one gas and two raku kilns, a darkroom for traditional photography, shooting studio for all photography classes and a digital lab

outfitted with high-end computers, printers and state-of-the-art software for graphic design and digital photography.

Art majors have many opportunities over the course of their four years to publicly exhibit samples of their work in the Boland Hall Gallery and throughout the many office galleries on campus. Art majors present their final portfolio as a public exhibition in the Senior Exhibition at the University Gallery in Merion Hall. With Saint Joseph's University's partnership with the Barnes Foundation, students soon will be able to take advantage of the galleries and classrooms in the former Barnes buildings adjacent to campus. Students now have access to the Barnes aboretum, 12 acres of lush gardens, for plein air sketching, photography and more. Saint Joseph's University's proximity to Philadelphia allows studio classes to visit Philadelphia-area museums and galleries for field-trips and on-location assignments.

If you have any questions about the program, please contact Dr. Emily Hage.

### Learning Goals and Objectives

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

**Outcome 1.1:** Distinguish the components of a work of art.

**Outcome 1.2:** Discuss the context of a work of art.

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

**Outcome 2.1:** Produce a body of creative visual works.

**Outcome 2.2:** Write critical analysis of visual works of art.

*The traditional undergraduate programs include 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.*

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

## General Education Overlays

See this page about Overlays (p. ).

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

Code	Title	Hours
<b>Required:</b>		
PHL 310	Philosophy of Art	3
Select two of the following: <sup>1</sup>		
CLA 203	Life & Death on Ancient Stage	
CLA 301	Mystery&Monument:Ancnt Greece	
CLA 302	Mystery&Monument:Ancient Rome	
CLA 304	Etruscan Art and Archaeology	
CLA 320	Golden Age of Rome	
COM 200	Communication Theory/Practice	
COM 201	Ethics in Communication	
COM 202	Digital Aesthetics	
COM 402	Advanced Web Design	
CSC 341	Introduction to Graphics	
CSC 342	Computer Vision	
CSC 343	Interactive 3D Game Developmt	
EDU 362	Social Studies Thru Arts PK-4	
ENG 201	Major American Writers	
ENG 319	Postmodernism	
ENG 320	Contexts of Faith in Modrn Lit	
ENG 324	Twentieth Century American Lit	
FRE 330	Medieval to Early Mod France	
FRE 331	France: Enlightenment to Today	
FRE 434	French Romanticism	
GRM 309	German Civilization & Culture	
GRM 402	From Ger Enlightnmt to Realsm	
GRM 403	From Bismarck to Hitler	
HIS 201	History of the United States	
HIS 202	History of the United States	
HIS 203	Historical Intro to Latin Am	
HIS 205	His Intro to the Islamic World	
HIS 208	Historical Intro to Asian Civ	
HIS 209	AP European History Credit	
HIS 210	Historical Intro to Africa	
HIS 318	Italian Renaissance 1100-1600	
HIS 367	Postwar Am, 1945 to the Presnt	
HIS 369	Am Ideas: Gilded Age to Pres	
HIS 385	His of Women in Am Since 1820	
HIS 387	Popular Culture in the US	
ITA 315	Italy Through Art	
ITA 402	L'Italiano al Cinema	
ITA 425	Art&Madman:Renaissance&Reform	
ITA 430	Imges of Rome:Papl Rome - Pres	
ITA 445	The Medici Court	
MTF 157	Westrn Music Hist: MidAge-1750	
MTF 158	Western Music Hist: 1750-Pres	
MTF 159	Contemporary Music	
MTF 181	Filmmaking Methods	
MTF 191	Introduction to Film	
MTF 284	Digital Filmmaking	
MTF 285	Short Film Production	
MTF 294	Global Cinemas	

MTF 389	Animation Workshop
PSY 220	Sensation and Perception
THE 350	The Beauty of God

<sup>1</sup> Some courses below may have prerequisites – please consult the appropriate department for further information

## Major Requirements

### Major Concentration

Code	Title	Hours
<b>Fundamental Courses</b>		
Select four of the following including one required art history course:		12
Any Art History course		
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 142	Pottery I	
ART 144	Ceramics I	
ART 145	Figurative Sculpture	
ART 147	Intro to Sculpture/Mixed Media	
ART 172	Darkroom Photography I	
ART 173	Digital Photography I	
ART 174	Alt. Photographic Processes	
Select four additional courses within a specialization, three of which must be taken prior to the capstone courses		12
One may "specialize" in ceramics, drawing, painting, photography, sculpture or graphic design		
<b>Capstone</b>		
ART 495	Senior Project I (Capstone)	3
ART 496	Senior Project II (Capstone)	3

Students wishing a double major with Art as their second major 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 Minor

The art department boasts three dedicated art buildings where you will find two large studios exclusively for painting and drawing, another two studios for sculpture, a ceramics studio, a kiln house complete with four electric, one gas and two raku kilns, a darkroom for traditional photography, shooting studio for all photography classes and a digital lab outfitted with high-end computers, printers and state-of-the-art software for graphic design and digital photography.

Art minors have many opportunities over the course of their four years to publicly exhibit samples of their work in the Boland Hall Gallery and throughout the many office galleries on campus. With Saint Joseph's University's partnership with the Barnes Foundation, students soon will be able to take advantage of the galleries and classrooms in the former Barnes buildings adjacent to campus. Students now have access to the Barnes arboretum, 12 acres of lush gardens, for plein air sketching, photography and more. Saint Joseph's University's proximity

to Philadelphia allows studio classes to visit Philadelphia-area museums and galleries for field-trips and on-location assignments.

The art minor is designed to provide a concentration in the visual arts, within the context of a liberal arts education. The art minor coupled with any major provides students with valuable problem solving skills, creativity, innovation and technical hands-on abilities. Our graduates have attested to the benefits of their art minor in their non-art related careers.

If you have any questions about the program, please contact Dr. Emily Hage.

### Learning Goals and Objectives

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

**Outcome 1.1:** Distinguish the components of a work of art, and

**Outcome 1.2:** Discuss the context of a work of art.

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

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

**Outcome 2.2:** Write critical analysis of visual works of art.

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. Students may take the two-semester capstone class during their senior year counting as two of the six required courses. Students taking the capstone class will participate in the senior art exhibition in Merion Hall Gallery.

The department offers advising to all declared art minors.

## Art History Major

In a world inundated with images, Art History offers a critical means of assessing visual culture in an increasingly globalized society. The Art History program at Saint Joseph's University offers a broad academic curriculum, covering major artistic developments in traditional and new media throughout history and around the world. Art History is an interdisciplinary field that encourages students to explore the many intersections between art and politics, religion, science, history and philosophy, among many other areas. Through close analysis of artworks, architecture and texts on campus and also through internships, museum visits, international travel, students of Art History develop strong critical evaluation skills and a wide-ranging cultural literacy.

Students studying Art History go on to a wide range of careers, including museums, galleries, publishing, education, and fashion. As a strong liberal art undergraduate degree, Art History prepares students for a wide range of other career paths, as well. With Saint Joseph's University's partnership with the Barnes Foundation, students soon will be able to take advantage of the galleries and classrooms in the former Barnes buildings adjacent to campus.

If you have any questions about the program, please contact Dr. Emily Hage.

**Goal 1:** To develop a visual awareness

**SLO 1.1:** Art history students will be able to distinguish the visual components of a work of art.



SLO 1.2: Art history students will be able to identify the context of a work of art.

SLO 1.3: Art history students will be able to conduct visual and critical analysis.

Goal 2: To develop a familiarity with the history of art

SLO 2.1: Art history students will be able to identify works of art.

SLO 2.2: Art history students will be able to identify major artistic currents, movements, and motivations throughout history.

The traditional undergraduate programs include 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.

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

## General Education Overlays

See this page about Overlays (p. ).

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

Code	Title	Hours
Required		
PHL 310	Philosophy of Art	3
Any two (2) courses from the following:		
CLA 206	Sports and Spectacles in Clas	3
FRE 431	The French Enlightenment	3
FRE 434	French Romanticism	3
GRM 401	Medieval German Literature	3
GRM 402	From Ger Enlightnmt to Realsm	3
GRM 403	From Bismarck to Hitler	3
GRM 404	Mod in Lit of Erly 20th Cent	3
GRM 405	Lit of Ger-Speaking Countries	3
GRM 406	Phantms, Spirits & the Uncanny	3
Any HIS course 200 level or above		
ITA 435	Rebels and Revolutionaries	3
ITA 440	Profane and Sacred Love	3
ITA 445	The Medici Court	3
ITA 450	Italy in Age of Grand Tour	3

ITA 460	Dante, Petrarch, Boccaccio	3
MTF 142	History of Rock and Pop	3
MTF 143	Music in Film	3
MTF 156	Intro to World Music	3
MTF 157	Westrn Music Hist: MidAge-1750	3
MTF 158	Western Music Hist: 1750-Pres	3
MTF 191	Introduction to Film	3
MTF 257	American Music	3
MTF 258	Major Composers	3
MTF 266	Theatre History	3
MTF 291	American Film	3
MTF 292	European Cinemas	3
MTF 293	Asian & Pacific Cinemas	3
MTF 294	Global Cinemas	3
MTF 295	Major Figures in Film	3
MTF 391	Film Theory & Criticism	3

## Major Requirements:

Code	Title	Hours
Required		
ART 101	Intro to Art History I	3
ART 102	Art History Survey II	3
ART 495	Senior Project I (Capstone)	3
ART 496	Senior Project II (Capstone)	3

Code	Title	Hours
Any five (5) art history courses. At least two (2) that include non-European art and/or architecture.		
ART 103	Non Western Art & Architecture	3
ART 104	The Experience of Architecture	3
ART 105	Arts of East Asia	3
ART 106	Art of Colonial Latin America	3
ART 107	Women, Gender, and Art	3
ART 150	Blasphemy & Devotion	3
ART 178	Art History &Photography:Italy	3
ART 180	Encountering Mystery	3
ART 202	Late Antique and Medieval Art	3
ART 203	Renaissance Art & Architecture	3
ART 204	Baroque Art and Architecture	3
ART 205	NeoClassic-Impression1780-1880	3
ART 206	Impressionism	3
ART 207	American Art and Architecture	3
ART 208	Modern Art & Architecture	3
ART 209	Contemporary Art & Architect	3
ART 210	Museum Studies	3
ART 212	History of Photography	3
ART 301	Mystery&Monument:Anc Greece	3
ART 302	Mystery&Monument:Anc Rome	3
CLA 303	Pompeii & Herculaneum	3
CLA 304	Etruscan Art and Archaeology	3
CLA 305	Cleopatra Thrhg Anc & Mod Eyes	3
ITA 315	Italy Through Art	3
ITA 345	Art Fashion: la moda italiana	3

ITA 206	The Roman Experience	3
ITA 306	The Roman Experience	3
ITA 425	Art&Madman:Renaissance&Reform	3
ITA 430	Imges of Rome:Paol Rome - Pres	3
IST 460	The Art of Dante's Inferno	3

Code	Title	Hours
One (1) studio art course		
ART 133	Drawing I	3
ART 135	Painting I	3
ART 136	Landscape Painting	3
ART 137	Printmaking	3
ART 138	Landscape Drawing	3
ART 141	3-D Studio Art	3
ART 142	Pottery I	3
ART 143	Mosaics I	3
ART 144	Ceramics I	3
ART 145	Figurative Sculpture	3
ART 147	Intro to Sculpture/Mixed Media	3
ART 171	Color Composition	3
ART 172	Darkroom Photography I	3
ART 173	Digital Photography I	3
ART 174	Alt. Photographic Processes	3
ART 233	Drawing II	3
ART 235	Painting II	3
ART 241	Sculpture II	3
ART 243	Ceramic Surface Design	3
ART 244	Ceramics II	3
ART 245	Atmospheric Firing: Wood/Salt	3
ART 246	Ceramic Sculpture	3
ART 247	Sculpture Mixed Media II	3
ART 248	Figurative Sculpture II	3
ART 272	Darkroom Photography II	3
ART 273	Digital Photography II	3
ART 275	Digital Constructed Image	3
ART 331	Works on Paper	3
ART 333	Drawing III	3
ART 335	Painting III	3
ART 341	Sculpture III	3
ART 344	Ceramics III	3
ART 372	DirectedProjects - Photography	3
ART 373	Photo Essay/Docu Photo	3
ART 374	Studio Photography	3
ART 444	Ceramics IV	3
ART 242	Pottery II	3

## Art History Minor

In a world inundated with images, Art History offers a critical means of assessing visual culture in an increasingly globalized society. The Art History program at Saint Joseph's University offers a broad academic curriculum, covering major artistic developments in traditional and new media throughout history and around the world. Art History is an interdisciplinary field that encourages students to explore the many

intersections between art and politics, religion, science, history and philosophy, among many other areas. Through close analysis of artworks, architecture and texts on campus and also through internships, museum visits, international travel, students of Art History develop strong critical evaluation skills and a wide-ranging cultural literacy.

Students studying Art History go on to a wide range of careers, including museums, galleries, publishing, education, and fashion. As a strong liberal art undergraduate degree, Art History prepares students for a wide range of other career paths, as well. With Saint Joseph's University's partnership with the Barnes Foundation, students soon will be able to take advantage of the galleries and classrooms in the former Barnes buildings adjacent to campus.

If you have any questions about the program, please contact Dr. Emily Hage.

### Learning Goals and Objectives

Goal 1: To develop a visual awareness

SLO 1.1: Art history students will be able to distinguish the visual components of a work of art.

SLO 1.2: Art history students will be able to identify the context of a work of art.

SLO 1.3: Art history students will be able to conduct visual and critical analysis.

Goal 2: To develop a familiarity with the history of art

SLO 2.1: Art history students will be able to identify works of art.

SLO 2.2: Art history students will be able to identify major artistic currents, movements, and motivations throughout history.

Students wishing a minor in Art History must contact the chair to declare their intention and receive departmental approval. The minimum requirement for the minor is the completion of six courses (18 credits) in Art History. Students may also choose from the CLA or ITA courses listed below.

The department offers advising to all declared Art History minors.

Code	Title	Hours
CLA 301	Mystery&Monument:Ancnt Greece	3
CLA 302	Mystery&Monument:Ancient Rome	3
CLA 304	Etruscan Art and Archaeology	3
IST 460	The Art of Dante's Inferno	3
ITA 315	Italy Through Art	3
ITA 345	Art Fashion: la moda italiana	3
ITA 206	The Roman Experience	3
ITA 306	The Roman Experience	3
ITA 425	Art&Madman:Renaissance&Reform	3
ITA 430	Imges of Rome:Paol Rome - Pres	3

## Asian Studies

### Department Overview

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.

Undergraduate

- Asian Studies (p. 60)

Undergraduate Minors

- Asian Studies (p. 61)

Asian Studies Major

Learning Goals and Objectives

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

**Learning Outcome 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 Outcome 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 Outcome 3.1:** Students will be able to produce cogent, well-organized, and thoroughly researched written and oral presentations on important aspects of East or South Asian language, history, politics, culture and society that display familiarity with the scholarly conventions of the respective disciplines.

*The traditional undergraduate programs include 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.

General Education Signature Courses

See this page about Signature courses (p. ). Six courses

General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

General Education Overlays

See this page about Overlays (p. ).

General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

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.

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
- HIS 208 Historical Introduction to Asia
- Eight electives courses
- A Senior Seminar in Asian Studies

Foundational Heritage

Code	Title	Hours
HIS 208	Historical Intro to Asian Civ	3

This course provides 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).

## Area Studies Courses

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) 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 areas:

Code	Title	Hours
<b>Africana Studies (includes but is not limited to)</b>		
ECN 460	African Economies	3
ENG 482	Literature & Culture	3
HIS 210	Historical Intro to Africa	3
HIS 343	African Ethnicities	3
POL 335	Comp Pol: Mid East & N. Africa	3
REL 271	African & Caribbean Religions	3
<b>Latin American Studies (includes but is not limited to)</b>		
HIS 203	Historical Intro to Latin Am	3
HIS 303	History of Modern Mexico	3
HIS 304	Social Protest in Latin Am His	3
THE 356	Liberation & Pol Theologies	3

## Methodology Course

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:

Code	Title	Hours
Select one of the following:		
ECN 101	Introductory Economics Micro	
ECN 102	Introductory Economics Macro	
ECN 321	International Trade	
ECN 322	International Macroeconomics	
ENG 415	Postcolonial Studies	
ENV 105	The Environment	
ENV 102	Environ Theory & Ethics Sem	
MAT 118	Introduction to Statistics	
POL 113	Intro to Comparative Politics	
POL 115	Intro to Global Politics	
POL 117	Intro to Political Thought	
POL 305	Politics, Ideology, & Film	

POL 368	Women, Gender & World Politics
POL 351	International Human Rights
POL 352	Global Political Economy
POL 361	Theories of Intl 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.

1. Two sequential intermediate classes (200-level) in the same Asian language (each course consisting of a minimum of three semester credit hours) at SJU or another US institution.
2. Language examination confirming intermediate-level competency
3. 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. There are currently approved programs in China, Japan, and India. 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, as well as summer programs.

## Asian Studies Minor

### Learning Goals and Objectives

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

**Learning Outcome 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 Outcome 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 Outcome 3.1:** Students will be able to produce cogent, well-organized, and thoroughly researched written and oral presentations on important aspects of East or South Asian language, history, politics, culture and society that display familiarity with the scholarly conventions of the respective disciplines.

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

Code	Title	Hours
ART 105	Arts of East Asia	3
CHN 101	Beginning Chinese I	4
or CHN 102	Beginning Chinese II	
CHN 201	Intermediate Chinese I	3
or CHN 202	Intermediate Chinese II	
CHN 301	Chinese Conv and Comp I	3
or CHN 302	Chinese Conv and Comp II	
CHN 310	Selections in Chinese Lit	3
CHN 470	Selected Topics - Chinese	3
ECN 475	Asian Economies	3
ECN 477	Chinese Economics	3
JPN 101	Beginning Japanese I	4
or JPN 102	Beginning Japanese II	
JPN 201	Intermediate Japanese I	3
or JPN 202	Intermediate Japanese II	
JPN 301	Japanese Conversation	3
or JPN 302	Japanese Conversat & Compos II	
JPN 310	Selections in Japanese Lit I	3
or JPN 311	Selections in Japanese Lit II	
HIS 208	Historical Intro to Asian Civ	3
HIS 350	Exchng & Conq in Mod E. Asia	3
HIS 351	Gndr, Ideolgy & Rev in E. Asia	3
HIS 352	Late Imperial China	3
HIS 353	Modern China	3
HIS 354	Japan Since 1600	3
HIS 355	Clnlism & Ntnlism SE Asia	3
HIS 356	Modern South Asia	3
HIS 357	History of Islam in Asia	3
HIS 358	Contemporary China	3
HIS 359	India & Pak: Colony to Nation	3
HIS 476	Seminar in Asian History	3
HIS 478	Seminar in Global/Comp His	3
HIS 481	Direct Read: Asian Hist	3
POL 333	Asian Democ at the Crossroads	3

POL 350	Haunted by the Past	3
POL 364	East Asia: War and Peace	3
REL 241	Islam <sup>1</sup>	3
REL 251	Religions of Ancient India	3
REL 261	Hinduism	3
REL 351	Indian Buddhism	3
REL 352	East Asian Buddhism	3
REL 355	Superhumans in Chinese Relig	3
REL 356	Death & Afterlife Chinese Rel	3
REL 357	Food Practices & Chinese Relig	3
REL 370	Spec Topics in Relig Studies	3

<sup>1</sup> May be counted as auxiliary course. 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.

## Behavioral Neurosciences

### Director

Elizabeth A. Becker

### Board Members

Garrigan (PSY)  
Hoffman (PHL)  
King Smith (BIO)  
Murray (CHM)  
Reynolds (CHM)  
Schatz (PSY)  
Tudor (BIO)

### Undergraduate Minors

- Behavioral Neurosciences (p. 62)

## Behavioral Neurosciences Minor

### 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.

### 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.

Students complete the Behavioral Neuroscience minor with six courses: Two 'core' courses and four electives.

Code	Title	Hours
<b>Core Courses</b>		
Select two of the following:		
PSY 205	Neuroscience Foundations <sup>1</sup>	
or BIO 412	Neurobiology	
PSY 206	Behavioral Neuroscience	
<b>Elective Courses</b>		
Select four of the following: <sup>2</sup>		
Biology		
BIO 101	Bio I: Cells	
BIO 401	Animal Behavior	
BIO 402	Advanced Cell Biology	
BIO 405	Biomechanics	
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 Chem	
CHM 480	Adv Biochem: Inorganic Chem	
Computer Science		
CSC 121	Computer Science II	
CSC 201	Data Structures	
CSC 202	Computer Architecture	
CSC 261	Principles of Programming Lang	
CSC 342	Computer Vision	
CSC 362	Artificial Intelligence	
Education/Special Education		
SPE 160	Intro to Special Education	
SPE 310	Assessment & Progress Monitor	
Interdisciplinary Health Services		
IHS 110	Psyc Aspects Illness & Disab	
IHS 253	Nutrition:Health & Disease	
IHS 263	Theory:AddictionAddictiveBehav	
IHS 357	Autism Spectrum Disorders	
IHS 458	Public Health & Epidemiology	
Philosophy		
PHL 322	Philosophy of Science	
PHL 473	Philosophy of Mind	
Physics		

PHY 101	General Physics I
PHY 105	University Physics I
PHY 110	Understanding Natural World
PHY 253	Survey of Nanotechnology
PHY 419	Biophysics
PHY 421	Physics of Fluids
Psychology	
PSY 201	Biological Bases of Behavior
PSY 207	Cognitive Neuroscience
PSY 220	Sensation and Perception
PSY 221	Animal Learning and Memory
PSY 222	Neuropsychology
PSY 223	Health Psychology
PSY 224	Drugs, the Brain, & Behavior
PSY 225	Comparative Animal Behavior
PSY 226	Psychology of Emotion
PSY 410	Neuroscience Practicum
Independent Research	
Independent Research <sup>3</sup>	

<sup>1</sup> PSY 205 or BIO 412 serve as a prerequisite for PSY 206 and PSY 207

<sup>2</sup> 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.

<sup>3</sup> With permission of the Behavioral Neuroscience Director, students can count one semester of appropriate research toward the minor (as an elective)

<sup>4</sup> Because of the interdisciplinarity of the Behavioral Neuroscience Minor, students interested in the BNS minor are encouraged to declare the minor as early as possible to receive support with navigating scheduling conflicts and to be able to take full advantage of professional development opportunities presented to minors.

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

## Department 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.

**Professor:** *Dr. Christina King Smith, Eileen D. Grogan, Ph.D.; Jonathan Fingerut, Ph.D.; Karen Snetselaar, Ph.D.; Michael P. McCann, Ph.D.; Scott McRobert, Ph.D.*

**Associate:** *Clint J. Springer, Ph.D.; Edwin Li, Ph.D.; John M. Braverman, S.J., Ph.D.; Julia Lee-Soety, Ph.D.; Shantanu Bhatt, Ph.D.*

**Assistant:** *Catalina Arango Pinedo, Ph.D.; Jennifer C. Tudor, Ph.D.; Matthew D. Nelson, Ph.D.*

**Lab Coordinator:** *Brian M. Forster, Ph.D.*

**Chair:** *Dr. Christina King Smith, Ph.D.*

## 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 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.

Code	Title	Hours
<b>Non-science majors Biology GEP lecture-only courses</b>		
BIO 160	Heredity and Evolution	3
BIO 161	Human Organism	3
BIO 162	Plants and Civilization	3
<b>Non-science majors Biology GEP lab-based courses</b>		
BIO 165	Exploring the Living World	4

## Undergraduate

- Biology Major (p. 64)

## Undergraduate Minors

- Biology (p. 68)

## Graduate

- Master of Science In Biology (p. 67)
- Master of Arts in Biology (p. 66)

# Biology Major

## 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.

## 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.

### Learning Goals and Objectives

**1. Students will appreciate and understand cell structure and function, the organization of biological systems, and the evolution of biological diversity.**

1.1 Students will understand and be able to describe the mechanisms of evolutionary change and the diversity of life.

1.2 Students will understand and be able to describe biochemical processes of living organisms and the role of macromolecules in these processes.

1.3 Students will understand and be able to describe how organisms interact with their abiotic and biotic environment.

1.4 Students will understand and be able to describe molecular, classical, and population genetics.

**2. Students will develop skills in experimental design and the presentation of scientific information.**

2.1 Students will be able to design an experiment, operate basic laboratory equipment, reduce and present data that includes the interpretation of statistical tests.

2.2 Students will be able to develop cogent written and oral presentations of scientific content.

**3. Students will be exposed to career and professional development opportunities.**

*The traditional undergraduate programs include 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.

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

Code	Title	Hours
<b>Mathematics</b>		
MAT 155 or MAT 161	Fundamentals of Calculus Calculus I	3
<b>Natural Science</b>		
BIO 101	Bio I: Cells (first semester freshman year)	4

## General Education Overlays

See this page about Overlays (p. ).

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

Code	Title	Hours
<b>Chemistry</b>		
CHM 120 & 120L	General Chemistry I and General Chemistry Lab I	5
CHM 210 & 210L	Organic Chemistry I and Organic Chemistry Lab I	4
<b>Physics</b>		
PHY 101 & 101L	General Physics I and General Physics Laboratory I	4

## GEP Electives

At least six courses

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.

## Major Concentration

Thirteen courses

Code	Title	Hours
<b>Biology</b>		
BIO 102	Bio II: Genetics (second semester, freshman year)	4
BIO 201	Bio III: Organismic Biology (first semester, sophomore year)	4
BIO 390	Biology Seminar (required each semester for sophomores, juniors and seniors)	0

Select one from each of the following groups: <sup>1</sup>

<b>Group A: Cell Structure and Function</b>		
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&Cellular Biophysics	
BIO 424	Biotechnology	
BIO 428	Histopathology	
<b>Group B: Systemic Organization</b>		
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	
<b>Group C: Evolution and Diversity of Life</b>		
BIO 401	Animal Behavior	
BIO 409	Ecology	

BIO 406	Comparative Anatomy	
BIO 414	Plant Systematics	
BIO 419	Invertebrate Zoology	
BIO 420	Bioinformatics	
BIO 422	Applied&Environ Microbio	
BIO 423	Evolution	
Four additional 400-level biology courses		
<b>Chemistry</b>		
CHM 125	General Chemistry II (second semester, freshman year)	3
CHM 125L	General Chemistry Lab II (second semester, freshman year)	2
CHM 215	Organic Chemistry II (second semester, sophomore year)	3
CHM 215L	Organic Chemistry Lab II (second semester, sophomore year)	1
<b>Mathematics</b>		
MAT 128	Applied Statistics (first semester, sophomore year)	3
<b>Physics</b>		
PHY 102	General Physics II (second semester, junior year)	3
PHY 102L	General Physics Laboratory II (second semester, junior year)	1

<sup>1</sup> BIO 101, BIO 102, BIO 201 and CHM 120, CHM 125 are prerequisite for all 400 level BIO 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.

## Biology B.A.

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: 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, and 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.

## Biology Five-year BS/MS or BS/MA

Students who are completing undergraduate degrees leading to the BS in Biology have the option to complete a combined BS/MS or BS/MA degree in five years (including the summer term after the fifth year). Students electing this option must apply to the graduate program in their senior year and be provisionally accepted before they complete the BS. (Students applying for the BS/MS program must have been accepted by a faculty mentor for the thesis portion of their work at the time of application.) They will be required to complete all the requirements for the normal MS or MA degree, with the following additions/exceptions:

- Students in the five year programs will have the option of taking up to two graduate courses that count toward the graduate degree while

they are still enrolled as undergraduates. The graduate courses will only count toward the graduate degree if they are not needed for the BS. For example, a senior exercising the 38 course option for Biology majors can take two graduate level Biology courses, thus complete 40 courses, and use the two graduate courses toward the credits required for the graduate degree. For students in the BS/MS program, it would be possible for the graduate credits to be research credits, if they have begun their graduate research in their senior year. Students exercising these options may be able to graduate in the spring of the fifth year.

- Students in the five year programs will be expected to take at least three credits during the summer between their senior year and the fifth year. These credits may be for research or coursework.
- Students in the five year BS/MS will not take the lab portion of research techniques but should be accepted into a research lab in their senior year. BS/MS students are expected to take three graduate courses: Research Techniques plus two other 3 or 4 credit graduate courses. The balance of the required credits can be graduate research credits.
- Students in the five year programs will be expected to take graduate seminar for both semesters in their fifth year.
- Students considering the five year programs should speak with their advisors and the graduate director as early as possible.

## Biology M.A.

## Graduate Arts and Sciences

Dr. Edwin Li, Director

### 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.

## Description of Programs

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.

The M.S. program requires completion of an extensive research project and a written thesis and is typically a full-time program completed within two years. The M.A. program is course-based and more easily accommodates part time as well as full-time students. Non-matriculated students may also, with permission, enroll for isolated credit. Competitive tuition scholarships and teaching assistantships may be available to M.S. students. Students apply to either the M.S. or the M.A. program depending on their interests. Due to the independent, research-intensive nature of the M.S. program, admission is more competitive. The number of M.S. students admitted each year is also limited by the availability of faculty mentors, and available funds, and may change annually. The graduate admissions committee will evaluate all applicants and decide whether the applicant has sufficient credentials to be admitted to the program. An interview, phone or on-site, with the applicant may be requested.

The biology graduate program accepts applications all year; however students are advised to begin their studies in the fall semester because the required Research Techniques (BIO550) course is offered only in fall. Applicants wishing to be considered for teaching or research assistantships and tuition scholarships for the fall semester are advised to apply by **March 1st**.

### Learning Goals and Objectives

**Goal 1:** Students will develop their identity as scientists by acquiring more knowledge and a deeper understanding of one or more of the subfields of biology, and through interactions with faculty mentors, with their colleagues, and with other science and non-science professionals.

**Objective 1.1:** They will be 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 1.2:** Students will be familiar with the appropriate set of research, laboratory and/or field skills used by specialists in their subfields of choice.

**Goal 2:** Students will develop skills in experimental design and the presentation of scientific information.

**Objective 2.1:** Students will be able to design an experiment, operate basic laboratory equipment, reduce and present data that includes the interpretation of statistical tests.

**Objective 2.2:** Students will be able to develop cogent written and oral presentations of scientific content.

**Objective 2.3:** Students will be able to locate, read, interpret, evaluate, and discuss primary literature 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 Graduate Seminar BIO 552 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 Evolution and Diversity, Cell Structure and Function, and Systemic Organization.

## Other specific requirements

1. Successful completion of all requirements must be accomplished within a maximum of 5 years from the time of acceptance to the program.
2. 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. Any exceptions to requirements must be approved by the graduate director.

## Biology M.S. Graduate Arts and Sciences

Dr. Edwin Li, Director

## 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.

## Description of Programs

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.

The M.S. program requires completion of an extensive research project and a written thesis and is typically a full-time program completed within two years. The M.A. program is course-based and more easily accommodates part time as well as full-time students. Non-matriculated students may also, with permission, enroll for isolated credit. Competitive tuition scholarships and teaching assistantships may be available to M.S. students. Students apply to either the M.S. or the M.A. program depending on their interests. Due to the independent, research-intensive nature of the M.S. program, admission is more competitive. The number of M.S. students admitted each year is also limited by the availability of faculty mentors, and available funds, and may change annually. The graduate admissions committee will evaluate all applicants and decide whether the applicant has sufficient credentials to be admitted to the program. An interview, phone or on-site, with the applicant may be requested.

The biology graduate program accepts applications all year; however students are advised to begin their studies in the fall semester because the required Research Techniques (BIO550) course is offered only in fall. Applicants wishing to be considered for teaching or research assistantships and tuition scholarships for the fall semester are advised to apply by **March 1st**.

### Learning Goals and Objectives

**Goal 1:** Students will develop their identity as scientists by acquiring more knowledge and a deeper understanding of one or more of the subfields of biology, and through interactions with faculty mentors, with their colleagues, and with other science and non-science professionals.

**Objective 1.1:** They will be 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 1.2:** Students will be familiar with the appropriate set of research, laboratory and/or field skills used by specialists in their subfields of choice.

**Goal 2:** Students will develop skills in experimental design and the presentation of scientific information.

**Objective 2.1:** Students will be able to design an experiment, operate basic laboratory equipment, reduce and present data that includes the interpretation of statistical tests.

**Objective 2.2:** Students will be able to develop cogent written and oral presentations of scientific content.

**Objective 2.3:** Students will be able to locate, read, interpret, evaluate, and discuss primary literature 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 M.S. candidates will be required to complete 24 credit hours of formal classroom study and 6 credit hours of thesis research (BIO 794). The 24 credit hours of formal classroom study must include Research Techniques (BIO 550 and BIO 550L) and graduate level courses (500-700 level), which may include up to 4 credit hours of Graduate Seminar (BIO 552) and 8 credit hours of research (BIO 793). Graduate Seminar is required during each semester of enrollment.

## Thesis Requirements

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

1. The candidate for the M.S. Degree in Biology is required to graduate with a grade point average of at least 3.0.
2. Successful completion of all requirements must be accomplished within a maximum of 5 years from the time of acceptance to the program.
3. 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. Any exceptions to requirements must be approved by the thesis mentor and the graduate director.

## Financial Support

Full-time M.S. students may be eligible for financial support in the form of tuition scholarship. To be considered for this scholarship, applications must be received no later than **March 1st**. Stipends, in the form of teaching assistantships, may be available for M.S. and M.A. students. Other teaching opportunities may be available to both M.A. and M.S. candidates.

## Biology Minor

### Learning Goals and Objectives

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

- 1.1 Students will understand basic mechanisms of evolutionary change and the diversity of life.

- 1.2 Students will understand basic concepts of molecular, classical, and population genetics, and basic biochemical processes in living organisms.

- 1.3 Students will understand basic concepts of how organisms interact with their abiotic and biotic environment.

**Goal 2. Students will develop basic skills in experimental design and the presentation of scientific information.**

- 2.1 Students will gain basic skills in data reduction, analysis, presentation, and the operation of basic laboratory equipment.

- 2.2 Students will be able to develop cogent written and oral presentations of scientific content.

The minor in biology requires completion of the following:

Code	Title	Hours
CHM 120	General Chemistry I	3
CHM 125	General Chemistry II	3
CHM 120L	General Chemistry Lab I	2
CHM 125L	General Chemistry Lab II	2
BIO 101	Bio I: Cells	4
BIO 102	Bio II: Genetics	4
BIO 201	Bio III: Organismic Biology	4
Select three additional courses from at least two 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&Cellular Biophysics	
BIO 424	Biotechnology	
BIO 428	Histopathology	
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 422	Applied&Environ Microbio	
BIO 423	Evolution	

# Chemical Biology

## Director

Jose Cerda

## Chemical Biology Advisory Board

- Cerda
- Graham
- King Smith
- Lee-Soety
- McCann
- Zurbach

## Undergraduate Major

- Chemical Biology (p. 69)

## Chemical Biology Major Program Overview

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 inter-disciplinary 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

**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.

**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.

**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.

**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.

*The traditional undergraduate programs include 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.

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

Code	Title	Hours
<b>Mathematics</b>		
MAT 155 or MAT 161	Fundamentals of Calculus Calculus I	3
<b>Natural Science</b>		
Select one of the following:		
PHY 102 & 102L	General Physics II and General Physics Laboratory II	
PHY 106 & 106L	University Physics II and University Physics Lab II	

General Education Overlays

See this page about Overlays (p.        ).

General Education Integrative Learning Component

See this page about Integrative Learning Component (p.        ). Three courses:

Code	Title	Hours
<b>Biology</b>		
BIO 101	Bio I: Cells	4
Select one of the following:		
CHM 120 & 120L	General Chemistry I and General Chemistry Lab I	
CHM 121 & CHM 120L	General Chemistry Honors I and General Chemistry Lab I	
Select one of the following:		
PHY 101 & 101L	General Physics I and General Physics Laboratory I	
PHY 105 & 105L	University Physics I and University Physics Lab I	

GEP Electives

At least six courses

Major Concentration

Fourteen courses

Code	Title	Hours
<b>Mathematics</b>		
Select one of the following:		
MAT 128	Applied Statistics	
MAT 156	Applied Calculus II	
MAT 162	Calculus II	
<b>Biology</b>		
BIO 102	Bio II: Genetics	4
BIO 201	Bio III: Organismic Biology	4
Select three of the following:		
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 422	Applied&Environ Microbio	
BIO 421	Molecular&Cellular Biophysics	
BIO 424	Biotechnology	
BIO 425	Bacterial Pathogenesis	
<b>Chemistry</b>		
CHM 125	General Chemistry II	3
or CHM 126	General Chemistry Honors II	
CHM 125L	General Chemistry Lab II	2
CHM 330	Instrumental Analysis	3

CHM 330L	Instrumental Analysis Lab	2
CHM 210	Organic Chemistry I	3
CHM 215	Organic Chemistry II	3
CHM 210L	Organic Chemistry Lab I	1
CHM 215L	Organic Chemistry Lab II	1
CHM 320	Physical Chem for Chem Bio	3
Select 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 Chem	
CHM 435	Tech Applications of Chemistry	
CHM 440	Organometallic Chemistry	
CHM 460	Water Chemistry	
CHM 480	Adv Biochem: Inorganic Chem	
CHM 490	Spectroscopy	
Select one of the following:		
BIO 404	Biochemistry	
CHM 340 & 340L	Biochemistry and Biochemistry Lab	
Select one of the following:		
BIO 493	Undergraduate Research in Bio	
or BIO 494	Undergraduate Research in Bio	
CHM 393	Junior Research I	
or CHM 394	Junior Research II	
CHM 493	Senior Research I	
or CHM 494	Senior Research II	

A Chemical Biology major must register for Chemical Biology Seminar each semester as a junior and a senior.

Chemistry Department 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.

## Advisory Option—Chemistry Premedical

Students planning to enter medical or dental school should take BIO 101-BIO 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.

**Professor:** Mark A. Forman, Ph.D.; Roger K. Murray, Ph.D.

**Associate:** E. Peter Zurbach, Ph.D.; Jose Cerda, Ph.D.; Mark F. Reynolds, Ph.D.; Peter M. Graham, Ph.D.; Usha Rao, Ph.D.

**Assistant:** J. Scott Niezgoda, Ph.D.

**Lab Coordinator:** Brian M. Forster, Ph.D.; John Longo, M.A., M.S., NRCC

*Chair: Forman*

## Chemistry in the GEP

(See Curricula (p. 38))

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 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. Food Marketing (only) majors fulfill the GEP natural science requirement by taking CHM 112/112L.

Non-science majors Chemistry GEP lecture-only courses:

Code	Title	Hours
CHM 100	Chemistry for the Consumer	3

Non-science majors Chemistry GEP lab-based courses:

Code	Title	Hours
CHM 115	Chemistry in Daily Life	4
CHM 115L	Chemistry in Daily Life	0
CHM 112	Food Chemistry (open to Food Marketing majors only)	4
CHM 112L	Food Chemistry: Lab (open to Food Marketing majors only)	0

## B.A. in Chemistry/B.S. in Secondary Education Double Major

Requirements for the B.A. in Chemistry 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 dual major program should speak to their academic advisors and to Chair of the Department of Chemistry as early in their academic careers as possible.

Code	Title	Hours
EDU 150 & 150F	Schools in Society-Fr Seminar and FE Schools in Soc (preK-4/4-8)	3
EDU 157 & 157F	Adolescent Development and FE Adolescent Development	3
EDU 246 & 246F	Literacy, Language and Culture and FE:Literacy,Language & Culture	3
EDU 247 & 247F	Literacy in the Content Areas and FE: Literacy in Content Areas	3
SPE 160 & 160F	Intro to Special Education and FE Intro to Special Education	3
SPE 203 & 203F	Tchng Adolescents Inclus Envir and FE Tchng Adoles Inclus Environ	3
SPE 310 & 310F	Assessment & Progress Monitor and FE:Assessment&Progress Monitor	3
EDU 491	Secondary Student Teaching	12

## Undergraduate

- Chemistry Major (p. 72)

## Undergraduate Minors

- Chemistry Minor (p. 73)

## Chemistry and Education combined B.S./M.S.

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 (<https://academiccatalog.sju.edu/arts-sciences/education-unit>) section. 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.

## 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 appropriate theoretical models to explain experimental observations.

**Goal 2:** Students will employ the experimental methods used by chemists.

**Objective 2.1:** Students will properly employ the instruments that are used to study problems in chemistry. The students will correctly interpret the data that they obtain from these instruments.

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

**Goal 3:** Students will effectively communicate scientific information.

**Objective 3.1:** Students will present results from chemical investigations and the chemical literature both orally and in writing.

**Objective 3.2:** Students will search and properly cite the chemical literature for published work relevant to a problem of contemporary interest.

*The traditional undergraduate programs include 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.

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

Code	Title	Hours
<b>Mathematics</b>		
MAT 161	Calculus I	4
<b>Natural Science</b>		
CHM 120	General Chemistry I	3
or CHM 121	General Chemistry Honors I	
CHM 120L	General Chemistry Lab I	2

## General Education Overlays

See this page about Overlays (p. ).

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

Code	Title	Hours
<b>Mathematics</b>		
MAT 162	Calculus II	4
<b>Physics</b>		
PHY 105 & PHY 106	University Physics I and University Physics II	6
PHY 105L & PHY 106L	University Physics Lab I and University Physics Lab II	2

## General Education Electives

Any eleven courses

## Major Requirements

### Foundation Course Requirements

Code	Title	Hours
CHM 125	General Chemistry II	3
or CHM 126	General Chemistry Honors II	
CHM 125L	General Chemistry Lab II	2
CHM 210 & CHM 215	Organic Chemistry I and Organic Chemistry II	6
CHM 210L & CHM 215L	Organic Chemistry Lab I and Organic Chemistry Lab II	2
CHM 310 & CHM 315	Physical Chemistry I and Physical Chemistry II	6
CHM 310L	Physical Chemistry Lab I	2
CHM 330	Instrumental Analysis	3
CHM 330L	Instrumental Analysis Lab	2
CHM 340	Biochemistry	3
CHM 340L	Biochemistry Lab	1
CHM 350	Inorganic Chemistry	3
CHM 350L	Inorganic Chemistry Lab	2
CHM 360	Nanochemistry	3

## In-Depth Course Requirements

Select one of the following:

- Two In-Depth Chemistry courses (see list below)



Code	Title	Hours
<b>In-Depth Chemistry Courses</b>		
CHM 400	Chemistry of the Earth	3
CHM 410	Biophysical Chemistry	3
CHM 420	Environmental Chemistry	3
CHM 430	Mechanisms in Organic Chem	3
CHM 435	Tech Applications of Chemistry	3
CHM 440	Organometallic Chemistry	3
CHM 460	Water Chemistry	3
CHM 480	Adv Biochem: Inorganic Chem	3
CHM 490	Spectroscopy	3

Enrollment in CHM 390, is required each semester for junior and senior chemistry majors. In order to fulfill the requirements for an ACS certified degree, students must also take CHM 493 and CHM 494

## Chemistry Minor

### 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 gain an understanding of the key concepts fundamental to the five major sub disciplines of chemistry: analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, and physical chemistry.

**Objective 1.2:** Students will predict the behavior of a new substance based on the known behavior of related compounds.

**Objective 1.3:** Students will apply appropriate theoretical models to explain experimental observations.

**Objective 1.4:** Students will assess experimental data critically.

**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 assess experimental data critically.

**Objective 2.4:** Students will apply appropriate theoretical models to explain experimental observations.

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

**The following courses constitute the minor in chemistry:**

Code	Title	Hours
Select one of the following:		6
CHM 120 & CHM 125	General Chemistry I and General Chemistry II	
CHM 121 & CHM 126	General Chemistry Honors I and General Chemistry Honors II	

CHM 120L & CHM 125L	General Chemistry Lab I and General Chemistry Lab II	4
CHM 210 & CHM 215	Organic Chemistry I and Organic Chemistry II	6
CHM 210L & CHM 215L	Organic Chemistry Lab I and Organic Chemistry Lab II	2
Any two non-research chemistry courses beyond CHM 215		6

## Classical Studies

### Mission

The Classical 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 new General Education Program. The mission of the Classical Studies Program is to offer courses in ancient languages including Greek, Latin and Hebrew, biblical texts, and ancient history. We offer a major in Classical Studies in two concentrations. The Classical Languages and Literatures 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., Classical Studies, Ancient Near East, Bible, Ancient History, Archaeology). We also offer minors in Classical Studies and Ancient Cultures. Our courses in ancient language, literature, and civilization complement courses in other disciplines so that students may combine their Classical Studies major with a second major in English, fine and performing arts, history, languages, psychology, theology, philosophy, and elementary education.

The Classical Studies 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 a wide range of courses in ancient culture and civilization that focus on the literature, history, and material culture of the ancient world. We offer two Honors courses that focus on Greece and Rome: Sexuality and Gender in the Ancient World and the team-taught Society, Democracy, Republic. 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, Diversity, Writing Intensive, and Ethics Intensive areas of the GEP, or as free electives. These courses are interdisciplinary and stress connections with other disciplines such as history, literature, philosophy, theology, gender studies, and the social and natural sciences.

## Requirements for Departmental Honors

To receive College Honors credit, students undertake two consecutive semesters of course-based research and study that culminates in a senior thesis. For students in the University Honors program, these two courses may be counted toward the eight course Honors requirement. To be eligible for College Honors, a student must have a 3.5 GPA. If you are interested in completing the College Honors project during your senior year, please be in touch with the department chair early in the spring semester of your junior year. Specific requirements for the College Honors thesis may be found under Honors Program.

Undergraduate Major

- Classical Studies (p. 74)

## Undergraduate Minors

- Ancient Cultures (p. 74)
- Classical Studies (p. 76)

## Classical Studies and Teacher Certification

1. Majors in Classical Studies 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.

Code	Title	Hours
EDU 150 & 150F	Schools in Society-Fr Seminar and FE Schools in Soc (preK-4/4-8)	3
EDU 157 & 157F	Adolescent Development and FE Adolescent Development	3
EDU 246 & 246F	Literacy, Language and Culture and FE: Literacy, Language & Culture	3
EDU 247 & 247F	Literacy in the Content Areas and FE: Literacy in Content Areas	3
SPE 160 & 160F	Intro to Special Education and FE Intro to Special Education	3
SPE 203 & 203F	Tchng Adolescents Inclus Envir and FE Tchng Adoles Inclus Environ	3
EDU 414 & 414F	Instruct Techniques: Lang and FE: Instr Tech Foreign Lang	3
EDU 491	Secondary Student Teaching	12

2. Recommended for other Students in the Classical Studies 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 Classical Studies 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:

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:

### 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.

## Ancient Cultures Minor

### Minor in Ancient Cultures

With the approval of the Director of the Classical Studies Program, students may elect a minor in Ancient Cultures by taking any 6 ancient studies courses in CLA, LAT, GRK, HIS, HON, PHL, REL, or THE courses at any level.

## Classical Studies Major

### Learning Goals and Objectives

#### 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.

#### **Classical Languages and Literatures 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.

## **Classical Studies Major**

*The traditional undergraduate programs include 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.*

## **General Education Signature Courses**

See this page about Signature courses (p. ). Six courses

## **General Education Variable Courses**

See this page about Variable courses (p. ). Six to Nine courses

## **General Education Integrative Learning Component**

See this page about Integrative Learning Component (p. ). Three courses:

Majors in Classical 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.

Major Requirements for the Classical Languages and Literature Concentration:

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).

A minimum of 10 courses in the languages, literatures, and archaeology of Classical antiquity. Four courses must be in Latin above the intermediate level (at LAT 300 level or above). The remaining six courses should be chosen from courses in Classical languages and cultures (CLA, LAT 201/202, GRK, HIS, HON, PHL, REL, THE).

Major Requirements for the Ancient Cultures Concentration:

Code	Title	Hours
Take 2 LAT courses *		
Take 8 courses from the Ancient Studies Course List		

\* LAT 101 and LAT 102 are acceptable courses.

Classical Studies Minor

With the approval of the Director of the Classical Studies Program, students may elect a minor in Classical Studies by taking a minimum of 2 LAT courses at any level, 2 CLA courses at any level, and 2 additional ancient studies courses (CLA, LAT, GRK, HIS, HON, PHL, REL, or THE) at any level.

Communication Studies

**Associate:** Aimée Knight, Ph.D.; David Parry, Ph.D.; J. Michael Lyons  
**Assistant:** Bill Wolff, Ph.D.; Rachael L. Sullivan, Ph.D.; Steven R. Hammer Ph.D.  
**Visiting:** Lynette L. Mukhongo

Chair: David Parry, Ph.D.

Undergraduate

- Communication Studies (p. 76)

Undergraduate Minors

- Communication Studies (p. 78)

Communication Studies Major  
Program Overview

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.

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.

**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

The traditional undergraduate programs include 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.

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

## General Education Overlays

See this page about Overlays (p. ).

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

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:

Code	Title	Hours
ART 103	Non Western Art & Architecture	3
ART 104	The Experience of Architecture	3
ART 105	Arts of East Asia	3
ART 106	Art of Colonial Latin America	3
ART 107	Women, Gender, and Art	3
ART 208	Modern Art & Architecture	3
ART 209	Contemporary Art & Architect	3
ART 212	History of Photography	3
CHN 310	Selections in Chinese Lit	3

ECN 330	Economics of Labor	3
ECN 370	Economic Development	3
ECN 375	Environmental Economics	3
ECN 460	African Economies	3
ECN 475	Asian Economies	3
ECN 480	Econ of Poverty & Income Dist	3
ECN 485	Econ of Migration & Immigratr	3
ENG 211	Black Popular Culture	3
ENG 215	Passing Narratives - Black Lit	3
ENG 329	Black Women's Literature	3
ENG 364	Stunt Journalism	3
FRE 322	Making our Voices Heard	3
GRM 321	Getting to Know the Germ Media	3
ITA 365	Italian Society and the Media	3
JPN 310	Selections in Japanese Lit I	3
HIS 385	His of Women in Am Since 1820	3
HIS 386	American Environmental History	3
HIS 387	Popular Culture in the US	3
MTF 191	Introduction to Film	3
MTF 192	History of Narrative Film & TV	3
MTF 291	American Film	3
MTF 292	European Cinemas	3
MTF 293	Asian & Pacific Cinemas	3
MTF 294	Global Cinemas	3
PHL 262	Freedom, Citizenship, Culture	3
PHL 334	Ethics and Criminal Justice	3
POL 117	Intro to Political Thought	3
POL 150	First-Year Seminar	3
POL 305	Politics, Ideology, & Film	3
POL 317	Urban Politics	3
POL 324	Race & Ethnic Politics in U.S.	3
POL 327	Environmental Politics in Am	3
POL 331	Latin American Politics	3
PSY 150	Gender Matters	3
REL 327	Religion & Race in Phila	3
RUS 310	Selections in Russian Lit I	3
SOC 205	Ethnic & Minority Relations	3
SOC 206	Theories of Crime	3
SOC 207	Juvenile Justice	3
SOC 208	Sociology of Gender	3
SOC 252	Media & Popular Culture	3
SOC 330	Urban Sociology	3
SOC 335	Classes and Power in US	3
SOC 377	Inside-Out Expl Crime&Justice	3
SPA 360	Spanish in the Community	4
THE 371	Christianity and Media	3
THE 372	Technology Ethics	3
ENG 267	Negotiations, Writing&Conflict	3
LIN 200	Introduction to Linguistics	3
LIN 250	Social Media Discourse	3
PHL 302	Philosophy of Race	3
PSY 235	Psychology of Gender	3



POL 319	Media & Politics	3
POL 368	Women, Gender & World Politics	3
SOC 253	Race and Social Justice	3
SOC 355	Race, Crime & CJ	3

## Major Requirements

### Communication Studies Courses

Eleven required courses, including six 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 six Core courses and select the remaining five courses from the list of Option Courses.

Code	Title	Hours
<b>Core Courses</b>		
COM 200	Communication Theory/Practice	3
COM 201	Ethics in Communication	3
COM 202	Digital Aesthetics	3
COM 371	Civic Media	3
COM 372	Web Design & Development	3
COM 472	Digital Storytelling	3
<b>Option Courses</b>		
Select five of the following: <sup>1</sup>		
ART 173	Digital Photography I	
ART 273	Digital Photography II	
ART 373	Photo Essay/Docu Photo	
COM 382	Global Digital Media	
COM 402	Advanced Web Design	
COM 441	Social Media & Community Engmnt	
COM 442	Non-Profit Communications	
COM 465	Bear Witness: Images/Soc Change	
COM 473	Special Topics/ Com&Digi Media	
COM 475	Crime, Justice, & Media	
COM 491	Communications Internship	
CSC 115	Intro to Computer Science	
CSC 121	Computer Science II	
ENG 206	Public Speaking & Presentation	
ENG 261	News Reporting	
ENG 263	Writing for Organizations	
ENG 265	Writing for Public Relations	
ENG 268	Fact-checking and Fake News	
ENG 344	Screenwriting	
ENG 346	The Art of The Interview	
ENG 360	Feature Writing	
ENG 362	Photojournalism	
ENG 363	Sports Journalism	
ENG 364	Stunt Journalism	
ENG 365	Multimedia Journalism	
ENG 443	Special Topics in Writing	

ENG 460	Magazine Writing	
ENG 461	Food Writing	
ENG 462	Travel Writing	
ENG 463	Literary Journalism	
ENG 465	Special Topics in Journalism	
ENG 466	Journalism & Entrepreneurship	
ENG 467	Communication and the Law	
ENG 468	Media/Culture in South Africa	
ENG 469	The Art of Editing	
MKT 301	Integrated Mktg Communications	
MKT 303	MKT Communications (non-Bus)	
MKT 314	Social Media Marketing	
MKT 321	Advertising	
MKT 324	Public Relations and Publicity	
MKT 362	Digital Media in Sports	
MTF 282	Screenwriting I	
MTF 284	Digital Filmmaking	
MTF 382	Screenwriting II (MTF 282 is a pre-req)	
MTF 383	Directing for Film/TV (MTF 284 is a pre-req)	
MTF 384	Advanced Light, Camera, Design (MTF 284 is a pre-req)	
MTF 386	Editing & Digital Post-Product (MTF 284 is a pre-req)	
MTF 393	Prof Film/TV Production Wrkshp (MTF 284 is a pre-req)	
ART 190	Fundamentals of Graphic Design	3
ART 270	Spec. Topics & Ind. Study (SO)	3
MKT 370	Spec Topics: Sports Marketing	3

<sup>1</sup> 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

## 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.

## Communication Studies Minor

### 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.

**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.

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. Students must apply to enter this Minor.

Code	Title	Hours
<b>Core Courses</b>		
COM 200	Communication Theory/Practice	3
COM 201	Ethics in Communication	3
Select one of the following:		
COM 371	Civic Media (if not taken in core)	
COM 372	Web Design & Development (if not taken in core)	
COM 472	Digital Storytelling (if not taken in core)	
COM 491	Communications Internship	
<b>Course Options</b>		
Select three (3) of the following courses:		
ART 173	Digital Photography I	3
ART 273	Digital Photography II	3

ART 373	Photo Essay/Docu Photo	3
COM 382	Global Digital Media	3
COM 402	Advanced Web Design	3
COM 441	Social Media & Community Engmnt	3
COM 442	Non-Profit Communications	3
COM 473	Special Topics/ Com&Digi Media	3
COM 491	Communications Internship	1-3
CSC 115	Intro to Computer Science	3
CSC 121	Computer Science II	4
ENG 206	Public Speaking & Presentation	3
ENG 261	News Reporting	3
ENG 263	Writing for Organizations	3
ENG 265	Writing for Public Relations	3
ENG 267	Negotiations, Writing&Conflict	3
ENG 268	Fact-checking and Fake News	3
ENG 343	Nonfiction Workshop	3
ENG 344	Screenwriting	3
ENG 345	Tutor Prac, Writ Cntr Thry Pr	3
ENG 346	The Art of The Interview	3
ENG 360	Feature Writing	3
ENG 362	Photojournalism	3
ENG 363	Sports Journalism	3
ENG 364	Stunt Journalism	3
ENG 365	Multimedia Journalism	3
ENG 443	Special Topics in Writing	3
ENG 460	Magazine Writing	3
ENG 461	Food Writing	3
ENG 462	Travel Writing	3
ENG 463	Literary Journalism	3
ENG 468	Media/Culture in South Africa	3
ENG 466	Journalism & Entrepreneurship	3
ENG 467	Communication and the Law	3
ENG 468	Media/Culture in South Africa	3
ENG 469	The Art of Editing	3
ENG 492	English Internship	3
MKT 301	Integrated Mktg Communications	3
MKT 303	MKT Communications (non-Bus)	3
MKT 314	Social Media Marketing	3
MKT 315	Mkt in a Multicultural World	3
MKT 321	Advertising	3
MKT 324	Public Relations and Publicity	3
MKT 325	Fundamentals of Design	3
MKT 362	Digital Media in Sports	3
MTF 282	Screenwriting I	3
MTF 284	Digital Filmmaking	3
MTF 382	Screenwriting II	3
MTF 383	Directing for Film/TV	3
MTF 384	Advanced Light, Camera, Design	3
MTF 386	Editing & Digital Post-Product	3
MTF 393	Prof Film/TV Production Wrkshp	3

# Computer Science

## Department Overview

The Department of Computer Science at Saint Joseph's University offers the following degrees:

- B.S. Computer Science,
- B.S. Information Technology, and
- M.S. Computer Science.

The department has earned ABET (Accreditation Board For Engineering And Technology) accreditation of its B.S in Computer Science program.

**Professor:** Babak Forouraghi, Ph.D.

**Associate:** George J. Grevera, Ph.D.; Susanna Wei, Ph.D.

**Assistant:** Wei Chang  
Mary Krueger

**Chair:** Babak Forouraghi, Ph.D.

## Undergraduate Majors

- Bachelor of Science in Computer Science (p. 80)
- Bachelor of Science in Information Technology (p. 84)

## Undergraduate Minors

- Computer Science (p. 83)
- Information Technology (p. 86)

## Graduate Programs

- Master of Science in Computer Science (p. 81)
- Certificate in Cybersecurity (p. 84)

# Computer Science Major

## Program Overview

The program prepares students both for a professional career in the field of computing or for graduate study, if that is the student's inclination.

### Learning Goals and Objectives

**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.

**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.

**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.

**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

*The traditional undergraduate programs include 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.

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

Code	Title	Hours
<b>Mathematics</b> <sup>1</sup>		
MAT 155	Fundamentals of Calculus	3
or MAT 161	Calculus I	
<b>Natural Science</b>		
One semester of any lab-based natural science course (see ILC)		

## General Education Overlays

See this page about Overlays (p. ).

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

Code	Title	Hours
<b>Select One Sequence:</b>		
MAT 120 & MAT 155	The Mathematics of Modeling and Fundamentals of Calculus	6
MAT 155 & MAT 156	Fundamentals of Calculus and Applied Calculus II	6
MAT 161 & MAT 162	Calculus I and Calculus II	8
Select one of the following:		
MAT 118 or MAT 128	Introduction to Statistics Applied Statistics	3
<b>Natural Science</b> <sup>1</sup>		
		4 or 5
Select one additional lab-based natural science course (see GEP Variable Courses)		

## GEP Electives

Six courses

## Major Requirements

### Major Concentration

Fifteen courses including

Code	Title	Hours
<b>Core Courses</b>		
Computer Science		
CSC 120	Computer Science I	4
CSC 121	Computer Science II	4
CSC 240	Discrete Structures I	3
CSC 241	Discrete Structures II	3
CSC 201	Data Structures	4
CSC 202	Computer Architecture	3
CSC 261	Principles of Programming Lang	3
CSC 281	Design & Analysis Algorithms	3
CSC 310	Computer Systems	3
CSC 315	Software Engineering	3
CSC 495	Computer Science Project	3
<b>Electives</b>		

Select four including any CSC courses numbered 340 or 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.

## Computer Science M.S.

## Graduate Arts and Sciences

**Director:** Babak Forouraghi, Ph.D.

The equivalent of the following courses currently required in the undergraduate Computer Science program:

Code	Title	Hours
CSC 120	Computer Science I	4
CSC 121	Computer Science II	4

These courses use the Java programming language.

### Mathematics

The equivalent of the following courses in an undergraduate Mathematics or Computer Science program.

Code	Title	Hours
CSC 240	Discrete Structures I	3

<sup>1</sup> New students will be required to take a placement examination in these subjects. Students who are deficient in these requirements must take and earn (without graduate credit) a grade of B in the appropriate courses.

## Program Options

Students may choose to graduate with an:

- M.S. degree in Computer Science: General Option, or
- M.S. degree in Computer Science: Concentration Option, or
- M.S. degree in Cybersecurity

### Learning Goals and Objectives

**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.

**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.

**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.

## 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

Code	Title	Hours
<b>Core Courses</b>		
Select six of the following:		18
CSC 550	Object Oriented Design & Data Structures	
CSC 551	Design and Analysis	
CSC 552	Computer Architecture	
CSC 553	Computer Systems	
CSC 554	Theory of Computation	
CSC 610	Software Engineering	
CSC 621	Database Systems	
<b>Elective Courses</b>		
Select any four CSC courses numbered 600 and more		12

A student who receives a grade lower than a **B** in a core course must retake the course.

## 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
- Cybersecurity
- Artificial Intelligence

Students who do not need prerequisite courses take the following two required core courses during their first and second semesters, respectively:

Code	Title	Hours
<b>Core Courses</b>		
CSC 550	Object Oriented Design & Data Structures	3
CSC 551	Design and Analysis	3
<b>Elective Courses</b>		
Select two of the following:		6
CSC 552	Computer Architecture	
CSC 553	Computer Systems	
CSC 554	Theory of Computation	
CSC 610	Software Engineering	
CSC 621	Database Systems	
CSC 627	Introduction to Security	



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

Code	Title	Hours
------	-------	-------

Select four of the following plus any two CSC courses numbered 600 and above:

CSC 620	Internet App. Development
CSC 621	Database Systems
CSC 622	Advanced Database Concepts
CSC 623	Data Comm and Networking
CSC 643	Big Data and Web Intelligence
CSC 647	The Internet of Things

### Cybersecurity Concentration

Code	Title	Hours
------	-------	-------

Select four of the following plus any two CSC courses numbered 600 and above:

CSC 627	Introduction to Security
CSC 628	Advanced Security
CSC 629	Mobile App Design
CSC 644	Security in Mobile App Design
CSC 645	Intro to Ethical Hacking
CSC 652	Digital Forensics
CSC 653	Intro to Soc Net Anlys and Mdl

### Artificial Intelligence Concentration

Code	Title	Hours
------	-------	-------

Select four of the following plus any two CSC courses numbered 600 and above:

CSC 680	Artificial Intelligence
CSC 643	Big Data and Web Intelligence
CSC 631	Computer Vision
CSC 686	Introduction to Data Science
CSC 685	Advanced Machine Learning
CSC 687	Advanced Data Science

## Computer Science Minor

### Advisor

• Dr. Wei

### Learning Goals and Objectives

**Goal 1:** Graduates will be practicing computer scientists.

Students will be able to:

**Objective 1.1:** Apply their knowledge of computer science, mathematics, and science to solve technical problems in an appropriate computational environment.

**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:** Apply their knowledge of computer science, mathematics, and science to solve technical problems in an appropriate computational environment.

**Objective 2.2:** Analyze contemporary issues related to the evolving discipline of computer science.

**Goal 3:** Graduates have a firm foundation in the scientific and mathematical principles that supports the computing discipline.

Students will be able to:

**Objective 3.1:** Apply their knowledge of computer science, mathematics, and science to solve technical problems in an appropriate computational environment.

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 202 and above.

## Cybersecurity M.S.

### Overview

The main objective of the program is to expose students to state-of-the-art concepts and techniques in the area cybersecurity in addition to providing them with the necessary theoretical and technical computational skills.

### Learning Goals and Objectives

The program will produce graduates who will:

**Goal 1:** Be able to pursue their Ph.D. studies in Cybersecurity or related fields.

Students will be able to:

**Objective 1.1:** Identify, formulate, and solve problems encountered when constructing solutions involving cybersecurity and related fields.

**Objective 1.2:** Articulate the security and legal aspects of a computing environment.

**Goal 2:** Succeed as practicing cybersecurity specialists.

Students will be able to:

**Objective 2.1:** Analyze contemporary issues related to the evolving discipline of cybersecurity.

**Objective 2.2:** Apply modern skills, techniques, and tools in their professional practice.

## Degree Requirements for M.S. in Cybersecurity

The program requires completion of ten graduate courses (30 credits):

Code	Title	Hours
<b>Core Courses</b>		<b>15</b>
CSC 503	Java Programming	
CSC 549	Computing Essentials	
CSC 552	Computer Architecture	
CSC 553	Computer Systems	
CSC 621	Database Systems	
<b>Elective Courses</b>		<b>15</b>
Five foundation courses:		<b>6</b>
CSC 627	Introduction to Security	
CSC 628	Advanced Security	
CSC 645	Intro to Ethical Hacking	
CSC 644	Security in Mobile App Design	
or CSC 652	Digital Forensics	
CSC 653	Intro to Soc Net Anlys and Mdl	
or CSC 791	Research Project I	

A student who receives a grade lower than a **B** in any core course must retake the course.

## Cybersecurity Graduate Certificate Overview

The main objective of the certificate program is to expose students to state-of-the-art concepts and techniques in the area cybersecurity.

### Learning Goals and Objectives

The program will produce graduates who will:

**Goal 1:** Succeed as practicing cybersecurity specialists.

Students will be able to:

**Objective 1.1:** Identify, formulate, and solve problems encountered when constructing solutions involving cybersecurity and related fields.

**Objective 1.2:** Articulate the security and legal aspects of a computing environment.

**Goal 2:** Adapt and evolve in complex technological environments such as those found in the workplace.

Students will be able to:

**Objective 2.1:** Analyze contemporary issues related to the evolving discipline of cybersecurity.

**Objective 2.2:** Apply modern skills, techniques, and tools in their professional practice.

### Overview

The main objective of the certificate program is to expose students to state-of-the-art concepts and techniques in the area cybersecurity.

## Degree Requirements for Cybersecurity Graduate Certificate

Completion of one required core and four elective courses as outlined below:

Code	Title	Hours
<b>Core Courses</b>		
Select the following:		<b>3</b>
CSC 549	Computing Essentials	
<b>Elective Courses</b>		
Select any four CSC courses from below:		<b>12</b>
CSC 627	Introduction to Security	
CSC 628	Advanced Security	
CSC 644	Security in Mobile App Design	
CSC 645	Intro to Ethical Hacking	
CSC 652	Digital Forensics	
CSC 653	Intro to Soc Net Anlys and Mdl	

The core-course requirement is waived for students with undergraduate degrees in computer science or related fields.

## Information Technology Major

### Learning Goals and Objectives

**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.

**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.

**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.

**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

*The traditional undergraduate programs include 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.

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

Code	Title	Hours
<b>Mathematics</b>		
MAT 155 or MAT 161	Fundamentals of Calculus Calculus I	3
<b>Natural Science</b>		
One semester of any lab-based natural science course (see ILC)		

## General Education Overlays

See this page about Overlays (p. ).

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

Code	Title	Hours
ECN 101	Introductory Economics Micro	3
ECN 102	Introductory Economics Macro	3
Any CAS course		

## GEP Electives

Six courses

## Major Requirements

### Major Concentration

Sixteen courses including

Code	Title	Hours
<b>Required Core Courses</b>		
ACC 101	Concepts of Financial Acct.	3
ACC 102	Managerial Accounting	3
CSC 120	Computer Science I	4
CSC 121	Computer Science II	4
CSC 201	Data Structures	4
CSC 202	Computer Architecture	3
CSC 240	Discrete Structures I	3
CSC 241	Discrete Structures II	3
CSC 310	Computer Systems	3
CSC 315	Software Engineering	3
CSC 351	Database Management Systems	3
CSC 353	Internet Application Developmnt	3
CSC 354	Web Technologies	3
or CSC 357	The Internet of Things	
CSC 495	Computer Science Project	3
Select two additional courses <sup>1</sup>		

<sup>1</sup> Any ACC, CSC, DSS, ECN, or FIN courses with advisor approval.

## Information Technology Minor

### Learning Goals and Objectives

**Goal 1:** Graduates will be practicing information technologists.

Students will be able to:

**Objective 1.1:** Apply their knowledge of information technology and business to solve technical problems in an appropriate computational environment.

**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:** Apply their knowledge of information technology and business to solve technical problems in an appropriate computational environment.

**Objective 2.2:** Analyze contemporary issues related to the evolving discipline of information technology.

**Goal 3:** Graduates have a firm foundation in the computing and business principles that support the IT discipline.

Student will be able to:

**Objective 3.1:** Apply their knowledge of information technology and business to solve technical problems in an appropriate computational environment.

With the approval of the Department, students may minor in Information Technology. 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 202 and above.

## Criminal Justice

**Professor:** Maria Kefalas, Ph.D.; Raquel Kennedy Bergen, Ph.D.

**Associate:** Dr. Keith Brown; Kim Logio, Ph.D.; Susan Clampet-Lundquist, Ph.D.

**Assistant:** Christopher E. Kelly, Ph.D.; Marybeth Ayella, Ph.D.; Melissa A.

Logue, Ph.D.

Chunrye Kim, Ph.D.

## Undergraduate Major

- Criminal Justice (p. 86)

## Undergraduate Minors

- Criminal Justice (p. 91)

## Graduate Program

- Master of Science in Criminal Justice (p. 89)

## Adult Undergraduate

- Criminal Justice Studies (p. 87)

## Criminal Justice Major

### 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.

#### Goal 1.

Criminal justice majors will demonstrate comprehension of the discipline, including the causes of crime and society's responses to it.

**1.1** Students can understand why people commit or do not commit crime and assess the organization and functioning of the criminal justice system.

#### Goal 2.

Criminal justice majors will develop knowledge of social scientific research methods.

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

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

#### Goal 3.

Criminal justice majors will understand how to communicate within their discipline.

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

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

#### Goal 4.

Criminal justice majors will understand the operation of the criminal justice system within the larger social structure.

**4.1** Students can describe the significance of race, class, gender, and age in how crime is constructed and responded to, and thus critically assess the justice system.

## Requirements for the Criminal Justice Major

*The traditional undergraduate programs include 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.*

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

Code	Title	Hours
<b>Social/Behavioral Science</b>		
SOC 101	Intro to Sociology	3

## General Education Overlays

See this page about Overlays (p. ).

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

Code	Title	Hours
<b>Mathematics</b>		
MAT 118	Introduction to Statistics	3
<b>Social Science</b>		
Select one of the following:		
ECN 101	Introductory Economics Micro	
ECN 102	Introductory Economics Macro	
POL 111	Intro to American Politics	
POL 113	Intro to Comparative Politics	
POL 115	Intro to Global Politics	
POL 117	Intro to Political Thought	
<b>Arts and Sciences</b>		
Select 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 Requirements

### Major Concentration

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
SOC 102	Social Problems	3
SOC 206	Theories of Crime	3
SOC 207	Juvenile Justice	3
SOC 219	Social Deviance	3
SOC 225	Intro to American CJ	3
SOC 312 & SOC 313	Social Research Methods I and Data Analysis	6
SOC 470	Special Topics	3
SOC 495	Seminar I	3

Select any experiential learning, including study abroad, internships, study tour courses, and service learning

Select four other approved Criminal Justice courses numbered above SOC 102.<sup>1</sup>

<sup>1</sup> Approved courses are indicated in the Sociology course descriptions.

## Requirements for College Honors in Sociology

To receive College Honors credit, Sociology majors will participate in the Senior Capstone experience required of all majors by taking SOC 495 as an honors course during the fall of the senior year. Additionally, College Honors candidates in Sociology will complete a second honors course during the spring of the senior year (SOC 497) that includes research, extending the senior capstone experience beyond what non-Honors students complete. For students in the University Honors program, these two upgraded courses may be counted toward the eight course Honors requirement. To be eligible to participate in College Honors, a student must have a 3.5 GPA. If you are interested in completing the College Honors project during your senior year, please be in touch with the department chair early in the spring of your junior year. More details concerning College Honors may be found under "Honors Program".

## Criminal Justice Studies B.L.S.

Kim Logio, Ph.D, Chair, Sociology

Maria Kefalas, Ph.D, Program Director, Criminal Justice Studies

### Learning Goals and Objectives

**Goal 1:** Criminal Justice Studies 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 Studies 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.

**Goal 3:** Criminal Justice Studies 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 Studies 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.

Students admitted prior to Summer 2016 entered under the curriculum requirements for the BS in Criminal Justice. Please see the SJU Academic Catalog for your admit year for additional information.

## General Education Program Courses

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 Adult Learner General Education Program (GEP) applies to students who are completing a bachelor's degree through Professional and Liberal Studies Program (PLS) or through the Haub Degree Completion Program (HDC)

The Adult Learner GEP is comprised of Signature Core, Variable Core, Integrative Learning courses and Overlays.

## Signature Core

Code	Title	Hours
PHL 154	Moral Foundations	3
THE 154 or THE 221	Faith, Justice & the Cath Trad Intro to the New Testament	3
ENG 102	Texts & Contexts	3
HIS 154	Forging the Modern World	3
Any course certified as Faith & Reason		3
Adult Learning Seminar (any course numbered 140)		3

## Variable Core

- 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 (PLS majors require MAT 101 or higher; HDC programs require MAT 103 and MAT 123 or an alternate calculus course).
- Two courses in a Non-Native Language (e.g., SPA 111-SPA 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. Bilingual students may also be considered

for a language exemption by the Department of Modern & Classical Languages.

- 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 certified as a Philosophical Anthropology course.
- One course from Religious Studies or Theology that is certified as a Religious Difference course.
- ENG 101 Craft of Language.

## Integrative Learning Course

(2 courses required)

- Courses approved for ILC requirements will vary by major. Some majors have specific courses that must be taken.

## Overlays

Students admitted Summer 2016 through Spring 2019 to an Adult Learner Program in PLS or HDC are required to complete at least one of the three GEP overlays. Students admitted Summer 2019 and later are required to complete two of the three GEP overlays:

1. Ethics Intensive
2. Writing Intensive, or
3. Diversity, Globalization, Non-Western Area Studies.

Please note that PLS and HDC students admitted prior to the Fall 2014 semester may have slightly different GEP curriculum requirements as communicated by the PLS and HDC Advising Offices at the time of admission. Students are encouraged to contact their Advising Office with any curriculum questions. PLS students who are completing degree requirements for a major offered through the Day School are required to complete the GEP for Day Students.

Code	Title	Hours
<b>Social Science</b>		
SOC 101	Intro to Sociology	3

## GEP Integrative Learning Component

Two courses

Code	Title	Hours
Any College of Arts & Science course (not sociology)		
Any introductory-level social science class in Economics, Psychology, or Political Science		

## Major Concentration

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
ACC 101EC	Excel Competency	1
SOC 102	Social Problems	3
SOC 206	Theories of Crime	3
SOC 207	Juvenile Justice	3
SOC 312	Social Research Methods I	3
Select five additional Upper Division CJ Electives 200-level or higher		15

## Criminal Justice M.S.

*Kim Logio, Associate Professor and Chair, Sociology*  
*Sylvia DeSantis, M.A., Graduate Director*

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, dependent upon selected concentration and/or program of study. (Please note: the MSCRJ BA degree is 36 credits and must be taken in sequence.) 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.

### Learning Goals and Objectives

**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 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

## Degree Requirements

A total of 30 credits for all concentrations other than Behavior Analysis (36 credits) is the minimum requirement for the degree. Two courses (6 credits) per semester is the recommended course of study while three courses (9 credits) is considered a full-time graduate load; any courses beyond these credit hours must be approved by the Program Director and/or Chair at their discretion. If the Program Director and/or the Chair determine that an overloaded schedule does not represent the student's best interest, then additional courses will be disallowed.

All students must satisfactorily complete the following core courses at Saint Joseph's University:

Code	Title	Hours
CRJ 550	Research Methods and Analysis	3
or CRJ 575	Adv Resrch Methds & Analysis	
CRJ 560	Criminological Theory	3
CRJ 565	Ethics and Criminal Justice	3
CRJ 570	Prof Writ for Law Enforcmnt	3

Remaining coursework should be chosen to facilitate the student's individual professional growth and/or is dependent upon concentration.

## Master of Science—Criminal Justice-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 prepare for their professional future.

Code	Title	Hours
<b>Core Courses</b>		
CRJ 550	Research Methods and Analysis	3
or CRJ 575	Adv Resrch Methds & Analysis	
CRJ 560	Criminological Theory	3
CRJ 565	Ethics and Criminal Justice	3
CRJ 570	Prof Writ for Law Enforcmnt	3
<b>Electives</b>		

Select six electives chosen from any available Criminal Justice graduate courses with the exception of Behavior Analysis courses which require program approval. 18

## Master of Science Criminal Justice—Concentration in Homeland Security

This program offers students the opportunity to examine strategies, develop communication skills, execute plans, and learn about contemporary issues of terrorism which affect the public and private sectors in our society today. The curriculum can assist students in building strategies to prevent, and partnerships to prepare for, homeland security incidents. Focus is on identifying threats and the critical infrastructure protections needed in the United States today.

Code	Title	Hours
<b>Core courses</b>		
CRJ 550 or CRJ 575	Research Methods and Analysis Adv Resrch Methds & Analysis	3
CRJ 560	Criminological Theory	3
CRJ 565	Ethics and Criminal Justice	3
CRJ 570	Prof Writ for Law Enforcmnt	3
<b>Required Concentration Courses</b>		
CRJ 640	Terrorism: Threats and Strateg	3
CRJ 641	Homeland Security	3
CRJ 645	Sociology of Disasters	3
CRJ 646	Risk Assessment	3
<b>Electives</b>		
Select two Criminal Justice courses		6

## 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.

Code	Title	Hours
<b>Core Courses</b>		
CRJ 550 or CRJ 575	Research Methods and Analysis Adv Resrch Methds & Analysis	3
CRJ 560	Criminological Theory	3
CRJ 565	Ethics and Criminal Justice	3
CRJ 570	Prof Writ for Law Enforcmnt	3
<b>Required Concentration Courses</b>		
CRJ 642	Law Enforc Intel Analysis	3
CRJ 643	L.E. Intelligence:Policy & Pro	3
<b>Specialized Area Courses</b>		
Select two courses from the following:		6
CRJ 611	Crime Analys Using GIS Mapping	
CRJ 639	Org Crime:Targets & Strat	
CRJ 635	White Collar Crime	
CRJ 638	Drugs: Threats, Laws & Stratg	
CRJ 640	Terrorism: Threats and Strateg	
CRJ 641	Homeland Security	
CRJ 644	Elec Intelligence Analysis	
CRJ 637	Forensic Financial Analysis	
<b>Electives</b>		
Select two Criminal Justice courses		6

## Master of Science Criminal Justice— Concentration in Behavior Management

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 approaches to children and adults are based on the principles of environmental arrangement, operant and respondent conditioning.

Code	Title	Hours
<b>Core Courses</b>		
CRJ 550 or CRJ 575	Research Methods and Analysis Adv Resrch Methds & Analysis	3
CRJ 560	Criminological Theory	3
CRJ 565	Ethics and Criminal Justice	3
CRJ 570	Prof Writ for Law Enforcmnt	3
<b>Specialized Area Courses</b>		
Select four from the following:		12
CRJ 618	Therapeutic Strat Crim Justice	
CRJ 617	Mental Health & The Law	
CRJ 615	Youth Cultures and Deviance	
CRJ 616	Juvenile Justice & Delinquency	
CRJ 620	Evid Bas Prac Subt Ab/Beh Hlth	
CRJ 619	Fnds of Addiction:CRJ Profess	

## 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, and business. 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. A minimum of one year of applied behavior analysis work experience is expected for candidates applying to and enrolled in this concentration.

Code	Title	Hours
six (6) courses required		
ABA 601	Concppts & Prin of Behav Analys	3
ABA 602	Ethics & Prof in Behav Analys	3
ABA 603	Measuring Eval Behav Change	3
ABA 604	Behavior Assessment	3
ABA 605	Behavior Change Procedures	3
ABA 606	Collab, Superv, & Mgmt in BA	3
ABA 607	Science and Philosophy of BA	3
ABA 608	Capstone: Applied Bahav Analys (Select one Criminal Justice course or ABA 608: Integrative Capstone Course in Applied Behavior Analysis)	3

The Behavior Analyst Certification Board (BACB) has approved courses ABA 601 through ABA 608 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.

## 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](http://www.bacb.com) (<http://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.

## Post-Master's Certificate in Behavior Analysis

Students who earned a Master's degree in Education or Psychology may expand their knowledge or expertise through this certificate program. The certificate requires successful completion of 24 specific Behavior Analysis credits (eight courses) all of which have been approved by the Behavior Analyst Certification Board (BACB) as meeting the coursework requirement for taking the Board Certified Behavior Analyst (BCBA) Examination. Applicants need to complete an experiential component to qualify. Students who complete the Post-Master's Certificate program may apply these credit hours towards an 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](http://www.sju.edu/gradapplynow).
- Complete eight courses. Must be approved by the Program Director.

## Criminal Justice Minor

### 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.

The minor in criminal justice requires completion of the following:

Code	Title	Hours
SOC 102	Social Problems	3
Select two of the following:		
SOC 206	Theories of Crime	
SOC 225	Intro to American CJ	
SOC 312	Social Research Methods I	
SOC 313	Data Analysis	
Select one of the following:		
SOC 207	Juvenile Justice	
SOC 219	Social Deviance	
SOC 264	Crim Courts & Crim Procedures	

Select any two additional 200 level approved criminal justice course 6

# Economics

## Department Overview

In its introductory courses the Department of Economics 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, nonprofits, international organizations or government agencies.

**Professor:** Benjamin H. Liebman, Ph.D.; Milica Z. Bookman, Ph.D.  
**Associate:** Cristian Pardo, Ph.D.; Divya Balasubramaniam, Ph.D.; Laura M. Crispin, Ph.D.; Nancy R. Fox, Ph.D.  
**Visiting:** Thomas Burke, Ph.D.

Chair: Cristian Pardo, Ph.D.

## Undergraduate Major

- Economics (p. 92)

## Undergraduate Minor

- Economics (p. 93)

## Economics Major

### Learning Goals and Objectives

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

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

**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.

**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 macro economy.

**Goal 3:** Students will be able to identify important economic variables, understand how they are measured, and explain what they tell us.

**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, 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.

**Objective 4.1:** Students will be able to explain how fiscal and monetary policy work.

**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

The traditional undergraduate programs include 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 University Distribution

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

Social/Behavioral Sciences: Principles Microeconomics (ECN 101)

Natural Science: A natural science course with a laboratory, or two courses without a laboratory

Students can take any Math “Beauty” course to fulfill the requirement of the GEP. However, we recommend:

Code	Title	Hours
MAT 131	Linear Methods	3
MAT 132	Math of Games & Politics	3
MAT 134	Math of Uncertainty:Rules/Prob	3
MAT 155	Fundamentals of Calculus	3
MAT 161	Calculus I	4

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

Economics majors must take one course from each of the following three categories

- Any Statistics Course, including

Code	Title	Hours
MAT 118	Introduction to Statistics	3
MAT 128	Applied Statistics	3
MAT 322	Mathematical Statistics	3

Note: For students who have already taken Calculus I or who earned credit for AP math, 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:

- **MAT 123 Differential Calculus**

Note: This course is not required for those who completed Calculus for the Math Beauty requirement or who earned credit for AP Math. These students must choose an alternate course from the list below. However, students are encouraged to take additional math courses.

- **Students may choose from the following for the remaining ILC course(s):**

- 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 Political Science (POL) course
- THE 373 Economic Ethics
- PSY 127 Behavioral Economics

## Major Requirements

### Major Concentration\*

Code	Title	Hours
ECN 301	Microeconomic Theory	3
ECN 302	Macroeconomic Theory	3

Select one of the following tracks:

#### Economics Track

Any six additional ECN 300/400-level economics courses

#### Economics Track with Econometrics

ECN 410	Econometrics	3
---------	--------------	---

Any four additional ECN 300/400-level economics courses

#### Quantitative Economics Track

ECN 410	Econometrics	3
---------	--------------	---

Three quantitative economics courses <sup>1</sup>

Any one additional ECN 300/400-level economics course

<sup>1</sup> 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.

\* MAT 311, MAT 322, MAT 423, ASC 401, DSS 420, DSS 435, DSS 470, FIN 201 and FIN 302 can be substituted for the above requirements at a maximum of two substitutions.

## 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.

## Economics Minor

### Learning Goals and Objectives

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

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

**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.

**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 macro economy.

**Goal 3:** Students will be able to identify important economic variables, understand how they are measured, and explain what they tell us.

**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, 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.

**Objective 4.1:** Students will be able to explain how fiscal and monetary policy work .

**Objective 4.2:** Students will be able to explain how markets sometimes “fail” and how public policy can address these problems .

Code	Title	Hours
ECN 101	Introductory Economics Micro	3
ECN 102	Introductory Economics Macro	3

four economics courses numbered 300 level or higher \*

\* MAT 311, MAT 322, MAT 423, ASC 401, DSS 420, DSS 435, DSS 470, FIN 201, FIN 302 can be used in place of one of the four additional 300 level or higher ECN courses. Two of the above courses can be used if one of the economics courses is ECN 491 Economics Internship.

## English

### 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 are 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:

- An 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 an ability to lead.

**Professor:** Ann E. Green, Ph.D.; April Lindner, Ph.D.; David R. Sorensen, D.Phil.; Jason Powell, D.Phil.; Jo Alyson Parker, Ph.D.; Melissa A. Goldthwaite, Ph.D.; Owen W. Gilman, Jr., Ph.D.; Peter Norberg, Ph.D.; Richard Fusco, Ph.D.  
**Associate:** Aisha Damali Lockridge, Ph.D.; Jason Mezey, Ph.D.; Jenny Spinner, Ph.D.; Paul J. Patterson, Ph.D.; Richard Haslam, Ph.D.; Tenaya Darlington, M.F.A.; Thomas Coyne, M.F.A.; Thomas J. Brennan, S.J.  
**Assistant:** Grace Wetzel, Ph.D.; Kersti Tarien Powell, D.Phil.; Laura Pattillo, Ph.D.; Shenid Bhayroo, Ph.D.

Chair: Thomas J. Brennan, S.J.

## Undergraduate Major

- English Major (p. 96)

## Undergraduate Minors

- English (p. 100)
- Creative Writing (p. 99)
- Journalism (p. 100)

## Adult Undergraduate

- English and Professional Writing (p. 94)

## Graduate Degree

- Master of Arts in Writing Studies (p. 98)

## English in the GEP (See Curricula)

### Variable Core-Writing

Code	Title	Hours
ENG 101	Craft of Language	3

### Signature Core-Cultural Legacy

Code	Title	Hours
ENG 102	Texts & Contexts	3

### Variable Core-Art or Literature

Students who wish to satisfy the Art or Literature portion of the GEP by completing a course in English may select from the list of GEP-appropriate creative writing or literature courses at the 200-, 300-, or 400-level in the English program listing.

# English and Professional Writing B.L.S.

Thomas Brennan, S.J., **Chair**  
Aisha Lockridge, Ph.D., **Coordinator for CPLS**

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 track, 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 track, 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. 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.

*Students admitted prior to Summer 2016 entered under the curriculum requirements for the BA in English. Please see the SJU Academic Catalog for your admit year for additional information.*

## General Education Program Courses

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 Adult Learner General Education Program (GEP) applies to students who are completing a bachelor's degree through Professional and Liberal Studies Program (PLS) or through the Haub Degree Completion Program (HDC)

The Adult Learner GEP is comprised of Signature Core, Variable Core, Integrative Learning courses and Overlays.

## Signature Core

Code	Title	Hours
PHL 154	Moral Foundations	3
THE 154 or THE 221	Faith, Justice & the Cath Trad Intro to the New Testament	3
ENG 102	Texts & Contexts	3
HIS 154	Forging the Modern World	3
Any course certified as Faith & Reason		3
Adult Learning Seminar (any course numbered 140)		3

## Variable Core

- 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 (PLS majors require MAT 101 or higher; HDC programs require MAT 103 and MAT 123 or an alternate calculus course).

- Two courses in a Non-Native Language (e.g., SPA 111-SPA 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. Bilingual students may also be considered for a language exemption by the Department of Modern & Classical Languages.
- 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 certified as a Philosophical Anthropology course.
- One course from Religious Studies or Theology that is certified as a Religious Difference course.
- ENG 101 Craft of Language.

## Integrative Learning Course

(2 courses required)

- Courses approved for ILC requirements will vary by major. Some majors have specific courses that must be taken.

## Overlays

Students admitted Summer 2016 through Spring 2019 to an Adult Learner Program in PLS or HDC are required to complete at least one of the three GEP overlays. Students admitted Summer 2019 and later are required to complete two of the three GEP overlays:

1. Ethics Intensive
2. Writing Intensive, or
3. Diversity, Globalization, Non-Western Area Studies.

Please note that PLS and HDC students admitted prior to the Fall 2014 semester may have slightly different GEP curriculum requirements as communicated by the PLS and HDC Advising Offices at the time of admission. Students are encouraged to contact their Advising Office with any curriculum questions. PLS students who are completing degree requirements for a major offered through the Day School are required to complete the GEP for Day Students.

## GEP Integrative Learning Component

Two courses

Any two courses offered through the College of Arts & Sciences (not English Courses). Students are encouraged to discuss these choices with their faculty advisor in the English Department.

## Major Requirements

In addition to Craft of Language ENG 101 and Texts and Contexts ENG 102, English majors are required to take ten more courses:

- One course in British Literature before 1832 or American Literature before 1860
- One course in British/Irish/World Literature
- One course in American Literature
- One Writing course (creative writing, journalism, rhetoric,)

Six major Electives. Students may choose to pursue a track in Literature or a track in Professional Writing.

# English Major

## 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 and critical 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 specify 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.

### 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.

## Requirements for the English Major

*The traditional undergraduate programs include 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.

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

## GEP Electives

Thirteen to sixteen courses, depending on how many courses are required in the variable core

## Major Requirements

### Major Concentration

Ten courses

Code	Title	Hours
ENG 222	SophSem:Critical App Lit Study	3
ENG 402	Shakespeare: Early Works	3
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)

## 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 includes three writing courses and one elective. Some professional writing courses may be taken in fulfillment of writing requirements.

### Drama/Theatre Track

The Drama/Theatre Track includes MTF 161 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:

Code	Title	Hours
MTF 261	Theatre Performance Practicum	3
MTF 263	Acting I	3
MTF 264	Acting II	3
MTF 265	Directing for the Stage	3
MTF 268	Musical Theatre Performance	3

### Journalism Track

The Journalism Track requires ENG 261 News Reporting, ENG 492 English Internship, and two additional courses in journalism.

## Diversity within the Major

One course within the ten required courses 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.

## Interdisciplinary Programs

English majors are eligible to participate in the University's interdisciplinary program minors including Africana Studies, American Studies, Ancient Studies, Asian Studies, Gender Studies, and Medieval, Renaissance, and Reformation Studies described elsewhere. All of these minors work well with the major.

## Seminars and Writing Workshops

Seminars and advanced writing workshops offered by the Department are designed to fit into a seminar room, with class size optimized at 16; the main purpose of these seminars is to give the student intensive reading or writing experience. Literature seminars often involve closely supervised research in a specific area of literary studies. Advanced

writing workshops involve development of creative texts (poems, stories, and 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 student's study in the major. At the end of the sophomore or early in the junior year, 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 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.

The English Internship course ENG 492 is designed to help guide students who wish to earn credit for professional work experience in writing, editing, social media management, or journalism, to name a few. Possible venues include, but are not limited to, newspapers and magazines, academic journals, publishing companies, television stations, radio stations, public relations firms and communications departments, online media outlets, advertising agencies, governmental and university departments, nonprofit organizations, and private and public schools. Students must complete a minimum of 112 hours at the internship site during the semester. Course requirements include a statement of goals, a journal or field notes, a profile of an English alum for the English Department blog, attendance at a career-related panel or activity, a letter of assessment from an internship supervisor, a final Reflection Essay, and an updated resume or link to a web-based resume. A minimum GPA of 3.0 (or cumulative average of 3.4 or higher for courses in the major field), or permission of instructor is required. See the following under Course Descriptions for additional information about Independent Study and Internship courses:

Code	Title	Hours
ENG 370	Independent Study:Jr. Level	3
ENG 470	Independent Study:Senior Level	3
ENG 492	English Internship	3
ENG 493 & ENG 494	Indep Research Project (Fall) and Indep Research Project (SPR)	6-9

## Writing Center

The Department of English also supports The Writing Center, where students, faculty, staff, and alumni receive free assistance with their writing. The main center is located in Merion Hall 162; a satellite office is located in Post Learning Commons 128. The Center is staffed by trained undergraduate and graduate peer tutors who assist writers at any level of expertise, in any stage of the writing process, from brainstorming and prewriting, to topic selection and focus, to drafting, revising, and editing. In addition to any type of writing, including creative writing, group projects, slideshare presentations, lab reports and blogs, the Writing Center offers guidance on resumes, cover letters, application letters for scholarships or graduate school, as well as personal statements. The Center also offers online tutoring to students who are studying abroad,



to those enrolled in the Co-op program, to those in the Professional & Liberal Studies (PLS) program, to those in online courses, and to graduate students.

Undergraduate students who are interested in becoming peer tutors apply to take ENG 345 Tutor Practicum, Writing Center Theory and Practice. The Tutor Practicum course is open to students in any major. Applications for the course are available on the Writing Center’s website (www.sju.edu/writingcenter).

English/Secondary Education Dual 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:

Code	Title	Hours
SPE 160/160F	Intro to Special Education	3
SPE 310/310F	Assessment & Progress Monitor	3
SPE 203/203F	Tchng Adolescents Inclus Envir	3

The following are recommended for satisfying both Education and GEP requirements: EDU 150/EDU 150FSchools in Society for the first-year seminar, EDU 157 EDU 157FAdolescent 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 dual 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 dual 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 EDU 491 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 required program for students to be eligible for a PA Level I Teaching Certificate in Secondary Education.

Code	Title	Hours
EDU 150/150F	Schools in Society-Fr Seminar	3
EDU 157/157F	Adolescent Development	3
SPE 160/160F	Intro to Special Education	3
SPE 203/203F	Tchng Adolescents Inclus Envir	3
SPE 310/310F	Assessment & Progress Monitor	3

EDU 246/246F	Literacy, Language and Culture	3
EDU 247	Literacy in the Content Areas	3
EDU 410/410F	Instructional Tech -English	3
EDU 491	Secondary Student Teaching	12

<sup>1</sup> In order to meet the certification requirements for the English/ Secondary Education Dual Major, students are required to take an additional math class beyond the GEP Math Beauty requirement.

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.

Writing Studies M.A. Graduate Arts and Sciences

Tenaya Darlington, M.F.A., Director, Writing Studies

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 and Objectives

**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.

## 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:

Code	Title	Hours
AREA I: Writing and Culture (ENG 600-ENG 629)		
AREA II: Rhetoric and Composition: Theory and Practice (ENG 630-ENG 659)		
AREA III: Professional Writing (ENG 660-ENG 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.

## Creative Writing Minor

### Learning Goals and Objectives

**Goal 1:** Develop their creative abilities.

**Objective 1.1:** Exercise their imaginations in crafting their own creative works.

**Goal 2:** Develop revision strategies and editing skills.

**Objective 2.1:** Improve their creative work through revision and editing.

**Goal 3:** Practice in a range of creative writing genres, including but not limited to: fiction, poetry, creative nonfiction, screenwriting, and playwriting.

**Objective 3.1:** Write in various creative writing genres with an understanding of the conventions of each.

**Goal 4:** Learn to critique and revise creative work by way of the workshop format.

**Objective 4.1:** Critique the creative work of others in a constructive and insightful manner.

The minor in Creative Writing requires four creative writing courses beyond the common courses of the GEP (ENG 101 and ENG 102).

Code	Title	Hours
Three required courses:		
ENG 101	Craft of Language	3
ENG 102	Texts & Contexts	3
ENG 241	Creative Writing: Intro Wrkshop	3
Three additional Creative Writing courses from the list below:		
ENG 332	Playwriting	3
ENG 333	Read, Write, Adapt Thtre Drama	3
ENG 341	Poetry Workshop	3
ENG 342	Fiction Workshop	3
ENG 343	Nonfiction Workshop	3
ENG 344	Screenwriting	3
ENG 384	The Essay	3
ENG 424	Contemporary American Poetry	3
ENG 426	Nature Writing in America	3
ENG 443	Special Topics in Writing	3
ENG 444	Writing Through Race Class Gender	3
ENG 450	Hospital Stories	3
ENG 452	Writing and Reading Animals	3

Independent studies may be approved by the Chair to count towards the Creative Writing minor depending on the topic.

English majors minoring in Creative Writing, must take four courses beyond the ten courses required for the major.

## English Minor

### Learning Goals and Objectives

**Goal 1:** Acquire knowledge of significant texts in the British, Irish, American, and Anglophone literary traditions.

**Objective 1.1:** 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:** Recognize and use various rhetorical modes, including (but not limited to) narrative, exposition, analysis, and argument.

**Goal 3:** Develop creative abilities.

**Objective 3.1:** Exercise their imaginations in crafting their own creative works and performances, particularly through creative writing workshops and theatre courses.

**Goal 4:** Develop revision strategies and editing skills

**Objective 4.1:** Demonstrate an understanding of revision.

**Objective 4.2:** Practice editing skills through examining their own writing and the writing of their peers.

The minor in English requires four upper-level (200 or above) English courses beyond the common courses of the GEP (ENG 101 & ENG 102). Students may choose any combination of English courses in literature, writing, journalism, or drama/theatre, including Independent Study (ENG 370) or (ENG 470).

## Journalism Minor

### Learning Goals and Objectives

**Goal 1:** Develop an understanding of the vital role that media organizations play in sustaining democracies.

**Objective 1.1:** Demonstrate an understanding of the rights and responsibilities of a free press as well as an understanding of the various economic and social factors that influence the creation, dissemination, and consumption of journalism.

**Goal 2:** Learn basic journalism principles and accepted tenets of journalism ethics and the law, in part by way of significant moments in journalism history.

**Objective 2.1:** Develop and produce stories, and adhere to reporting practices, that reflect an understanding of basic journalism principles and that follow ethical guidelines such as those outlined in the Society of Professional Journalists Code of Ethics.

**Goal 3:** Develop reporting skills, from story ideation and discovery to pitching, sourcing, interviewing and information gathering.

**Objective 3.1:** Produce a variety of journalism, from breaking news or game day stories to full-length features or multimedia packages, that reflects learned skills in story ideation and reporting.

**Goal 4:** Develop writing skills that help produce engaging journalistic content, including but not limited to news and feature stories, with particular attention paid to writing strong leads, organizing and focusing story angles and materials, and incorporating quotes.

**Objective 4.1:** Produce a variety of journalism that reflects learned skills in the development of story angles, in organization of sourced materials and in writing.

**Goal 5:** Acquire skills with common and emerging multimedia tools, platforms and programs, aiding in the creation, hosting and promotion of journalistic work.

**Objective 5.1:** Demonstrate familiarity with various multimedia tools and programs, and in particular, an understanding of the use of social media platforms for journalists and news organizations.

**Goal 6:** Develop revision strategies and copy editing skills consistent with accepted journalism practice and style.

**Objective 6.1:** Practice revision strategies and demonstrate knowledge of copy editing skills and journalism style.

The minor in Journalism requires six journalism courses beyond the common courses of the GEP (ENG 101 and ENG 102) including:

Code	Title	Hours
Two required Journalism courses:		
ENG 261	News Reporting	3
ENG 492	English Internship	3
Four additional Journalism courses from the list below:		
ENG 268	Fact-checking and Fake News	3
ENG 269	Intro to Mass Communication	3
ENG 346	The Art of The Interview	3
ENG 350	Adv Tools for News Writing	3
ENG 360	Feature Writing	3
ENG 362	Photojournalism	3
ENG 363	Sports Journalism	3
ENG 364	Stunt Journalism	3
ENG 365	Multimedia Journalism	3
ENG 460	Magazine Writing	3
ENG 461	Food Writing	3
ENG 462	Travel Writing	3
ENG 463	Literary Journalism	3
ENG 465	Special Topics in Journalism	3
ENG 466	Journalism & Entrepreneurship	3
ENG 467	Communication and the Law	3
ENG 468	Media/Culture in South Africa	3
ENG 469	The Art of Editing	3

For English majors minoring in journalism: of the six required courses for the Journalism Minor, no more than two courses may also count towards the English Major.

# Environmental Science

## Director

Clint J. Springer, Ph.D.

## Environmental Science Advisory Board

Catalina Arango, Ph.D.

John Braverman, S.J.

Ann Green, Ph.D.

Christina King-Smith, Ph.D.

Scott McRobert, Ph.D.

Diane Phillips, Ph.D.

## Undergraduate

- Environmental Science (p. 102)

## Undergraduate Minors

- Environmental Science (p. 103)
- Environmental and Sustainability Studies (p. 101)

## 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.

### Non-science majors Environmental Science GEP courses:

Code	Title	Hours
ENV 105	The Environment	3

### Non-science majors Environmental Science GEP lab-based courses:

Code	Title	Hours
ENV 106 & 106L	Exploring the Earth and Exploring the Earth Laboratory	4

## Environmental And Sustainability Studies Minor

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.

### Learning Goals and Objectives

**Goal 1:** Students will develop an understanding of the importance of the environment, the extent to which societal actions impact it, the need for sustainability and how that sustainability can be achieved.

**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 importance of the environment, the extent to which societal actions impact it, the need for sustainability and how that sustainability can be achieved.

**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.

## 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, Writing Intensive) requirements as well as the student's major.

All students will take (in this sequence):

Code	Title	Hours
ENV 106	Exploring the Earth	4
ENV 102	Environ Theory & Ethics Sem	3

ENV 102 is currently offered every other year and fulfills the Ethics Intensive overlay.

Students are required to take four 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 two courses can be taken from each group.

**Note:** 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. The fourth can be chosen from Group A or B of the Environmental Science Major.

Code	Title	Hours
<b>Group A Understanding our planet</b>		
BIO 165 & 165L	Exploring the Living World and Exp. Living World Lab	4
CHM 100	Chemistry for the Consumer	3
DSS 460	Geographic Information Systems	3
PHY 112	Energy: Problems & Promises	3
<b>Group B Societal responses past and present</b>		
ENG 426	Nature Writing in America	3
ENG 443	Special Topics in Writing	3
HIS 386	American Environmental History	3
PHL 316	Food and Justice	3
POL 327	Environmental Politics in Am	3
<b>Group C Economic Issues and solutions</b>		
ECN 370	Economic Development	3

ECN 375	Environmental Economics	3
LEO 212	Organizational Sustainability	3
MKT 150	People, Planet and Profit	3
MKT 450	Marketing Study Tour	3
PHL 150	First Year Seminar	3
SOC 316	Fair Trade:Coffee-Co-Op to Cup	3
<b>Group D Experiential learning</b>		
ENV 490	Environmental Sci Internship	3

# Environmental Science Major

## Program Overview

The Environmental Science Program prepares students for careers in the ever-growing field of environmental science. The curriculum of the Environmental Science Program emphasizes a deep understanding of contemporary environmental and sustainability issues through an interdisciplinary approach. This approach reflects the interdisciplinary nature of the requirements for careers in environmental related fields in academia, industry, government, non-profit and service organizations. Students enrolled in the major will work through a course of study that will develop a strong foundation in the natural sciences and mathematics while also exploring the complex interconnected nature of sustainability and environmental topics through courses focused on environmental topics in the humanities, social sciences, and business. Students have the opportunity to choose a course of study that focuses on what interests them most. Students also complete a semester-long experiential learning requirement that aims to give graduates an inside understanding of career paths for environmental science graduates. This course of study coupled with the General Education Curriculum at Saint Joseph's University creates a transformative Jesuit education that prepares graduates to be agents of change in their communities through both professional and personal action.

### Learning Goals and Objectives

**Goal 1:** Students will develop an understanding of the importance of the environment, the extent to which societal actions impact it, the need for sustainability and how sustainability can be achieved.

**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

*The traditional undergraduate programs include 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.

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

Code	Title	Hours
<b>Mathematics</b>		
MAT 155 or MAT 161	Fundamentals of Calculus Calculus I	3
<b>Natural Science</b>		
BIO 101 & 101L	Bio I: Cells and Bio I: Cells Lab	4

## General Education Overlays

See this page about Overlays (p. ).



## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

Code	Title	Hours
<b>Biology</b>		
BIO 102 & 102L	Bio II: Genetics and Bio II: Genetics Lab	4
<b>Chemistry</b>		
CHM 120 & 120L	General Chemistry I and General Chemistry Lab I	5
<b>Mathematics</b>		
MAT 128	Applied Statistics	3

## GEP Electives

Six courses

## Major Requirements

### Major Concentration

Fifteen courses

Code	Title	Hours
<b>Biology</b>		
BIO 201 & 201L	Bio III: Organismic Biology and Bio III: Organismic Biol Lab	4
<b>Environmental Science</b>		
ENV 106 & 106L	Exploring the Earth and Exploring the Earth Laboratory	4
ENV 102	Environ Theory & Ethics Sem	3
<b>Chemistry</b>		
CHM 125 & 125L	General Chemistry II and General Chemistry Lab II	5
CHM 210 & 210L	Organic Chemistry I and Organic Chemistry Lab I	4
<b>Physics</b>		
Select one of the following:		
PHY 101 & 101L	General Physics I and General Physics Laboratory I	
PHY 105 & 105L	University Physics I and University Physics Lab I	
<b>Internship</b>		
ENV 490	Environmental Sci Internship (junior or senior year)	3
Select one 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&Environ Microbio	
BIO 423	Evolution	

Group B: Physical Science		
CHM 420	Environmental Chemistry	
CHM 460	Water Chemistry	
CHM 215 & 215L	Organic Chemistry II and Organic Chemistry Lab II	
Select one of the following:		
PHY 102 & 102L	General Physics II and General Physics Laboratory II	
PHY 106 & 106L	University Physics II and University Physics Lab II	

### Group C: Environmental Studies

ECN 370	Economic Development
ECN 375	Environmental Economics
ENG 426	Nature Writing in America
ENG 433	Writing and Environmt Justice
HIS 386	American Environmental History
INT 170	Special Topics <small>Geographic Information Systems I</small>
LEO 212	Organizational Sustainability
MKT 150	People, Planet and Profit
MKT 450	Marketing Study Tour
PHL 316	Food and Justice
POL 327	Environmental Politics in Am
SOC 316	Fair Trade:Coffee-Co-Op to Cup
THE 339	Darwin, Dogma, and Ecology

Select four additional upper level environmental science electives <sup>1</sup>

<sup>1</sup> In addition, enrollment in ENV 390 Environmental Science Seminar, is required each semester.

## Environmental Science Minor

### Learning Goals and Objectives

**Goal 1:** Students will develop an understanding of the importance of the environment, the extent to which societal actions impact it, the need for sustainability and how that sustainability can be achieved.

**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 a strong foundation in the physical and natural sciences, including environmental science, biology, chemistry, and physics.

**Objective 2.1:** Students will demonstrate knowledge of basic biology, including cell biology, genetics, and organismal biology.

**Objective 2.2:** Students will demonstrate knowledge of general chemistry and physics.

**Goal 3:** 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 3.1:** 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.

The minor in environmental science requires completion of the following (along with their respective laboratory sections) and three additional courses representing at least two of the course groups (A, B and C).

Code	Title	Hours
BIO 101	Bio I: Cells	4
BIO 102	Bio II: Genetics	4
BIO 201	Bio III: Organismic Biology	4
ENV 106	Exploring the Earth	4
ENV 102	Environ Theory & Ethics Sem	3
ENV 490	Environmental Sci Internship	3
ENV 390	Environmental Science Seminar (2 semesters)	0
CHM 120 & 120L	General Chemistry I and General Chemistry Lab I	5
CHM 125 & 125L	General Chemistry II and General Chemistry Lab II	5
CHM 210 & 210L	Organic Chemistry I and Organic Chemistry Lab I	4

Three additional courses representing at least two of the following course groups (A, B and C)

#### 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&Environ Microbio
BIO 423	Evolution

#### Group B: Physical Science

CHM 420	Environmental Chemistry
CHM 460	Water Chemistry
CHM 215 & 215L	Organic Chemistry II and Organic Chemistry Lab II
Select one of the following:	
PHY 102 & 102L	General Physics II and General Physics Laboratory II
PHY 106 & 106L	University Physics II and University Physics Lab II

#### Group C: Environmental Studies

ECN 370	Economic Development
INT 170	Special Topics (Geographic Information Systems I)
ECN 375	Environmental Economics
ENG 426	Nature Writing in America
ENG 433	Writing and Environmt Justice
HIS 386	American Environmental History
LEO 212	Organizational Sustainability
MKT 150	People, Planet and Profit
MKT 450	Marketing Study Tour

PHL 316 Food and Justice

POL 327 Environmental Politics in Am

SOC 316 Fair Trade:Coffee-Co-Op to Cup

## Faith-Justice Studies Minor

Students deciding to pursue a minor in Faith-Justice Studies are strongly advised to contact the Faith-Justice Institute during their sophomore year.

Students seeking the minor are required to successfully complete 6 courses from the program's listings with no more than three from one's major area and at least one Theology course which directly addresses Catholic Social Thought. The following courses address Catholic Social Thought: THE 261, THE 361, THE 366, THE 372, and THE 373 . By the end of their senior year, students need to submit a brief portfolio of their work to the Director of the Faith Justice Studies program.

Students are permitted to convert one upper division course into a Faith-Justice studies course provided that they observe the following guidelines:

1. student will obtain written permission from the instructor of the course and the Director of the Faith-Justice Studies program within the first six weeks of the course,
2. student will submit a written plan indicating how the course will satisfy Faith-Justice Studies course criteria,
3. student will submit a brief 3-4 page report at the end of the semester outlining how Faith-Justice Studies objectives have been met, along with supporting written materials (examinations, journals, projects, etc.).

Students may also use 3 credits of a senior independent project (for example an honors thesis project) to satisfy one of the course requirements provided they submit a proposal signed by a faculty mentor or departmental chair from their major within the first six weeks of the semester during which the three credits will be earned.

The courses listed below are a partial listing of courses which may apply towards the Faith-Justice Studies minor. Students are advised to refer to course schedules and to meet with the Director of the Faith-Studies program during the registration period to determine which sections of each course apply; **not all sections of every course necessarily satisfy requirements for the Faith-Justice studies minor.**

Code	Title	Hours
ART 180	Encountering Mystery	3
DSS 420	Introduction to Data Mining	3
ECN 150	First-Year Seminar	3
EDU 362	Social Studies Thru Arts PK-4	3
ENG 444	Writing ThroughRaceClassGender	3
ENG 450	Hospital Stories	3
HIS 204	Latin American-U.S. Migration	3
IBU 210	Intro Internat. Business	3
IHS 331	Statistics & Research Methods	3
LEO 150	Serious Comedy & Soc. Justice	3
LEO 212	Organizational Sustainability	3
MGT 120	Essentials of Management	3
MHC 221	Diversity in the Workplace	3
PHL 316	Food and Justice	3

PHL 320	Business, Society and Ethics	3
PHL 330	Social and Political Phil	3
THE 373	Economic Ethics	3
POL 150	First-Year Seminar	3
PSY 212	Multicultural Psychology	3
SOC 102	Social Problems	3
SOC 377	Inside-Out Expl Crime&Justice	3
SPA 360	Spanish in the Community	4
THE 150	First Year Seminar	3
THE 366	Christian Medical Ethics	3
THE 368	Just Hlth Care in Dev Nations	3
THE 372	Technology Ethics	3

- *Smolen*
- *Weitzel*

## Undergraduate Minor

- Gender Studies (p. 105)

## Gender Studies Minor

### 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 three 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:

Code	Title	Hours
ART 101	Intro to Art History I	3
ART 102	Art History Survey II	3
COM 473	Special Topics/ Com&Digi Media	3
EDU 369	Perspectives of Women in Edu	3
ENG 205	Cultural Diversity	3
ENG 208	Special Topics in Literature	3
ENG 329	Black Women's Literature	3
ENG 404	Eng,Irish,Anglophone Authors	3
ENG 405	Henry VIII Life & Literature	3
ENG 416	Rebellious Women Writers	3
ENG 444	Writing ThroughRaceClassGender	3
ENG 445	Gender & Narrative	3
ENG 481	Literary Forms & Styles	3
FRE 422	Fr Wom Writ of Mid Ages & Ren	3
FRE 470	Topics in French	3
HIS 351	Gndr, Ideolgy & Rev in E. Asia	3
HIS 385	His of Women in Am Since 1820	3
ITA 455	Women's Voices	3
MHC 150	Gender Issues in the Workplace	3
MHC 221	Diversity in the Workplace	3
PHL 395	Junior Seminar	3
PHL 446	Feminist Epistemology	3
POL 150	First-Year Seminar	3
POL 270	Special Topics	3
POL 309	Advising the Presidency	3
POL 323	Women and American Politics	3
POL 368	Women, Gender & World Politics	3
PSY 121	Child Development	3
PSY 123	Psychology of Men and Women	3
PSY 124	Human Sexuality	3
PSY 150	Gender Matters	3
PSY 212	Multicultural Psychology	3
PSY 233	Adulthood and Aging	3
PSY 235	Psychology of Gender	3
PSY 494	Research Seminar: Soc Sci II	3

## Gender Studies

### Department Overview

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.

### Director

- *R. Kennedy Bergen*

### Committee on Gender Studies

- *Baglione*
- *Berenato*
- *Burkhalter*
- *Burr*
- *Edwards-Alexander*
- *Green*
- *Joyce*
- *Logue*
- *Mollnelli*
- *Parker*
- *Patton*
- *Riley*
- *Scola*
- *Smith*

REL 342	Women in Muslim Tradition	3
REL 370	Spec Topics in Relig Studies	3
REL 382	Women & Religion in Anc Wrld	3
SOC 102	Social Problems	3
SOC 202	Adv Stud of Soc Prob FS & SL	3
SOC 208	Sociology of Gender	3
SOC 209	Sociology of Intimate Relations	3
SOC 232	Sociology of Human Sexuality	3
SOC 254	Violence and Victims	3
SOC 322	Cult & Politics of Motherhood	3
SOC 323	Health and Society	3
SOC 351	Gender and the Law	3
SOC 356	Gender, Crime & CJ	3
SOC 386	Violence in Intimate Relations	3
SOC 470	Special Topics	3
SPA 443	Gender, Sexlity & Soc Conflct	3
SPA 455	Women in Spanish Literature	3
THE 335	Gendr & Christian Spirituality	3
THE 350	The Beauty of God	3
THE 357	Feminist Theologies	3
THE 364	Pursuit of Love: Sexual Ethics	3
THE 365	Marriage/Same Sex Union/Divorc	3
THE 370	Special Topics in Theology	3

<sup>1</sup> Course may also satisfy a GEP requirement.

## General Studies - B.L.S.

### Program Overview

The Bachelor of Liberal Studies Degree in General Studies grants the flexibility, industry-focus and knowledge required to be competitive in today's dynamic job market. Concentrations include humanities, social sciences, 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.

Please note: Students admitted prior to Summer 2016 entered under the curriculum requirements for the BS in Professional and Liberal Studies. Please see the SJU Academic Catalog for your admit year for additional information.

### General Studies Concentrations

- General Studies - Autism Studies Concentration (p. 110)
- General Studies - Humanities Concentration (p. 112)
- General Studies - On-campus Professional and Liberal Studies Concentration (p. 106)
- General Studies - Online Professional and Liberal Studies Concentration (p. 107)
- General Studies - Social Science Concentration (p. 109)

## B.L.S. in General Studies (On-campus Professional Studies Concentration)

### Concentration Overview

*Matthew J. Anderson, Ph.D., Associate Dean*

Professional Studies is an interdisciplinary concentration in the General Studies major that builds effective communication skills develops organizational development skills for the workplace. The Professional Studies concentration may be completed either on campus or online (p. 107). Professional Studies concentration requires 24 credit hours and complements the Adult Learner General Education Program. Professional Studies is ideal for students who want to maximize credits completed at other accredited universities or colleges and apply them toward a bachelor's degree. Professional Studies concentration students apply their sharpened communication and interpersonal skills in the business or work place and set their goals for higher purposes after graduation.

### Learning Goals and Objectives

**Goal 1:** Knowledge of learning theories, group dynamics, and organization development.

**Objective 1.1:** Student will describe the effects on organizations when various learning theories, group dynamics, and organizational models are introduced into any professional setting.

**Goal 2:** Strong effective communication in professional settings.

**Objective 2.1:** Students will demonstrate mastery in APA writing for grammar, mechanics, style, and referencing.

**Objective 2.2:** Students will support claims with research evidence and effectively proofread writing for clarity and organization.

**Objective 2.3:** Students will demonstrate professional skills in oral language, voice, and body expression for presentations and public speaking.

**Goal 3:** Application of theories to work-related environments.

**Objective 3.1:** Students will become aware of the impact of individual identities (family background, roles, gender, race, ethnicity, religion, and sexual orientation) on organizations.

**Objective 3.2:** Students will describe various leadership styles and explain one's reasons for choosing one style over another in group settings.

### General Education Program Courses

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 Adult Learner General Education Program (GEP) applies to students who are completing a bachelor's degree through Professional and Liberal Studies Program (PLS) or through the Haub Degree Completion Program (HDC)

The Adult Learner GEP is comprised of Signature Core, Variable Core, Integrative Learning courses and Overlays.

## Signature Core

Code	Title	Hours
PHL 154	Moral Foundations	3
THE 154 or THE 221	Faith, Justice & the Cath Trad Intro to the New Testament	3
ENG 102	Texts & Contexts	3
HIS 154	Forging the Modern World	3
Any course certified as Faith & Reason		3
Adult Learning Seminar (any course numbered 140)		3

## Variable Core

- 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 (PLS majors require MAT 101 or higher; HDC programs require MAT 103 and MAT 123 or an alternate calculus course).
- Two courses in a Non-Native Language (e.g., SPA 111-SPA 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. Bilingual students may also be considered for a language exemption by the Department of Modern & Classical Languages.
- 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 certified as a Philosophical Anthropology course.
- One course from Religious Studies or Theology that is certified as a Religious Difference course.
- ENG 101 Craft of Language.

## Integrative Learning Course

(2 courses required)

- Courses approved for ILC requirements will vary by major. Some majors have specific courses that must be taken.

## Overlays

Students admitted Summer 2016 through Spring 2019 to an Adult Learner Program in PLS or HDC are required to complete at least one of

the three GEP overlays. Students admitted Summer 2019 and later are required to complete two of the three GEP overlays:

1. Ethics Intensive
2. Writing Intensive, or
3. Diversity, Globalization, Non-Western Area Studies.

Please note that PLS and HDC students admitted prior to the Fall 2014 semester may have slightly different GEP curriculum requirements as communicated by the PLS and HDC Advising Offices at the time of admission. Students are encouraged to contact their Advising Office with any curriculum questions. PLS students who are completing degree requirements for a major offered through the Day School are required to complete the GEP for Day Students.

## Professional Studies Concentration (on-campus)

Code	Title	Hours
ENG 263	Writing for Organizations	3
ENG 206	Public Speaking & Presentation	3
ODL 300	Organizational Development	3

Five major electives offered in Health Administration, Organizational Development & Leadership or Professional Writing.

## B.L.S. in General Studies (Online Professional Studies Concentration) Concentration Overview

*Matthew J. Anderson, Ph.D., Associate Dean*

Professional Studies is an interdisciplinary concentration in the General Studies major that builds effective communication skills and develops organizational development skills for the workplace. The Professional Studies concentration may be completed either on-campus (p. 106) or online. The Professional Studies concentration requires 24 credit hours and complements the Adult Learner General Education Program.

Professional Studies is ideal for students who want to maximize credits completed at other accredited universities or colleges and apply them towards a bachelor's degree. Professional Studies concentration students apply their sharpened communication and interpersonal skills in the business or work place and set their goals for higher purposes after graduation.

### Learning Goals and Objectives

**Goal 1:** Knowledge of learning theories, group dynamics, and organization development.

**Objective 1.1:** Student will describe the effects on organizations when various learning theories, group dynamics, and organizational models are introduced into any professional setting.

**Goal 2:** Strong effective communication in professional settings.

**Objective 2.1:** Students will demonstrate mastery in APA writing for grammar, mechanics, style, and referencing.



**Objective 2.2:** Students will support claims with research evidence and effectively proofread writing for clarity and organization.

**Objective 2.3:** Students will demonstrate professional skills in oral language, voice, and body expression for presentations and public speaking.

**Goal 3:** Application of theories to work-related environments.

**Objective 3.1:** Students will become aware of the impact of individual identities (family background, roles, gender, race, ethnicity, religion, and sexual orientation) on organizations.

**Objective 3.2:** Students will describe various leadership styles and explain one's reasons for choosing one style over another in group settings.

## General Education Program Courses

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 Adult Learner General Education Program (GEP) applies to students who are completing a bachelor's degree through Professional and Liberal Studies Program (PLS) or through the Haub Degree Completion Program (HDC)

The Adult Learner GEP is comprised of Signature Core, Variable Core, Integrative Learning courses and Overlays.

## Signature Core

Code	Title	Hours
PHL 154	Moral Foundations	3
THE 154 or THE 221	Faith, Justice & the Cath Trad Intro to the New Testament	3
ENG 102	Texts & Contexts	3
HIS 154	Forging the Modern World	3
Any course certified as Faith & Reason		3
Adult Learning Seminar (any course numbered 140)		3

## Variable Core

- 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 (PLS majors require MAT 101 or higher; HDC programs require MAT 103 and MAT 123 or an alternate calculus course).

- Two courses in a Non-Native Language (e.g., SPA 111-SPA 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. Bilingual students may also be considered for a language exemption by the Department of Modern & Classical Languages.
- 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 certified as a Philosophical Anthropology course.
- One course from Religious Studies or Theology that is certified as a Religious Difference course.
- ENG 101 Craft of Language.

## Integrative Learning Course

(2 courses required)

- Courses approved for ILC requirements will vary by major. Some majors have specific courses that must be taken.

## Overlays

Students admitted Summer 2016 through Spring 2019 to an Adult Learner Program in PLS or HDC are required to complete at least one of the three GEP overlays. Students admitted Summer 2019 and later are required to complete two of the three GEP overlays:

1. Ethics Intensive
2. Writing Intensive, or
3. Diversity, Globalization, Non-Western Area Studies.

Please note that PLS and HDC students admitted prior to the Fall 2014 semester may have slightly different GEP curriculum requirements as communicated by the PLS and HDC Advising Offices at the time of admission. Students are encouraged to contact their Advising Office with any curriculum questions. PLS students who are completing degree requirements for a major offered through the Day School are required to complete the GEP for Day Students.

## Professional Studies Concentration (online)

Code	Title	Hours
ODL 200	Career & Personal Development	3
ODL 300	Organizational Development	3
ODL 320	Leadership & Development	3
ODL 330	Issues in Organizational Development	3
ODL 340	Coaching & Consulting	3
ENG 263	Writing for Organizations	3

Two approved major electives offered in Health Administration, Organizational Development & Leadership (other than the courses listed above), Management, Professional Writing, Leadership & Organizational Sustainability, or Managing Human Capital.

# B.L.S. in General Studies (Social Science Concentration)

## Concentration in Social Science

Matthew J. Anderson, Ph.D., Associate Dean

The social sciences concentration within the General Studies major covers a variety of fundamental concepts, from analysis of arguments to the examination of the inner workings of the mind.

The concentration is tailored to the student's specific interests, using six major courses in criminal justice, economics, political science and psychology. This program at Saint Joseph's University is best suited for those who seek to gain a broader knowledge of all aspects of society including human behavior, relationships among different groups of people and past events and achievements.

### Learning Goals and Objectives

**Goal 1.** Students will develop content knowledge of the social sciences.

**Objective 1.1:** Students will demonstrate knowledge of the key theories, concepts, and issues within the social sciences.

**Goal 2.** Students will develop effective written, oral, and technological communication skills.

**Objective 2.1:** Students will demonstrate effective written communication that is consistent with the format and standards of social science disciplines.

**Objective 2.2:** Students will demonstrate effective and professional oral communication skills.

**Objective 2.3:** Students will demonstrate effective communication using appropriate technology.

**Goal 3.** Students will develop an understanding of the methods of inquiry and critical thinking that typify the social sciences.

**Objective 3.1:** Students will demonstrate the ability to locate appropriate sources by searching electronic and print databases.

**Objective 3.2:** Students will demonstrate the ability to analyze empirical data and draw reasonable conclusions from them.

**Goal 4.** Students will develop an understanding of how social science disciplines apply the Ignatian principles of social justice, ethics, and service to others within our diverse society.

**Objective 4.1:** Students will demonstrate an understanding of ethical and socially responsible behaviors as they relate to social science disciplines.

**Objective 4.2:** Students will demonstrate an understanding of diverse human beliefs, abilities, experiences, identities, or cultures.

## General Education Program Courses

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 Adult Learner General Education Program (GEP) applies to students who are completing a bachelor's degree through Professional and Liberal Studies Program (PLS) or through the Haub Degree Completion Program (HDC)

The Adult Learner GEP is comprised of Signature Core, Variable Core, Integrative Learning courses and Overlays.

## Signature Core

Code	Title	Hours
PHL 154	Moral Foundations	3
THE 154 or THE 221	Faith, Justice & the Cath Trad Intro to the New Testament	3
ENG 102	Texts & Contexts	3
HIS 154	Forging the Modern World	3
Any course certified as Faith & Reason		3
Adult Learning Seminar (any course numbered 140)		3

## Variable Core

- 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 (PLS majors require MAT 101 or higher; HDC programs require MAT 103 and MAT 123 or an alternate calculus course).
- Two courses in a Non-Native Language (e.g., SPA 111-SPA 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. Bilingual students may also be considered for a language exemption by the Department of Modern & Classical Languages.
- 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 certified as a Philosophical Anthropology course.
- One course from Religious Studies or Theology that is certified as a Religious Difference course.
- ENG 101 Craft of Language.

## Integrative Learning Course

(2 courses required)

- Courses approved for ILC requirements will vary by major. Some majors have specific courses that must be taken.

## Overlays

Students admitted Summer 2016 through Spring 2019 to an Adult Learner Program in PLS or HDC are required to complete at least one of the three GEP overlays. Students admitted Summer 2019 and later are required to complete two of the three GEP overlays:

1. Ethics Intensive
2. Writing Intensive, or
3. Diversity, Globalization, Non-Western Area Studies.

Please note that PLS and HDC students admitted prior to the Fall 2014 semester may have slightly different GEP curriculum requirements as communicated by the PLS and HDC Advising Offices at the time of admission. Students are encouraged to contact their Advising Office with any curriculum questions. PLS students who are completing degree requirements for a major offered through the Day School are required to complete the GEP for Day Students.

## GEP Integrative Learning Component

Any two courses in humanities, math, or natural science.

## Social Science Courses

Code	Title	Hours
Select two introductory level Social Science courses		6
Select one of the following:		
PSY 190	Intro Research Method Soc Sci	
or SOC 190	Rsch Mthds in Social Sciences	
PSY 210	Research Methods	
HAD 115	Research Methods in HAD	
Select five upper division selections (200-level or higher) in the social sciences from three disciplines including:		
Economics		
History		
Political Science		
Psychology		
Sociology/Criminal Justice		

## General Studies (Autism Studies Concentration)

### Concentration in Autism Studies

*Frank Bernt, PhD, Chair, Health Services*

Providing personal or professional support to an individual that has been diagnosed with an autism spectrum disorder (ASD) requires the understanding of innovative approaches. The Autism Studies concentration offers coursework for students and current professionals in the field to help individuals on the spectrum succeed in their lives. The Autism Studies concentration offers introduction to autism theories, techniques, treatment and therapies (learned within 7 theoretical courses) and 3 Concentrated field experience courses offered online as part of the curriculum. The Behavior Analyst Certification Board (BACB) has approved this ten course sequence as meeting the coursework and the field experience requirements for taking the Board Certified

Assistant Behavior Analyst (BCaBA) Examination. Once this Bachelor's degree is earned, the graduate has fulfilled all of the BACB requirements and may sit for the certification exam. These courses are offered in a convenient online format for Professional and Liberal Studies students.

#### Learning Goals and Objectives

**Goal 1:** Students 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:** Students 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:** Students 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:** Students 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:** Students 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.

## General Education Program Courses

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 Adult Learner General Education Program (GEP) applies to students who are completing a bachelor's degree through Professional and Liberal Studies Program (PLS) or through the Haub Degree Completion Program (HDC)

The Adult Learner GEP is comprised of Signature Core, Variable Core, Integrative Learning courses and Overlays.

## Signature Core

Code	Title	Hours
PHL 154	Moral Foundations	3
THE 154 or THE 221	Faith, Justice & the Cath Trad Intro to the New Testament	3
ENG 102	Texts & Contexts	3
HIS 154	Forging the Modern World	3
Any course certified as Faith & Reason		3
Adult Learning Seminar (any course numbered 140)		3

## Variable Core

- 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 (PLS majors require MAT 101 or higher; HDC programs require MAT 103 and MAT 123 or an alternate calculus course).
- Two courses in a Non-Native Language (e.g., SPA 111-SPA 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. Bilingual students may also be considered

for a language exemption by the Department of Modern & Classical Languages.

- 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 certified as a Philosophical Anthropology course.
- One course from Religious Studies or Theology that is certified as a Religious Difference course.
- ENG 101 Craft of Language.

## Integrative Learning Course

(2 courses required)

- Courses approved for ILC requirements will vary by major. Some majors have specific courses that must be taken.

## Overlays

Students admitted Summer 2016 through Spring 2019 to an Adult Learner Program in PLS or HDC are required to complete at least one of the three GEP overlays. Students admitted Summer 2019 and later are required to complete two of the three GEP overlays:

1. Ethics Intensive
2. Writing Intensive, or
3. Diversity, Globalization, Non-Western Area Studies.

Please note that PLS and HDC students admitted prior to the Fall 2014 semester may have slightly different GEP curriculum requirements as communicated by the PLS and HDC Advising Offices at the time of admission. Students are encouraged to contact their Advising Office with any curriculum questions. PLS students who are completing degree requirements for a major offered through the Day School are required to complete the GEP for Day Students.

## GEP Integrative Learning Component

PSY 100 Introductory Psychology, and any psychology course or approved course in education

## Autism Studies Concentration

Code	Title	Hours
IHS 100	Intro:Autism Spectrum Disorder	3
IHS 101	Intro to App Behavior Analysis	3
IHS 102	Ethics& Professionalism in ABA	3
IHS 202	Single Single Research in ABA	3
IHS 302	Advan.App. Behavior Analysis	3
IHS 402	Assessment in ABA	3
IHS 403	Consultation & Supervis in ABA	3
IHS 404	Concentrated Field Experience1	3
IHS 405	Concentrated Field Experience2	3
IHS 406	Concentrated Field Experience3	3

If pursuing the Board Certified Assistant Behavioral Analyst (BCaBA) credential, the Behavioral Analyst Certification Board (BACB) requires a grade of "C" or better in the behavioral analysis and supervised concentrated field experience courses (IHS 101 – IHS 406). Lecture

courses must be completed in sequence. Students may begin the concentrated fieldwork courses after successfully completing IHS 101.

**Experience Requirement for the Board Certified Assistant Behavioral Analyst (BCaBA) Credential**

Students who plan to pursue the BCaBA credential must complete an experience requirement under the supervision of a Behavioral Analyst Certification Board (BACB) approved supervisor. For additional information on options for completing this experience requirement, please see the BACB website at [www.bacb.com](http://www.bacb.com).

The SJU adult learner program offers a concentrated field experience (5th Ed) to meet the BACB experience requirement. This includes three (3) fieldwork courses (IHS 404,IHS 405 and IHS 406) which require 19+ hours per week on site, supervised by a BACB approved supervisor. As an alternative, students may opt to complete the experience requirement through independent supervised fieldwork.

If a student opts to not complete the concentrated fieldwork courses at SJU, substitute courses may be completed for the degree requirements. IHS 404 may be replaced with an approved alternate upper division social science course. IHS 405 and IHS 406 may be replaced with free electives.

# General Studies (Humanities Concentration)

## Concentration in Humanities

Matthew J. Anderson, Ph.D., Associate Dean

The humanities are the backbone of civilization; the history of where we came from, the art that inspires us, the language that allows us to communicate and the philosophies that guide our actions. They are what transform a group of human beings into a civilized community. The humanities concentration further examines these facets of society and how they affect one another.

All students are presented with foundation coursework in the liberal arts, covering math, English, history, science and a broad range of other related subjects. Beyond these base courses, students are able to choose five humanities courses based on personal or professional interests, which are then paired with upper level courses in English, social science and theology or philosophy.

**Learning Goals and Objectives**

**Goal 1.** Students will develop content knowledge of the disciplines of the humanities.

**Objective 1.1:** Students will demonstrate knowledge of key theories, concepts, and/or issues within the study of History, Languages, Literature, Philosophy, Religious Studies, Theology, and/or the Arts.

**Goal 2.** Students will develop an understanding of the methods of inquiry and critical thinking that typify the study of the humanities.

**Objective 2.1:** Students will closely read, accurately analyze, and evaluate primary texts and/or works of art.

**Objective 2.2:** Students will discuss how the texts/art works studied contribute to larger historical conversations, debates, and cultural traditions.

**Objective 2.3:** Students will analyze texts or works of art as resources for understanding and appreciating the complexities of human identity, dignity, and experience.

## General Education Program Courses

(See Curricula (<https://academiccatalog.sju.edu/arts-sciences/professional-liberal-studies-gep>))

## GEP Integrative Learning Component

Any two courses in social science, math, or natural science.

## Humanities Courses

Code	Title	Hours
Select two introductory level Humanities courses		6
Select six upper division selections in the humanities from three disciplines including:		
	Art	
	Music	
	Theater and Film	
	English	
	Modern & Classical Languages	
	Linguistics	
	Philosophy & Theology/Religious Studies	

## Health Care Ethics

### Director

- Aloysius Ochasi

### Advisory Board

- Allan (MKT)
- Angiolillo (PHY)
- Brennan (ENG)
- Balotsky (MGT)
- Croce (University Press)
- Jursca-Keffer (FJI)
- Kuykendall (IHS)
- O'Sullivan (THE)
- Sillup (PMK)
- Sullivan (IHS)
- Warren (HIS)
- Zurbach (CHM)

## Undergraduate Minors

- Health Care Ethics (p. 112)

## Health Care Ethics Minor Program Overview

The Interdisciplinary Minor in Health Care Ethics seeks to encourage learning and thinking from an interdisciplinary perspective and to foster a critical analysis of bioethical topics through the interplay between moral theory and medical practice. More and more people are beginning to realize the inherent importance of ethics in the clinical setting. Health



care professionals are confronted with numerous complex ethical dilemmas that they may not be well prepared to handle. Therefore, it is imperative that they or those preparing to work in the field of health care be trained to understand the principles of ethics and how they can be utilized in clinical decision-making.

The Minor program is open to all majors in the university. Students have the option to pursue either the Basic Track or the Global Track. Both tracks are designed to expose students to the complex and growing field of biomedical ethics.

The Basic Track comprises one required course (THE 366 (<https://academiccatalog.sju.edu/search/?P=THE%20366>): Christian Medical Ethics), Five electives and an exit interview. The Global Track is more rigorous. It requires the student to either take the Just Health Care in Developing Nations course (THE 368 (<https://academiccatalog.sju.edu/search/?P=THE%20368>)), that requires a study abroad for 2 weeks, or design a research project as part of an Independent Study that has been approved by a faculty member associated with the Minor program and the Institute of Clinical Bioethics. The idea is to encourage the student to explore many complex ethical dilemmas on the global scale, especially as they pertain to underdeveloped countries. Among the many issues to be considered are: the devastating impact of HIV/AIDS on Sub Saharan Africa, the ethics of human research in the developing world and the moral responsibility of developed countries to the health care needs of developing countries.

In addition to the course work, minors are encouraged to attend the events sponsored by the Institute of Clinical Bioethics especially the annual McCormick lecture.

### Learning Goals and Outcomes

The Minor Program in Health Care Ethics offers several learning goals and objectives for its students:

**Goal 1.0:** Students will gain an appreciation of philosophical and theological ethics both within the curriculum and through extracurricular activities.

**Objective 1.1:** Students will demonstrate the ability to discuss and argue positions on a wide range of ethical issues related to health care.

**Goal 2.0:** Students will gain insight into 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.

**Objective 2.1:** Students will apply ethical theories and principles to the resolution of “real life” ethical dilemmas.

**Goal 3.0:** Students will possess the skills to analyze topics in health care from an ethical perspective.

**Objective 3.1:** Students will articulate ethical positions from the perspective of varied disciplines (Theology, Philosophy, Law, Business, Sociology, Public Health etc.).

**Objective 3.2:** Students will craft an ethical analysis of a designated bioethics topic and propose policy solutions or program development initiative. In addition, students will:

- Develop a basic understanding of moral philosophy and theology.
- Understand the basic ethical principles – beneficence, non-maleficence, autonomy and justice.

- Learn how to apply risk vs. benefit analysis to concrete ethical situations.
- Develop basic proficiency in the analysis of case studies in bioethics.
- Understand the distinction and interrelationship between ethics and law.
- Appreciate how advances in technology pose complex ethical questions for society.
- Identify a wide range of ethical challenges facing the medical, pharmaceutical and insurance industries.
- Understand the importance of bioethics for those who aspire to be health professionals.
- Attend and participate in events sponsored by the Institute of Catholic Bioethics, such as lectures, panels, service experiences, etc.
- Integrate ethical principles in the analysis of a topic in bioethics.

Six (6) Minor courses are required for this track. Students are expected to complete:

Students seeking the Interdisciplinary Health Care Ethics Minor 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 (<https://academiccatalog.sju.edu/search/?P=PHL%20154>): Moral Foundations.

Code	Title	Hours
THE 366	Christian Medical Ethics	3
Select five electives courses		15
ECN 390	The Economics of Healthcare	
ENG 450	Hospital Stories	
IHS 110	Psyc Aspcts Illness & Disab	
IHS 211	HlthCareSystem/ Responsibility	
IHS 216	Alcohol, Drugs & Society	
IHS 217	Mental Health & Society	
IHS 253	Nutrition:Health & Disease	
IHS 256	HIV/AIDS	
IHS 285	Med Terminology & Health Comm	
IHS 323	Health and Society	
IHS 343	HelpHealing:EthicsCommPersonal	
IHS 345	DyingWell:The Hospice Movement	
PHL 250	Philosophy of Death	
PHL 264	Topics in Moral Psychology	
PHL 286	Philosophy of Mental Illness	
PMK 190	Healthcare Delivery Alternative	
SOC 216	Alcohol, Drugs & Society	
SOC 217	Mental Health & Society	
SOC 323	Health and Society	
THE 261	Christian Social Ethics	
THE 349	Theology of Disability	
THE 361	Catholic Social Teaching	
THE 368	Just Hlth Care in Dev Nations	
An exit interview		

# History

## Department Overview

History is the study of the human past as it is constructed and interpreted with human artifacts, written evidence, and oral traditions. It requires empathy for historical actors, respect for interpretive debate, and the skillful use of an evolving set of practices and tools.

As an inquiry into human experience, history demands that we consider the diversity of human experience across time and place.

As a public pursuit, history requires effective communication to make the past accessible; it informs and preserves collective memory; it is essential to active citizenship.

As a discipline, history requires a deliberative stance towards the past; the sophisticated use of information, evidence, and argumentation; and the ability to identify and explain continuity and change over time. Its professional ethics and standards demand peer review, citation, and acceptance of the provisional nature of knowledge.

The History Department offers a signature course in the General Education Program (GEP) that is required of all undergraduates at the University. HIS 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.

**Professor:** James Carter, Ph.D.; Katherine A. S. Sibley, Ph.D.; Randall M. Miller, Ph.D.; Richard A. Warren, Ph.D.  
**Associate:** Alison Williams Lewin, Ph.D.; Christopher W. Close, Ph.D.; Melissa Chakars, Ph.D.  
**Assistant:** Amber Abbas, Ph.D.; Brian James Yates, Ph.D.; Jeffrey Hyson, Ph.D.  
**Visiting:** Leslie Rogne Schumacher, Ph.D., FRSA

Chair: James Carter, Ph.D

## Undergraduate Major

- History (p. 114)

## Undergraduate Minor

- History (p. 116)

## History Major

### Learning Goals and Objectives

- Build historical knowledge.**
  - Gather and contextualize information in order to convey both the particularity of past lives and the scale of human experience.
  - Develop a body of historical knowledge with breadth of time and place—as well as depth of detail—in order to discern context.
- Develop historical methods.**

- Collect, sift, organize, question, synthesize, and interpret complex material.
  - Practice ethical historical inquiry that makes use of and acknowledges sources from the past as well as the scholars who have interpreted that past.
- Recognize the provisional nature of knowledge, the disciplinary preference for complexity, and the comfort with ambiguity that history requires.**
    - Describe past events from multiple perspectives.
    - Identify, summarize, appraise, and synthesize other scholars' historical arguments.
  - Apply historical methods to the historical record because of its incomplete, complex, and contradictory nature.**
    - Consider a variety of historical sources for credibility, position, perspective, and relevance.
    - Evaluate historical arguments, explaining how they were constructed and might be improved.
  - Create historical arguments and narratives.**
    - Generate substantive, open-ended questions about the past and develop research strategies to answer them.
    - Craft well-supported historical narratives, arguments, and reports of research findings in a variety of media for a variety of audiences.
  - Use historical perspective as central to active citizenship.**
    - Apply historical knowledge and historical thinking to contemporary issues.
    - Develop positions that reflect deliberation, cooperation, and diverse perspectives.

The traditional undergraduate programs include 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:

- Diversity, Globalization or Non-western Area Studies,
- Ethics Intensive, and
- Writing Intensive. Overlay requirements are part of the forty-course requirement.

## General Education Signature Courses

See this page about Signature courses (p.      ). Six courses

Code	Title	Hours
HIS 154	Forging the Modern World	3

## General Education Variable Courses

See this page about Variable courses (p.      ). Six to Nine courses

Code	Title	Hours
Social/Behavioral Sciences		
Select any 100 level POL		

## General Education Overlays

See this page about Overlays (p.      ).

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

### 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 credit elsewhere in the GEP. Subject to departmental approval, and under their advisor's guidance, students may petition to construct a different ILC.

1. The Arts and Letters Track 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. The Social Sciences Track consists of any three courses in any of the following majors:
  - Criminal Justice
  - Economic
  - Education
  - Political Science
  - Sociology
3. The Multi-disciplinary Track consists of three non-history courses that are all part of the same multi-disciplinary College of Arts and Sciences Program, including:
  - Africana Studies
  - American Studies
  - Ancient Studies
  - Asian Studies
  - Faith Justice Studies
  - Gender Studies
  - International Relations
  - Latin American Studies
  - Medieval/Renaissance/Reformation Studies

## GEP Free Electives

Ten courses

## Major Requirements

### Major Concentration

HIS 201 and HIS 202, plus ten additional approved courses numbered from HIS 203 and above.

These ten additional 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 (an updated list of appropriate courses is available on the department web site).
- at least two research seminars (HIS 460-HIS 479), ideally one in the junior year and one in the senior year. A senior Honors thesis may substitute for one of 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.

## Honors Requirements

To receive Honors, students enroll in the senior year in HIS 493-HIS 494, two consecutive semesters of course-based research and study to produce a senior thesis. For students in the University Honors program, these two courses may be counted toward the eight course University Honors requirement. To be eligible for College Honors, a student must have a 3.5 GPA. If you are interested in completing the College Honors project during your senior year, please contact the department chair early in the spring semester of your junior year. Specific requirements for the College Honors thesis may be found in this catalog under 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. See the HIS 491 course description below.

## History Course Sequences and Cycles

HIS 154 is offered every semester. HIS 201 is generally offered in the Fall semester. HIS 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.

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-HIS 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-HIS 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 College Honors Thesis and its defense before a committee of faculty members from different disciplines.

## Teacher Certification for Secondary Schools

### Dual Major in History and Secondary Education

History majors are eligible to complete a double 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.

Code	Title	Hours
EDU 150/150F	Schools in Society-Fr Seminar	3
EDU 157/157F	Adolescent Development	3
EDU 246/246F	Literacy, Language and Culture	3
EDU 247/247F	Literacy in the Content Areas	3
SPE 160/160F	Intro to Special Education	3
SPE 203/203F	Tchng Adolescents Inclus Envir	3
SPE 310/310F	Assessment & Progress Monitor	3
EDU 412/412F	Instruct Techniques: Soc Stud	3
EDU 491	Secondary Student Teaching	12

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 a free elective. It is recommended that MAT 118 be taken.

Also note that HIS/EDU double majors **must** take POL 111 as their POL 1\*\* course.

Students seeking the double 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 Minor

### Learning Goals and Objectives

Based on the American Historical Association's Tuning Project

- Build historical knowledge.**
  - Gather and contextualize information in order to convey both the particularity of past lives and the scale of human experience.
  - Develop a body of historical knowledge with breadth of time and place—as well as depth of detail—in order to discern context.

- Develop historical methods.**
  - Collect, sift, organize, question, synthesize, and interpret complex material.
  - Practice ethical historical inquiry that makes use of and acknowledges sources from the past as well as the scholars who have interpreted that past.
- Recognize the provisional nature of knowledge, the disciplinary preference for complexity, and the comfort with ambiguity that history requires.**
  - Describe past events from multiple perspectives.
  - Identify, summarize, appraise, and synthesize other scholars' historical arguments.
- Apply historical methods to the historical record because of its incomplete, complex, and contradictory nature.**
  - Consider a variety of historical sources for credibility, position, perspective, and relevance.
  - Evaluate historical arguments, explaining how they were constructed and might be improved.
- Create historical arguments and narratives.**
  - Generate substantive, open-ended questions about the past and develop research strategies to answer them.
  - Craft well-supported historical narratives, arguments, and reports of research findings in a variety of media for a variety of audiences.
- Use historical perspective as central to active citizenship.**
  - Apply historical knowledge and historical thinking to contemporary issues.
  - Develop positions that reflect deliberation, cooperation, and diverse perspectives.

The minor in history requires completion of HIS 154 and any five History courses numbered HIS 201 or higher.

## Honors Program

### Program Overview

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.

### College Honors

College Honors is a mandatory senior thesis or capstone experience that all Honors students must complete successfully in order to receive University Honors. College Honors is awarded to those students who have completed a two semester independent reading/research thesis or capstone project in the senior year, under the supervision of a faculty mentor. An oral presentation of work is required of all candidates for



College Honors pursuing the thesis option, who make the arrangements for this presentation with their faculty mentor and their department chair. 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. Whether senior thesis or capstone experience, College Honors will satisfy two of the eight Honors requirements for completion of University Honors. In order to be eligible for College Honors, Honors students must have a minimum overall GPA of 3.5 in all course work at the end of their junior year and must be on track for the completion of their eight required Honors courses for University Honors. The Honors Program, upon the completion of academic review of Honors Program juniors, will establish a list of all students who meet these eligibility requirements.

College Honors may be offered to non-Honors students who have a minimum 3.5 GPA. This will be at the discretion of the department in which the thesis or capstone experience will be conducted. College Honors is an optional experience for non-Honors students.

## 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 and College Honors thesis or capstone project, is noted on the student's academic transcript.

## 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.

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.

## College Honors Requirements

To receive College Honors credit, a student must undertake two consecutive semesters of research/study culminating in a senior thesis or capstone project. These two courses may be counted toward the eight course Honors requirement. To be eligible for College Honors, a student must have a 3.5 GPA.

## College Honors Thesis: A Description

Individual departments and interdisciplinary programs may determine their own College Honors experience by requiring either a two semester thesis or a two semester capstone experience, or in some cases offering students a choice of thesis or alternative capstone. Honors students completing College Honors should consult their major departments/programs to determine the required College Honors experience, whether capstone or thesis. Specific requirements, procedures, guidelines, and timelines for capstone projects will be supplied by the departments/programs.

Departments requiring the College Honors thesis should follow these particular guidelines. The 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 College 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 College 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 College 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 the College Honors Theses will be substantial in scope, length, and bibliography, and that it 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 College Honors thesis should contact the Director of the Honors Program, who will arrange to have them meet members of the senior class working on College 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 College Honors thesis. The College Honors application is available online at [www.sju.edu/honors](http://www.sju.edu/honors). They will be expected to outline a general area of research and to name a primary mentor 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 mentor for the College Honors Thesis. Students will be expected to remain in touch with their mentors throughout the summer months as they conduct preliminary research into their topics. By September 1, each student must submit a College Honors thesis proposal contract, which can be obtained online at [www.sju.edu/honors](http://www.sju.edu/honors). This form, which will outline the work load, general objectives and schedule of meetings to be held during the semester, should be signed and approved by their mentor. By October 1, each candidate should also select a second reader for the thesis, after consulting with their mentor. 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 College Honors Thesis. By November 15, a joint meeting including the Honors Director or Associate Director, the College 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 and the Honors Program Committee 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.

## Undergraduate Major

- Bachelor of Arts/Science Honors (p. 118)

## Honors Program B.A./B.S.

### Honors Degrees

Students who successfully complete their University Honors requirements and mandatory College Honors thesis or capstone 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.

#### Learning Goals and Objectives

**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.

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. One of these two must be in the Faith & Reason or Philosophical Anthropology area of the GEP.
- Two courses must be the mandatory College Honors senior thesis or capstone, as determined by individual departments. The College Honors thesis or capstone will satisfy two of the eight courses required for the University Honors diploma.

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 toward the eight-course requirement or whose GPA is below 3.50 are subject to removal from the Honors Program.

Students are assigned an advisor from the department in which they declare a major. They should, however, consult with the Honors Director and 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.

## Industrial and Organizational Psychology Minor

The Industrial/Organizational Psychology minor is an interdisciplinary program between the Psychology department in the College of Arts & Science and the Management Department of the Haub School of Business. According to the US Department of Labor, Industrial/Organizational Psychology is the fastest-growing subfield of psychology, with a 26% growth rate projected from 2008 – 2018, and 53.4% between 2012 and 2022. Furthermore, Psychology is one of the primary sub-disciplines of Management and is a particular point of emphasis in Human Resource Management (e.g. recruitment, selection, motivation, and training) and Organizational Behavior (teams, negotiation, stress, satisfaction, and commitment). This minor is one of the few undergraduate minors in the country in this area; the interdisciplinary

nature of it allows us to offer expertise in both Psychology and Management.

Code	Title	Hours
<b>Required (2 Courses)</b>		
PSY 230	Social Psychology	3
MGT 110	Essent'ls of Organizational Beh	3
Or		
MGT 120	Essentials of Management	
Or		
MHC 220	Intro: Managing Human Capital <sup>1</sup>	
<b>Plus two additional courses among the following:</b>		
PSY 200	Personality Psychology	3
PSY 226	Psychology of Emotion	3
PSY 227	Cognitive Psychology	3
PSY 301	Psychological Assessment <sup>2</sup>	3
PSY 390/391	Internship I	3
<b>Plus two additional courses among the following:</b>		
LEO 211	Perspectives on Leadership	3
LEO 311	Leading Teams	3
MHC 221	Diversity in the Workplace	3
MHC 222	Influence, Negotiation & Conflict	3
MHC 321	International Talent Mgt	3
MHC 322	Decision Making w/ Analytics <sup>2</sup>	3
MHC 495	Manag Human Cap: Resrch/Appl	3

<sup>1</sup> MHC 220 may be taken as one of the minor-elective courses for non-HSB students if the student has taken MGT 110/120

<sup>2</sup> Among the 4 minor-elective courses, students would be required to take a research oriented course (MHC 322 or PSY 301) unless they have taken a research oriented course in their major.

## International Relations

### Director

• Fukuoka

### Undergraduate Major

• International Relations (p. 119)

### Undergraduate Minor

• International Relations (p. 121)

## International Relations Major

### Program Overview

International Relations is a degree program that offers the student a truly interdisciplinary course of study. 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, 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:** Students will identify and demonstrate knowledge of contemporary scholarship in the areas they have studied.

**Objective 1.2:** Students will identify and demonstrate knowledge of 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, and analyze data, appropriate to the undergraduate level.

**Objective 2.1:** Students will apply relevant theoretical concepts to assess real world issues.

**Objective 2.2:** Students will communicate an argument verbally to real world issues by analyzing or synthesizing relevant theories and concepts and/or analyzing and evaluating appropriate evidence.

**Objective 2.3:** Students will ask their own research question 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 evidence.

## Requirements or the International Relations Major

*The traditional undergraduate programs include 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.

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

Code	Title	Hours
<b>Social/Behavioral Sciences</b>		
ECN 102	Introductory Economics Macro	3

## General Education Overlays

See this page about Overlays (p.      ).

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p.      ). Three courses:

### 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

#### The Analytical Tools category includes:

- Any math (MAT) course (beyond the GEP Math "Beauty" requirement)
- Any computer science (CSC) course
- Econometrics (ECN 410—requires ECN 101, ECN 102, MAT 118 or equivalent)
- Logic (PHL 220) or Symbolic Logic (PHL 240)
- Global Information Systems (INT 170)

#### 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. Or, study of a *different* (new) language *beyond* the GEP Non-Native Language Requirement may count towards this requirement. See the IR Director for more information.

#### The Social Justice category includes:

Any class designated as Faith-Justice or additional GEP Overlay "Diversity" (beyond the GEP DGNW requirement).

Students may petition the IR committee for non-Faith-Justice courses to count toward this requirement.

## Major Requirements

### Major Concentration

Code	Title	Hours
<b>Foundational Courses (3 Courses):</b>		
ECN 101	Introductory Economics Micro	3
POL 113	Intro to Comparative Politics	3
POL 115	Intro to Global Politics	3
<b>Core Course (1 course):</b>		
Capstone Course from: POL 403, POL 404, or POL 409. <sup>1</sup>		

IR majors who double-major in POL must complete a second Senior Capstone Course to fulfill the POL major requirements. In addition, Capstone Courses do not count towards the Upper Division Course requirements for either major.

#### Experiential Learning (1 course):

POL Internship Course (POL 411, POL 412, POL 413, POL 414, POL 490, POL 491 or HIS 491) or any Service Learning course (with SLR attribute).

#### Upper Division Courses (9 courses): <sup>2, 3</sup>

Majors will select a total of 9 courses from the list of approved IR courses (see below). In completing this requirement, students must take (1) at least one upper division IR course in Economics, (2) at least two upper division IR courses in History, and (3) at least two upper division IR courses in Political Science. Course descriptions can be found in the relative Departmental listings of the catalog.

#### 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	Econ of Multinatl Enterprises
ECN 460	African Economies
ECN 475	Asian Economies
ECN 477	Chinese Economics
ECN 485	Econ of Migration & Immigratn

#### History

HIS 202	History of the United States
HIS 203	Historical Intro to Latin Am
HIS 204	Latin American-U.S. Migration
HIS 205	His Intro to the Islamic World
HIS 208	Historical Intro to Asian Civ
HIS 210	Historical Intro to Africa
HIS 301	United States and Latin Am
HIS 303	History of Modern Mexico
HIS 304	Social Protest in Latin Am His
HIS 321	French Revolution and Napoleon
HIS 322	Europe in 20th Century
HIS 325	France 1814-1914
HIS 326	The Age of Empire
HIS 332	Age of Aristocy: Brit 1689-1832
HIS 333	Victorian Britain: 1815-1901
HIS 334	Twentieth-Century Britain
HIS 335	Germany: Fr Rev through WWI
HIS 336	Weimar Republic & Nazi Germany
HIS 337	War & Peace in Imperial Russia
HIS 338	Russia-Soviet Union 1861-1991
HIS 340	Stalinism 1920 to 1950
HIS 343	African Ethnicities
HIS 350	Exchng & Conq in Mod E. Asia
HIS 351	Gndr, Ideolgy & Rev in E. Asia
HIS 353	Modern China
HIS 354	Japan Since 1600

HIS 355	Cnlism & Ntnlism SE Asia
HIS 356	Modern South Asia
HIS 357	History of Islam in Asia
HIS 358	Contemporary China
HIS 359	India & Pak: Colony to Nation
HIS 366	Progressive Era to New Deal
HIS 367	Postwar Am, 1945 to the Presnt
HIS 380	Am Foreign Policy, 1775-1914
HIS 381	US in the World, Wilson-Reagan
HIS 491	Philadelphia Area Internship (depending on specific internship)

#### Political Science

POL 305	Politics, Ideology, & Film
POL 331	Latin American Politics
POL 333	Asian Democ at the Crossroads
POL 334	Russian Politics
POL 335	Comp Pol: Mid East & N. Africa
POL 336	The EU and European Politics
POL 337	Contemp Cuban Pol & Society
POL 338	Democracy: Perspect from Rome
POL 339	Dictatorship: Asian Style
POL 340	Political Geography
POL 341	Revolts and Revolutions
POL 350	Haunted by the Past
POL 351	International Human Rights
POL 352	Global Political Economy
POL 354	War and Peace
POL 356	American Foreign Policy
POL 361	Theories of Intl Relations
POL 364	East Asia: War and Peace
POL 367	Ethics in Internation Affairs
POL 368	Women, Gender & World Politics
POL 411	Washington Internship I
POL 412	Washington Internship II
POL 413	International Internship I
POL 414	International Internship II
POL 490	Global Smarts Internship
POL 491	Philadelphia-Area Internship

- <sup>1</sup> The Department strongly recommends that all students take the appropriate introductory and upper division courses prior to enrolling in a Capstone.
- <sup>2</sup> IR majors who double-major in POL may not count more than 3 Upper Division courses towards either degree requirement.
- <sup>3</sup> For classes of 2023 and beyond, IR majors may only count 2 study abroad courses towards their degree requirements.

## Internships

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/POL 412 Washington Internship). The Global Smarts Internship is described under the Political Science Program (as POL 490). The Philadelphia-Area Internship Program is described under the Political Science Program (as POL 491) and History Program (as

HIS 491). IR students can take both HIS 491 and POL 491. However, only one of the two courses will be counted towards the IR course requirements.

## University Honors Requirements

To receive University Honors credit, an Honors Program student who is an International Relations major must have a 3.5 GPA, complete the Honors curriculum of 8 courses as specified, and must undertake two consecutive semesters of research/study in the form of a senior thesis with a faculty mentor. These two courses may be counted toward the student's total upper division international relations courses. Specific requirements for the Honors thesis may be found under the Honors Program.

## International Relations Minor

### 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:** Students will identify and demonstrate knowledge of contemporary scholarship in the areas they have studied.

**Objective 1.2:** Students will identify and demonstrate knowledge of 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, and analyze data, appropriate to the undergraduate level.

**Objective 2.1:** Students will apply relevant theoretical concepts to assess real world issues.

**Objective 2.2:** Students will communicate an argument verbally or in writing in response to real world issues by analyzing or synthesizing relevant theories and concepts and/or analyzing and evaluating appropriate evidence.

**Objective 2.3:** Students will ask their own research question 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 evidence.

Minors in International Relations will complete 6 courses that satisfy the following requirements:

Code	Title	Hours
POL 115	Intro to Global Politics	3
Select one of the following:		
ECN 101	Introductory Economics Micro	
ECN 102	Introductory Economics Macro	
POL 113	Intro to Comparative Politics	
Any HIS 200-level course (except HIS 201, 209, 211)		
Plus 4 upper division IR courses. <sup>1</sup>		

- <sup>1</sup> In completing these 4 upper division courses, students must take at least one approved in each of the contributing departments: 1 ECN, 1 HIS, and 1 POL class.

# Justice and Ethics in the Law

## Director

- Lyons

## Advisory Board

- Close (HIS)
- Kelly (SOC)
- Leibell (POL, sabbatical 2016)
- Linehan (PHL)
- McCall (PHL/MGT)
- McDevitt (MGT)
- Moore (SOC)
- Robson (MGT)
- Scola (POL)
- Weidner (MGT)

## Undergraduate Minors

- Justice and Ethics in Law (p. 122)

## Justice and Ethics in Law Minor

### 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.

Internships must be related to justice, ethics, or law, please see JEL Director for permission to approve course.

### Learning Goals and Objectives

**Goal 1: Students will develop logical reasoning skills.**

**Objective 1.1:** Demonstrate ability to analyze legal cases.

**Goal 2: Students will demonstrate an understanding of the interrelationship between law, ethics and justice in a multi-disciplinary context.**

**Objective 2.1:** Demonstrate basic knowledge of similarities and differences in the concept of justice in moral, historical, or legal contexts.

**Objective 2.2:** Identify and explain fundamental questions of ethics.

**Objective 2.3:** Describe how justice is defined in legal (as opposed to ethical) contexts.

**Goal 3: Students will demonstrate an understanding of the relationship between law and social justice in a multi-disciplinary context.**

**Objective 3.1:** Define conceptions of social justice.

**Objective 3.2:** Compare and contrast conceptions of social justice in moral, historical, or legal contexts.

## 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.

Code	Title	Hours
<b>CAS</b>		
POL 301	Law and Social Change	3
POL 310	Constitutional Politics	3
POL 311	Const Law:Rights & Civil Lib	3
POL 312	Social Controv & Supreme Court	3
SOC 345	Law and Social Policy	3
SOC 368	Cults as Social Movements	3
<b>HSB</b>		
MGT 360	Legal Environment of Business	3
MGT 361	Introduction to Law Honors	3
MGT 362	Legal Environ't of Business II	3

### 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.

Code	Title	Hours
<b>Accounting</b>		
ACC 422	Forensic Accounting	3
<b>English</b>		
ENG 429	ReadingWritingCivil Right Move	3
ENG 482	Literature & Culture	3
ENG 443	Special Topics in Writing	3
ENG 444	Writing ThroughRaceClassGender	3
ENG 492	English Internship	3
<b>Environmental Sciences</b>		
ENV 102	Environ Theory & Ethics Sem <sup>1</sup>	3
<b>History</b>		
HIS 204	Latin American-U.S. Migration <sup>1</sup>	3
HIS 319	Reform/Rev in Europe 1500-1650	3
HIS 327	Trans in Early Mod Europe	3



HIS 329	Crime & Punishment	3
HIS 341	Genocide&Human Rights:20th Cen	3
HIS 348	Witch, Law & Suprnat Early Eur	3
HIS 384	The Civil Rights Mov in Am	3
HIS 472	Seminar in European History <sup>1</sup>	3
HIS 491	Philadelphia Area Internship	3
<b>Honors</b>		
HON 312	Word Became Flesh: Cath Spirit	3
HON 366	Violence and Non Violence	3
MGT 361	Introduction to Law Honors	3
<b>Interdisciplinary Health Services</b>		
IHS 251	Healthcare Law and Ethics	3
IHS 368	Just Hlth Care Dev Nations	3
or THE 368	Just Hlth Care in Dev Nations	
<b>Linguistics</b>		
LIN 260	Language and the Law <sup>1</sup>	3
<b>Management</b>		
MGT 360	Legal Environment of Business	3
MGT 361	Introduction to Law Honors	3
MGT 362	Legal Environ't of Business II	3
MHC 360	Employment and Labor Law	3
LEO 210	Business Stakeholders & Ethics <sup>1</sup>	3
LEO 310	Breaking News in Bus. Ethics <sup>1</sup>	3
IBU 363	International Business Law	3
FBE 360	Bus Law-Entrepreneurial Firms	3
<b>Marketing</b>		
MKT 352	Sports Law	3
<b>Philosophy</b>		
PHL 220	Logic	3
PHL 240	Symbolic Logic	3
PHL 262	Freedom, Citizenship, Culture <sup>1</sup>	3
PHL 311	Philosophy of Law	3
PHL 320	Business, Society and Ethics <sup>1</sup>	3
PHL 330	Social and Political Phil <sup>1</sup>	3
PHL 334	Ethics and Criminal Justice <sup>1</sup>	3
PHL 336	Violence and Non-Violence <sup>1</sup>	3
PHL 338	Vio & Recnciliatn in N. IreInd <sup>1</sup>	3
PHL 342	Dimensions of Freedom <sup>3</sup>	3
<b>Political Science</b>		
POL 150	First-Year Seminar <sup>1</sup>	3
POL 301	Law and Social Change	3
POL 310	Constitutional Politics	3
POL 311	Const Law:Rights & Civil Lib	3
POL 312	Social Controv & Supreme Court	3
POL 320	Injustice & the Law	3
POL 326	Protesting Inequality	3
POL 351	International Human Rights	3
POL 367	Ethics in Internation Affairs <sup>1</sup>	3
POL 402	Capstone: Contentious Pol in US	3
POL 407	Capstone: Theories of Justice	3

POL 411/412	Washington Internship I (semester or summer in Washington D.C.; some credits may apply to minor.)	3
POL 491	Philadelphia-Area Internship	3
<b>Psychology</b>		
PSY 236	Ethics in Psychology <sup>1</sup>	3
<b>Sociology <sup>2</sup></b>		
SOC 225	Intro to American CJ	3
SOC 245	Law and Social Policy	3
SOC 246	CJ Ethics & Legal Responsblty	3
SOC 251	Gender and the Law	3
SOC 264	Crim Courts & Crim Procedures	3
SOC 368	Cults as Social Movements	3
SOC 377	Inside-Out Expl Crime&Justice	3
SOC 378	Urban and Public Policy	3
<b>Theology</b>		
THE 366	Christian Medical Ethics <sup>1</sup>	3
THE/IHS 368	Just Hlth Care in Dev Nations <sup>1</sup>	3
THE 372	Technology Ethics <sup>1</sup>	3

<sup>1</sup> EI = ethics intensive course

<sup>2</sup> Sociology has internships offered through independent study that may accommodate law, justice, and ethics work.

<sup>3</sup> Courses only count towards the minor when they cover certain topics. Please check with the Justice and Ethics in Law minor Director.

## Latin American and Latinx Studies Director

- Dr. Richard Gioioso (Political Science)

## Latin American and Latinx Studies Advisory Board

- Dr. Keith Brown (Sociology)
- Fr. Peter Clark (Theology and Religious Studies)
- Dr. Heather Hennes (Modern and Classical Languages)
- Fr. Daniel Joyce (Office of Mission)
- Dr. John Neiva (Management)
- Dr. Konstantinos Nikoloutsos (Modern and Classical Languages)
- Dr. Christian Pardo (Economics)
- Dr. Elaine Shenk (Modern and Classical Languages)
- Dr. Enrique Tellez-Espiga (Modern and Classical Languages)
- Dr. Richard Warren (History)

## Undergraduate Minors

- Latin American Studies (p. 123)

## Latin American and Latinx Studies Minor

Students in the Latin American and Latinx Studies Program explore the Latin American region and Latinx communities in the United States through a variety of lenses, which they develop through an individualized

and multi-disciplinary course of study. Students select from courses primarily in history; language, literature, linguistics, and culture; economics; political science and international relations; sociology; business; philosophy; theology and religious studies; and art history. This multi-disciplinary approach to Latin America and Latinx communities in the U.S. prepares students for future study or work in careers that include government, nonprofit, education, and business environments.

**Learning Goals and Outcomes** *Students completing the minor in Latin American Studies will...*

**Goal 1:** be knowledgeable of the history, cultures, economic, business, political and/or social trends of Latin America and/or Latinx communities in the United States.

**Objective 1.1:** describe accurately with substantive detail some aspect of the history, cultures, economic, business, political and/or social trends of Latin America and/or Latinx communities in the United States.

**Goal 2:** develop modes of analysis and ways of critical thinking about Latin America and/or Latinx communities in the United States through multiple lenses (historical, economic, political, sociological, business, artistic and/or literary).

**Objective 2.1:** apply appropriate, discipline-specific theoretical and/or analytical frameworks to interpret ideas and beliefs, events, practices, texts (broadly conceived), and/or material culture from Latin America and/or among Latinx communities in the United States.

**Goal 3:** demonstrate proficiency in a primary language of the region.

**Objective 3.1:** converse comfortably about familiar topics in various time frames, navigating unexpected complications with general success.

**Objective 3.2:** compose written texts in the target language, summarizing and describing in major time frames in paragraph-length discourse, with general control of basic grammatical structures and lexicon relevant to the topic.

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 relevant language courses, usually Spanish, through the 202 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 and Latinx Studies Advisory Board to receive credit for courses not listed below, such as courses taken abroad. Students participating in study abroad or a study tour to Latin America are encouraged to ask the program director about financial support for travel.

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

## Sample Course Offerings

Code	Title	Hours
ART 106	Art of Colonial Latin America	3
ECN 370	Economic Development	3

ECN 482	Latin American Economies	3
HIS 203	Historical Intro to Latin Am	3
HIS 204	Latin American-U.S. Migration	3
HIS 301	United States and Latin Am	3
HIS 303	History of Modern Mexico	3
HIS 474	Seminar in Latin Am His	3
HIS 480	Direct Read: Latin Amer Hist	3
HIS 304	Social Protest in Latin Am His	3
MCC 150	Special Topics in MCC	3
MCC 360	Space & Place in Col Latin Am	3
PHL 257	Philosophy and Liberation	3
POL 328	Politics of U.S. Immigration	3
POL 331	Latin American Politics	3
POL 337	Contemp Cuban Pol & Society	3
POL 352	Global Political Economy	3
REL 272	Religion/Global/Rights-Bolivia	3
SOC 271	Sociology of Migration	3
SOC 316	Fair Trade:Coffee-Co-Op to Cup	3
SPA 202	Intermediate Spanish II <sup>1</sup>	3
SPA 301	Spanish Conversation <sup>1</sup>	3
SPA 302	Spanish Composition <sup>1</sup>	3
SPA 303	Spa Conv for Heritage Speakers <sup>1</sup>	3
SPA 310	Intro to Lit of Sp-Spkng Wrld <sup>1</sup>	3
SPA 320	Cur Evnts in the Sp-Lang Media	3
SPA 350	Intro to Latin Amer Cultures	3
SPA 353	Latin American Cinema	3
SPA 360	Spanish in the Community	4
SPA 401	Topics in Latin Am Cultures	3
SPA 420	Major Latin American Authors	3
SPA 421	Shrt Mod Latn Am Novel & Film	3
SPA 422	Cult, Dictshp & Exile: 1973-85	3
SPA 423	Latin Am Modern Short Story	3
SPA 424	Discourse of Lat Am Modernity	3
SPA 425	Imagery of the Conquest	3
SPA 426	Culture in Revolution	3
SPA 431	Commonplaces of Colonial Exp	3
SPA 466	Spanish Dialectology	3
SPA 467	Lang Contact & Pol in U.S.	3
THE 356	Liberation & Pol Theologies	3
THE/IHS 368	Just Hlth Care in Dev Nations	3

<sup>1</sup> 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 411.

## Provisional Courses

The following courses may count toward the minor in Latin American Studies, depending on course content in a given 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.

Code	Title	Hours
ECN 321	International Trade	3
IBU 210	Intro Internat. Business	3
POL 341	Revolts and Revolutions	3
POL 403	Capstone: Nations&Nationalism	3
SPA 470	Topics in Spanish	3

## Study Tours

The following study tours are approved LAS courses. Some may also be offered in a non-study tour version.

Code	Title	Hours
POL 337	Contemp Cuban Pol & Society	3
REL 272	Religion/Global/Rights-Bolivia	3
SOC 316	Fair Trade:Coffee-Co-Op to Cup	3
THE/IHS 368	Just Hlth Care in Dev Nations	3

## Linguistics

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, including speech therapy/pathology.

Linguistics is the study of how languages work, where they come from, how they are used in society, how they change over time and how they are learned. Linguists serve as translators, interpreters, speech therapists, professors, researchers, and language teachers, to name a few professional roles. They also investigate issues including language acquisition, literacy, bilingualism, speech pathology, and language planning or policy. Linguists sometimes speak or have knowledge of more than one language though depending on their specialization, some speak only their native language.

The role of language in human life is much larger than simple communication. Rather, language is used to describe our world, to interact with people from our own or other cultures, to strengthen and weaken relationships, and more. The linguistics major at Saint Joseph's University welcomes students who are interested in studying how all aspects of language work physiologically, cognitively, pragmatically, and socially.

Classes cover four of the main areas of linguistics: pragmatics, applied linguistics, sociolinguistics and phonetics. Course topics range from language learning, discourse analysis and language contact to language teaching methods and forensic linguistics. Several linguistics classes are cross-listed in other departments, such as sociology and philosophy, allowing students to integrate the study of linguistics with other fields of interest.

Majors have the option of choosing a general linguistics concentration, learning how languages work, where they originate, how they are used in society, how they change over time and how they are learned. The linguistics program also offers two major concentrations in Teaching

English as a Second Language (TESOL) for students interested in teaching English at home or abroad and in Speech Language Pathology (SLP) for students interested in pursuing a graduate degree in speech therapy/pathology.

Contact the Linguistics Program Director, Dr. Jennifer Ewald for more information and visit the Linguistics Program website at <https://sites.sju.edu/mcl/linguistics>.

## Undergraduate Major

- Linguistics (p. 125)

## Undergraduate Minor

- Linguistics (p. 127)
- Teaching English to Speakers of Other Languages (p. 128)

## These GEP requirements are fulfilled by the following courses:

Code	Title	Hours
<b>Ethics-Intensive Overlay</b>		
LIN 260	Language and the Law	3
<b>Social Sciences</b>		
LIN 200	Introduction to Linguistics	3
LIN 317	Sociolinguistics	3
LIN 340	Communication in Soc Contexts	3
<b>Diversity Overlay</b>		
LIN 317	Sociolinguistics	3
LIN 401	Bilingualism & Lang Diversity	3
<b>First Year Seminar</b>		
LIN 150	Langua, Linguis, & Real Wld (Language, Communication and Culture)	3

## Linguistics Major

### Learning Goals and 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 by providing relevant examples and explaining 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 three majors and two minors.

*The traditional undergraduate programs include 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.*

## General Education Signature Courses

See this page about Signature courses (p.        ). Six courses

## General Education Variable Courses

See this page about Variable courses (p.        ). Six to Nine courses

## General Education Overlays

See this page about Overlays (p.        ).

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p.        ). Three courses:

## Major Requirements

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, psycholinguistics, 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<sup>1</sup>) or to complete a double minor in both Linguistics and TESOL (a total of at least 9 courses<sup>1</sup>).

<sup>1</sup> Please note that students who are double majoring/minoring may count a maximum of 3 courses toward requirements in each area.

### Linguistics Major

10 courses

Code	Title	Hours
LIN 200	Introduction to Linguistics	3
Select one of the following Pragmatics options:		3
LIN 260	Language and the Law	
LIN 250	Social Media Discourse	
LIN 340	Communication in Soc Contexts	
Select one of the following Applied Linguistics options;		
LIN 280	Second Lang Acquis & Lrning (Applied Linguistics options)	
or LIN 301	Teaching Lang at Home/Abroad	
or LIN 281		
Select one of the following Sociolinguistics options:		3
LIN 317	Sociolinguistics	
LIN 318	Psycholinguistics	
LIN 401	Bilingualism & Lang Diversity	
SOC 317	Sociolinguistics	
Select one of the following Phonetics options:		3
LIN 320	Phonetics	
SPA 466	Spanish Dialectology	
SPA 468	Spanish Phonetics & Phonology	
Select any five additional courses from the following:		15
Any LIN course		
PHL 220	Logic	
PHL 240	Symbolic Logic	
PHL 474	Language and Thought	
PHL 475	Language and Meaning	
SOC 260	Language and the Law	
SPA 375	Translation <sup>1</sup>	
SPA 380	Intro to Spanish Linguistics <sup>1</sup>	
SPA 460	A Ling Approach to Oral Com <sup>1</sup>	
SPA 461	Methods for Teaching Spanish <sup>1</sup>	
SPA 466	Spanish Dialectology <sup>1</sup>	
SPA 467	Lang Contact & Pol in U.S. <sup>1</sup>	
SPA 468	Spanish Phonetics & Phonology <sup>1</sup>	
SPA 480	Topics in Spanish Linguistics <sup>1</sup>	
Select any three of the following ILC's in consultation with the LIN Major advisor:		
EDU 151	Develop, Cognition, & Learning	
EDU 246	Literacy, Language and Culture	
ENG 206	Public Speaking & Presentation	
IHS 331	Statistics & Research Methods	
LAT 411	Advanced Latin Grammar	
PSY 120	Lifespan Development	
PSY 220	Sensation and Perception <sup>2</sup>	
PSY 222	Neuropsychology <sup>2</sup>	
SPA 342	Advanced Spanish Grammar	
MCL 101-MCL 302 <sup>3</sup>		

<sup>1</sup> Please note that students who are double majoring/minoring may count a maximum of 3 courses toward requirements in each area.

<sup>2</sup> 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.

<sup>3</sup> MCL language courses beyond those used to satisfy the GEP language requirement (e.g., American Sign Language, Chinese, French, German, Greek, Italian, Latin, or Spanish).

## Linguistics Major-TESOL Concentration

10 courses

Code	Title	Hours
LIN 200	Introduction to Linguistics	3
LIN 203	English Grammar	3
LIN 280	Second Lang Acquis & Lrning	3
LIN 301	Teaching Lang at Home/Abroad	3
LIN 320	Phonetics	3
LIN 490	TESOL Internship	3
Select four of the following:		12
Any LIN course		
EDU 246	Literacy, Language and Culture	
ENG 345	Tutor Prac, Writ Cntr Thry Pr	
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 375	Translation <sup>1</sup>	
SPA 380	Intro to Spanish Linguistics <sup>1</sup>	
SPA 460	A Ling Approach to Oral Com <sup>1</sup>	
SPA 461	Methods for Teaching Spanish <sup>1</sup>	
SPA 466	Spanish Dialectology <sup>1</sup>	
SPA 467	Lang Contact & Pol in U.S. <sup>1</sup>	
SPA 468	Spanish Phonetics & Phonology <sup>1</sup>	
SPA 480	Topics in Spanish Linguistics <sup>1</sup>	
Select any three of the following ILC's:		
MCL 101-MCL 302 <sup>2</sup>		
EDU 151	Develop, Cognition, & Learning	
ENG 206	Public Speaking & Presentation	
HIS 203	Historical Intro to Latin Am	
HIS 210	Historical Intro to Africa	
LAT 411	Advanced Latin Grammar	
POL 113	Intro to Comparative Politics	
POL 115	Intro to Global Politics	
SPA 342	Advanced Spanish Grammar	

Other MCL linguistics courses as approved by advisor

<sup>1</sup> Please note that students who are double majoring/minoring may count a maximum of 3 courses toward requirements in each area.

<sup>2</sup> MCL language courses beyond those used to satisfy the GEP language requirement (e.g., American Sign Language, Chinese, French, German, Greek, Italian, Latin, or Spanish).

## Linguistics Major - SLP Concentration\*

12 courses

1. To be a speech therapist/pathologist, a Master's degree in SLP is required for state certification.

2. Graduate SLP programs have varying requirements. Students should check their targeted graduate programs early on to determine those graduate programs' admission requirements and plan accordingly.

Code	Title	Hours
LIN 200	Introduction to Linguistics	3
LIN 210	Speech and Hearing Sciences	3
LIN 211	Speech Development & Disorders	3
LIN 281	First Language Acquisition	3
LIN 318	Psycholinguistics	3
LIN 320	Phonetics	3
LIN 492	Speech Language Pathology	3
LIN or IHS Elective (any LIN or IHS course)		
LIN or IHS Elective (any LIN or IHS course)		
IHS 244	Health Care Administration	3
1 course in Research Methods: IHS 331, PSY 210 (pre-req: PSY 100/101 and permission of PSY Chair) or SOC 312 (pre-req: SOC 101/102)		
PSY 120	Lifespan Development	3
<b>Three ILCs</b>		
Two Required ILCs:		
PHY 101	General Physics I (with lab or CHM 120 with lab)	3
MAT 118	Introduction to Statistics	3
Choose 1 additional ILC from the options below:		
ASL American Sign Language (any level beyond GEP)		
BIO 260	Anat&Physiol Nurs/Al Hlth I (BIO 261**)	4
PSY 121	Child Development	3
PSY 205	Neuroscience Foundations (***)	3
PSY 222	Neuropsychology (****)	3
Any other course required by an SLP graduate program and approved by the LIN Program Director		
Particular GEP Requirements		
LIN 150	Langua, Linguis, & Real Wld (recommended FYS)	3
PSY 100	Introductory Psychology (or SOC 101 (required Social Science))	3
BIO 101	Bio I: Cells (with lab or BIO 165 with lab (required Natural Science))	4

\*\* Please note that this course has a prerequisite (BIO 101 with required lab or BIO 165 with required lab).

\*\*\* Please note that this course has a prerequisite (BIO 101).

\*\*\*\* Please note that this course has a prerequisite (PSY 100 and permission of PSY Dept. Chair)

## Linguistics Minor

### Learning Goals and 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 by providing relevant examples and explaining 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.

A student may minor in Linguistics by taking six courses:

Code	Title	Hours
LIN 200	Introduction to Linguistics	3
Select 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 for more information and visit the Linguistics Program website at <http://www.sju.edu/int/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>.

## Teaching English to Speakers of Other Languages Minor

### Learning Goals and 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 by providing relevant examples and explaining 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.

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 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:**

Code	Title	Hours
LIN 203	English Grammar	3
LIN 301	Teaching Lang at Home/Abroad	3
LIN 490	TESOL Internship <sup>1</sup>	3

Select three of the following:	9
LIN 200	Introduction to Linguistics
LIN 150	Langua, Linguis, & Real Wld
LIN 280	Second Lang Acquis & Lrning
LIN 320	Phonetics
LIN 340	Communication in Soc Contexts
LIN 317	Sociolinguistics
or LIN 401	Bilingualism & Lang Diversity
EDU 246	Literacy, Language and Culture

<sup>1</sup> except in exceptional cases, students must complete 4 LIN courses, including LIN 301, before enrolling in this English language teaching internship

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:

Code	Title	Hours
EDU 246	Literacy, Language and Culture	3
PHL 220	Logic	3
PHL 240	Symbolic Logic	3
PHL 474	Language and Thought	3
PHL 475	Language and Meaning	3
SOC 260	Language and the Law	3
SOC 317	Sociolinguistics	3
SPA 342	Advanced Spanish Grammar	3
SPA 380	Intro to Spanish Linguistics	3
SPA 460	A Ling Approach to Oral Com	3
SPA 461	Methods for Teaching Spanish	3
SPA 466	Spanish Dialectology	3
SPA 467	Lang Contact & Pol in U.S.	3
SPA 468	Spanish Phonetics & Phonology	3
SPA 480	Topics in Spanish Linguistics	3
FRE/GRM/ITA 470	Topics in French	3

## Mathematics

### Department Overview

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.

**Professor:** David Hecker, Ph.D.; Kristopher Tapp, Ph.D.; Paul Klingsberg, Ph.D.; Rommel Regis, Ph.D.; Sam Smith, Ph.D.

**Associate:** Rachel Hall, Ph.D.; Richard A. Cavaliere, Ph.D.; Tetyana Berezovski, Ph.D.

**Assistant:** Elaine Terry, Ph.D.; Hongjun Ha, Ph.D.

**Visiting:** Greg Manco, Ph.D.; John J. Whitaker, M.S., F.S.A.; Patricia Bobo, M.S., A.S.A.

**Chair:** Kristopher Tapp, Ph.D

## Undergraduate Major

- Bachelor of Science in Mathematics (p. 129)

## Undergraduate Minors

- Mathematics (p. 130)

## Graduate Program

- Secondary Education: Mathematics (p. 130)

## Mathematics B.S.

### Learning 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.

1.1 Students will know the mathematical theory underlying calculus, including the formal definition of a limit and the compactness of the unit interval.

1.2 Students will know the definitions, examples and some basic theorems about groups, rings and fields.

**Learning Goal 2:** Students will master specific skills in mathematics.

2.1 Students will be able to perform basic computations such as calculating derivatives and iterated integrals and various operations with matrices.

2.2 Students will be able to identify and apply the appropriate method to solve a specific mathematical problem, apply the appropriate proof technique to prove a specific mathematical statement, or determine whether a given solution or proof is logically sound.

*The traditional undergraduate programs include 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.*

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

Code	Title	Hours
<b>Mathematics</b>		
MAT 161	Calculus I	4
<b>Natural Science</b>		
PHY 105	University Physics I	3
PHY 105L	University Physics Lab I	1

## General Education Overlays

See this page about Overlays (p. ).

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

Code	Title	Hours
CSC 120	Computer Science I	4
or CSC 110	Building Virtual Worlds	

## Open ILC courses:

Courses automatically approved as fulfilling this requirement include: all ASC, ECN and CSC courses and also all BIO, CHM and PHY courses at the 200 level or above. Courses outside of this list require Advisor and Chair approval to count as fulfilling this requirement.

## GEP Electives

Seven courses

## Major Requirements

Fourteen courses

Code	Title	Hours
MAT 162	Calculus II	4
MAT 213	Calculus III	4
MAT 225	Fundamental Ideas of Math	3
MAT 226	Introduction to Linear Algebra	4
MAT 403	Abstract Algebra	3
MAT 409	Real Analysis	3

Any SIX additional "math elective" courses, which include all MAT and ASC courses above the level of 202. Additional possibilities for math electives include MED 551, 554, 559, independent study/research and internships.

One selective elective course chosen from:

MAT 404	Abstract Algebra II
MAT 410	Complex Analysis
MAT 415	Differential Geometry
MAT 418	Topology of Point Sets

## 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 the separate major listing "Actuarial Science" at the beginning of the College of Arts and Sciences section of this catalog. A minor in Actuarial Science is also available.

## Teacher Certification for Secondary Schools

### Advisor

- *Dr. Berezovski*

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.

## Mathematics Minor

### 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.

### Learning Goals and Objectives

**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 gain knowledge of applications of mathematics to other fields.

**Goal 2:** Student will master specific skills in mathematics.

**Objective 2.1:** Students will be able to perform basic computations from calculus such as derivatives and integrals.

**Objective 2.2:** Students will be able to identify and apply the appropriate method to solve a specific mathematical problem.

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.

## Secondary Education: Mathematics M.S.

## Graduate Arts and Sciences

*Tetyana Berezovski, Ph.D., Director*

### Five-year Mathematics Education Program

## 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.

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.

## Learning 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.

**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.

**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.

## M.S. Program in Secondary Mathematics Education (without certification)

### 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:

Code	Title	Hours
MED 551	History of Mathematics (Fall, odd years)	3
MED 552	Number Theory (Fall, even years)	3
MED 553	Discrete Structures (Fall, odd years)	3
MED 554	Geometry (Fall, even years)	3
MED 555	Probability & Statistics (Fall, odd years)	3
MED 556	Linear Algebra (Summer, even years)	3
MED 557	Abstract Algebra (Summer, odd years)	3
MED 559	Mathematical Problem Solving (Spring, even years)	3

Offered when there is demand:

Code	Title	Hours
MED 604	Adv Perspect on Secondary Math	3
MED 605	Interdisciplinary Math & Sci Edu	3
MED 771	Topics in Mathematics	1-3

### Pedagogy Courses

Code	Title	Hours
MED 601	Commun & Tech in Mathematics	3
MED 602	Secondary Math Curriculum	3
MED 603	Assessment in Secondary Math	3
MED 611	Adv Methods Teaching Geometry	3
MED 770	Topics in Math Education	1-3

### Research Courses

Code	Title	Hours
MED 750	Reading & Research in Math Ed	3
MED 783	Research in Mathematics I	3
MED 784	Research in Mathematics II	3
MED 793	Research in Math Education I	3
MED 794	Research in Math Education II	1-3
MED 795	Master's Thesis	3
MED 796	Master's Thesis	3

## 5 Year Program

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. 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.

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. 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:

Code	Title	Hours
<b>Research Component</b>		
MED 793 or MED 783	Research in Math Education I Research in Mathematics I	3
<b>Student Teaching</b>		
EDU 697	Secondary Student Teaching	6
<b>Other Required Graduate Courses</b>		
EDU 616/616F	Instruct Techniques: Math	3
<b>Electives</b>		
Select six MED or EDU graduate level courses		18
<b>Required Undergraduate Coursework</b>		
EDU 150/150F or EDU 160/160F	Schools in Society-Fr Seminar Schools in Society	3
EDU 157/157F	Adolescent Development	3
SPE 160/160F	Intro to Special Education	3
SPE 203/203F	Tchng Adolescents Inclus Envir	3
<b>Required Coursework (Undergraduate or Graduate)</b>		
EDU 246/246F or EDU 646/646F	Literacy, Language and Culture Language and Culture	3
EDU 247 or EDU 647	Literacy in the Content Areas Literacy & Learn Across Curric	3
SPE 310/310F or SPE 602/602F	Assessment & Progress Monitor DiagnosticAsses/ProgressMon	3
<b>Required Coursework in Mathematics (Undergraduate)</b> <sup>1</sup>		
MAT 321	Probability	3

MAT 322	Mathematical Statistics	3
<b>Required Coursework in Mathematics (Undergraduate or Graduate)</b>		
MAT 233 or MED 551	History of Mathematics <sup>2</sup> History of Mathematics	3
MAT 332 or MED 554	Geometry <sup>2</sup> Geometry	3
<b>Certification Exams</b>		
Specialty Area Test of Praxis		

- <sup>1</sup> Courses taken as mathematics electives as part of the major requirements
- <sup>2</sup> MED courses may be used to satisfy requirements of the undergraduate mathematics major only with the approval of the Department Chairperson

## Medieval, Renaissance and Reformation Studies

### Directors

- J. Powell (ENG)

### Advisory Board

- Burr (MCL)
- Close (HIS)
- Grimes (MCL)
- Krahmer (TRS)
- Lewin (HIS)
- Sammon (TRS)
- St. Amour (PHL)

### Undergraduate Minor

- Medieval, Renaissance, and Reformation Studies (p. 132)

## Medieval, Renaissance, and Reformation Studies Minor

The Medieval, Renaissance and Reformation Studies program includes courses offered by the departments of History; Art; Music, Theater and Film; English; Modern and Classical Languages; Philosophy; and Theology 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 the approved curriculum, with at least one from each group and no more than three from any one department. Substitutions may be approved upon request to the director. Students who successfully complete the program requirements earn a Minor in Medieval, Renaissance, and Reformation Studies. For more information, see the program website (<https://sites.sju.edu/medievalstudies>).

Code	Title	Hours
Select a minimum of six courses from the following, with at least one from each group:		
<b>History Group</b>		
HIS 317	The Rise of the West: 400-1000	3



HIS 318	Italian Renaissance 1100-1600	3
HIS 319	Reform/Rev in Europe 1500-1650	3
HIS 327	Trans in Early Mod Europe	3
HIS 329	Crime & Punishment	3
HIS 330	Eng: Danes to Tudors, 700-1485	3
HIS 331	Tudor-Stuart England: 1485-1714	3
HIS 339	Mongol Empire: 1100-1500	3
HIS 348	Witch, Law & Supnat Early Eur	3
HIS 472	Seminar in European History (with appropriate topic)	3

#### Language, Literature and Fine Arts Group

ART 202	Late Antique and Medieval Art	3
ART 203	Renaissance Art & Architecture	3
ART 204	Baroque Art and Architecture	3
ENG 301	Middle English Literature	3
ENG 302	Renaissance Non-dramatic Lit	3
ENG 303	Renaissance Drama	3
ENG 401	Chaucer & the Medieval World	3
ENG 402	Shakespeare: Early Works	3
ENG 403	Shakespeare: Later Works	3
ENG 404	Eng, Irish, Anglophone Authors (with pre-1700 focus)	3
ENG 405	Henry VIII Life & Literature	3
FRE 321	Love & Desire in Med Fr Lit	3
FRE 330	Medieval to Early Mod France	3
FRE 421	Love & Desire Med Fr Lit & Cul	3
FRE 422	Fr Wom Writ of Mid Ages & Ren	3
GRM 401	Medieval German Literature	3
IST 460	The Art of Dante's Inferno	3
ITA 306	The Roman Experience	3
ITA 315	Italy Through Art	3
ITA 380	Ita Journeys from Marco Polo	3
ITA 425	Art&Madman: Renaissance&Reform	3
ITA 445	The Medici Court	3
ITA 460	Dante, Petrarch, Boccaccio	3
MTF 157	Westrn Music Hist: MidAge-1750	3
SPA 427	Iden & Power in Am: 1350-1650	3
SPA 443	Gender, Sexlity & Soc Conflct	3

#### Philosophy and Theology Group

PHL 360	Philosophy of God in Aquinas	3
PHL 408	Augustine, Politics, Self	3
PHL 410	Medieval Philosophy	3
PHL 412	The Philosophy of Aquinas	3
REL 241	Islam	3
REL 335	Christian Origins	3
REL 343	Reason Science&Faith in Islam	3
THE 333	Knowl & Love of God: Mid Ages	3
THE 334	Revolt, Reform, Reunion?	3
THE 335	Gendr & Christian Spirituality	3
THE 349	Theology of Disability	3
THE 350	The Beauty of God	3
THE 354	Beauty&ConsciousnessInTheArts	3

## Modern and Classical Languages

### Mission

In an increasingly interdependent world community, the mission of the Department of Modern and Classical Languages 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

### 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.

### Other Related Programs

In addition to the Spanish major and minor, a minor in Latin American Studies is also available. See the Latin American Studies Program website at: [www.sju.edu/int/academics/cas/latinamerstudies](http://www.sju.edu/int/academics/cas/latinamerstudies).

A student may wish to consider a major/minor in Linguistics, TESOL or Speech Language Pathology. See the Advisor for Linguistics, Dr. Jennifer Ewald, for more information and visit the Linguistics Program website at: <http://www.sju.edu/academics/cas/linguistics/index.html>.

**Professor:** Kristin Burr, Ph.D.; Maria Marsilio, Ph.D.

**Associate:** Elaine Shenk, Ph.D.; Heather Hennes, Ph.D.; Jennifer Ewald, Ph.D.; Konstantinos P. Nikoloutsos, Ph.D.; Kristen Grimes, Ph.D.; Paola Giuli, Ph.D.

**Assistant:** Robert R. Daniel Jr., Ph.D.; Thomas Buckley, Ph.D.

Enrique Téllez-Espiga, Ph.D.; Theresa Zmurkewycz

*Chair:* Thomas Buckley, Ph.D.

## Art/Literature through Modern and Classical Languages in the GEP

(See Curricula (p. 38))

Students who wish to satisfy the Literature/Fine Arts portion of the GEP by completing a course in Modern and Classical Languages should select one of the following:

Code	Title	Hours
<b>Chinese</b>		
CHN 310	Selections in Chinese Lit	3
<b>French</b>		
FRE 309	Love and Hatred	3
FRE 310	Identity	3
FRE 330	Medieval to Early Mod France	3
FRE 331	France: Enlightenment to Today	3
FRE 351	French Canada	3
FRE 352	Francophone America	3
FRE 402	Advanced French Composition	3

FRE 409	Love and Hatred	3	IST 420	Italian Cinema and the Sacred	3
FRE 410	The French Novel	3	IST 460	The Art of Dante's Inferno	3
FRE 412	Short Nar in Francophone Lit	3	<b>Japanese</b>		
FRE 413	French Poetry	3	JPN 310	Selections in Japanese Lit I	3
FRE 414	The French Essay	3	JPN 330	Japanese Film and Culture	3
FRE 421	Love & Desire Med Fr Lit & Cul	3	<b>Modern and Classical Culture</b>		
FRE 422	Fr Wom Writ of Mid Ages & Ren	3	MCC 360	Space & Place in Col Latin Am	3
FRE 434	French Romanticism	3	<b>Spanish</b>		
FRE 451	Francophone Canada	3	SPA 310	Intro to Lit of Sp-Spkng Wrld	3
FRE 452	Francophone America	3	SPA 311	Introduc to Spanish Literature	3
FRE 461	Caribbean Francophone Liter	3	SPA 352	Modern to PostMod City in Sp Culture	3
FRE 462	Contemptry Francophone Cinema	3	SPA 355	Río de la Plata: Study Tour	3
FRE 470	Topics in French (when appropriate)	3	SPA 356	Spain: Study Tour	3
<b>German</b>			SPA 370	Topics: 21st Century Spain (when appropriate)	3
GRM 305	The Faust Legend	3	SPA 420	Major Latin American Authors	3
GRM 309	German Civilization & Culture	3	SPA 421	Shrt Mod Latn Am Novel & Film	3
GRM 310	Selections in German Lit I	3	SPA 422	Cult, Dictshp & Exile: 1973-85	3
GRM 320	Contemporary German Cinema	3	SPA 423	Latin Am Modern Short Story	3
GRM 370	Topics in German Culture	3	SPA 424	Discourse of Lat Am Modernity	3
GRM 402	From Ger Enlightnmt to Realsm	3	SPA 425	Imagery of the Conquest	3
GRM 403	From Bismarck to Hitler	3	SPA 426	Culture in Revolution	3
GRM 404	Mod in Lit of Erly 20th Cent	3	SPA 427	Iden & Power in Am: 1350-1650	3
GRM 405	Lit of Ger-Speaking Countries	3	SPA 431	Commonplaces of Colonial Exp	3
GRM 406	Phantms, Spirits & the Uncanny	3	SPA 440	Major Spanish Authors	3
GRM 423	German Short Story	3	SPA 443	Gender, Sexlity & Soc Conflct	3
GRM 470	Topics in German (when appropriate)	3	SPA 447	The Gen of 1898 & Modernismo	3
<b>Italian</b>			SPA 448	The Posguerra Generation	3
ITA 306	The Roman Experience	3	SPA 449	Spanish Literature and Film	3
ITA 309	I giovani e l'Italia di oggi	3	SPA 450	Spain into the 21st Century	3
ITA 310	Italian Stylistics	3	SPA 451	Narrative cine la Esp democrat	3
ITA 315	Italy Through Art	3	SPA 452	History on the Big Screen	3
ITA 340	Italian Culture & Civilization	3	SPA 455	Women in Spanish Literature	3
ITA 345	Art Fashion: la moda italiana	3	SPA 470	Topics in Spanish (when appropriate)	3
ITA 360	Modern Italian Culture	3	<b>Completion of GEP non-native language requirement</b>		
ITA 365	Italian Society and the Media	3	Most students fulfill their GEP non-native language requirement by taking a two-semester course sequence (101-102, 102-201, 201-202, 202-301) in the following languages: American Sign Language, Chinese, French, German, Italian, Japanese, Russian and Spanish. Students placed in 301 (Conversation) are only required to take one semester of a non-native language.		
ITA 370	Topics in Italian (when appropriate)	3	<b>English as a Second Language</b>		
ITA 380	Ita Journeys from Marco Polo	3	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.		
ITA 402	L'Italiano al Cinema	3			
ITA 420	From Novel to Film	3			
ITA 425	Art&Madman: Renaissance&Reform	3			
ITA 430	Imges of Rome: Papl Rome - Pres	3			
ITA 435	Rebels and Revolutionaries	3			
ITA 440	Profane and Sacred Love	3			
ITA 445	The Medici Court	3			
ITA 455	Women's Voices	3			
ITA 460	Dante, Petrarch, Boccaccio	3			
ITA 465	Birth of a Nation: Risorgimento	3			
<b>Italian Studies</b>					
IST 350	Mangia! Flavors of Italy	3			
IST 360	Italian Identities	3			
IST 370	Topics in Italian Studies (when appropriate)	3			
IST 375	Shadow State: Mafia in Italy	3			

## Non-Native Language Courses outside the University

Students wishing to study a non-native language to fulfill the General Education Program requirements 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. In addition, the student will pay the tuition for the course taken elsewhere. When the student earns a C or above in the course(s) taken elsewhere, and all the course credits transfer back to SJU, Saint Joseph's University will reimburse the student's tuition for the course taken elsewhere up to but not exceeding the amount of one fifth of the student's semester tuition (excluding fees). If there is a tuition charge above this amount where the courses are being taken, the student will be responsible for the remaining charges.

If a student wishes to take language courses at other institutions beyond those which are required for the GEP, they may do so by following the pre-approved instructions for students taking courses elsewhere, but tuition costs for such courses will not be reimbursed by the University.

## Modern Languages/Secondary Education Double Major

The Modern Languages/Secondary Education Double Major requires a course in culture and civilization in the modern language, as well as a course in basic or applied linguistics. 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 French, Italian and Spanish 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 Modern Languages advisor, Modern Languages/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 EDU 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.

## Undergraduate

- French (p. 136)
- Francophone Studies (p. 135)
- Italian (p. 137)
- Italian Studies (p. 138)
- Spanish (p. 139)

## Undergraduate Minors

- Chinese Language and Culture (p. 135)
- French (p. 137)
- German (p. 137)
- Italian (p. 138)
- Spanish (p. 141)

## Chinese Language and Culture Minor

Requirements for the minor are: 6 courses (18 credits), including the following, with one course in Chinese culture, which may be taken in English, from a pre-approved list.

Code	Title	Hours
CHN 102	Beginning Chinese II	4
CHN 201	Intermediate Chinese I	3
CHN 202	Intermediate Chinese II	3
CHN 301	Chinese Conv and Comp I (and higher)	3
CHN 302	Chinese Conv and Comp II	3

## Francophone Studies Major

### Learning Goals and Objectives

*On completing the major in Francophone Studies, students will:*

**Goal 1.** Have a nuanced understanding of the Francophone world as a whole, viewed through multiple disciplinary perspectives.

**Objective 1.1:** Students will be able to display knowledge of the formal structures of La Francophonie.

**Objective 1.2:** Students will demonstrate an ability to apply theoretical frameworks, intellectual standards or analytical techniques from at least two distinct disciplines to issues in the Francophone world.

**Goal 2.** Have an understanding of the colonial and postcolonial history of France and at least one other region in the Francophone world.

**Objective 2.1:** Students will be able to speak in general terms about the historical background and the postcolonial evolution of metropolitan France and at least one other French-speaking region of the world.

**Objective 2.2:** Students will demonstrate an ability to speak and write knowledgeably about colonial and postcolonial relations between at least one major Francophone region and metropolitan France.

**Goal 3.** Have an understanding of one significant culture of a major Francophone region, including its relations with mainstream French language and cultural traditions.

**Objective 3.1:** Students will demonstrate an ability to speak knowledgeably about one significant Francophone culture outside of France.

**Objective 3.2:** Students will be able to explain the cultural relations of at least one Francophone region with France.

**Goal 4.** Be able to use French effectively as a vehicle for communication.

**Objective 4.1:** Students will demonstrate that they can narrate and describe in spoken French with few major errors.

**Objective 4.2:** Students will demonstrate that they can compose substantive written texts in French with few major errors.

**Objective 4.3:** Students will be able to pursue research, gather data, do analysis and report results and conclusions by using French as a tool of investigation and as a means of communication.

*The traditional undergraduate programs include 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.

General Education Signature Courses

See this page about Signature courses (p. ). Six courses

General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

General Education Overlays

See this page about Overlays (p. ).

General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

GEP Electives

A varying number of courses, typically nine to twelve.

Major Concentration

The Francophone Studies major is an interdisciplinary program designed for students interested in the language, literature and culture of France, but also the art, history, philosophy and political systems of the wider French-speaking world. The major is also appropriate for students interested in multiple academic disciplines and cross-discipline perspectives. The Francophone Studies major requires 10 courses:

- All students must complete FRE 315, The Francophone World (or a substitute course in French/Francophone culture/civilization)
- A minimum of four additional courses in French language, culture or literature, of which two will be at the level FRE 301-FRE 315 and two will be at the level FRE 321 or higher.
- The other five courses may be in English and will be chosen from at least two of the three categories listed below.

Code	Title	Hours
Culture and Society		
ART 202	Late Antique and Medieval Art	3
ART 205	NeoClassic-Impression1780-1880	3
ART 206	Impressionism	3
ART 208	Modern Art & Architecture	3

ART 209	Contemporary Art & Architect	3
REL 271	African & Caribbean Religions	3
Historical and Political Frameworks		
HIS 327	Trans in Early Mod Europe	3
HIS 343	African Ethnicities	3
POL 113	Intro to Comparative Politics	3
POL 115	Intro to Global Politics	3
POL 335	Comp Pol: Mid East & N. Africa	3
Conceptual Foundations		
LTT 461	Franco-Afro-Caribbean Story	3
ECN 460	African Economies	3
PHL 304	African Philosophy	3

French Major

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:** Effective communication in the target language (TL)

**Outcome 1.1:** Students will narrate and describe in the TL in spoken form in all major time frames using connected discourse of paragraph length with general clarity of lexicon and a moderate level of detail.

**Outcome 1.2:** Students will compose written texts in the TL 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.

**Goal 2:** Critical and interpretive thinking in the target language (TL)

**Outcome 2.1:** Students will interpret and analyze the main ideas, relevant facts and details about works of literary, cinematic and/or artistic expression in the target language (TL).

**Outcome 2.2:** Students will be able to pursue research, gather data, do analysis and report results by using TL as a tool of investigation and as a means of communication.

**Goal 3:** Knowledge of the target language (TL) culture(s)

**Outcome 3.1:** Students will be able to describe accurately in the TL with moderate detail some aspect of the TL cultures (perspectives, products, and/or practices)

**Outcome 3.2:** Students will compare and contrast in the target language similarities and differences between the students' own cultures and those of the target language (TL).

**Goal 4:** Inclusion and diversity

**Outcome 4.1:** Students will articulate and defend multiple perspectives on diverse human beliefs, abilities, experiences, identities, or cultures in a global context.

*The traditional undergraduate programs include 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.*

## General Education Signature Courses

See this page about Signature courses (p.       ). Six courses

## General Education Variable Courses

See this page about Variable courses (p.       ). Six to Nine courses

## General Education Overlays

See this page about Overlays (p.       ).

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p.       ). Three courses:

## GEP Electives

A varying number of courses, typically nine to twelve.

## Major Concentration

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 country). Please see Study Abroad. Courses from other institutions must be pre-approved by the appropriate Associate Dean in consultation with Dr. Burr, the study abroad coordinator in French.

## 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.

## 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.

## French Minor

Completing the French Minor requires taking six courses (18 credits) numbered FRE 202 or higher. For further information, please contact Dr. Kristin Burr.

## German Minor

Completing the German Minor requires taking six courses (18 credits) numbered GRM 101 or higher. For further information, please contact Dr. Thomas Buckley (buckley@sju.edu).

## Italian Major

### Learning Goals and Objectives

**Goal 1:** Effective communication in the target language (TL)

**Outcome 1.1:** Students will narrate and describe in the TL in spoken form in all major time frames using connected discourse of paragraph length with general clarity of lexicon and a moderate level of detail.

**Outcome 1.2:** Students will compose written texts in the TL 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.

**Goal 2:** Critical and interpretive thinking in the target language (TL)

**Outcome 2.1:** Students will interpret and analyze the main ideas, relevant facts and details about works of literary, cinematic and/or artistic expression in the target language (TL).

**Outcome 2.2:** Students will be able to pursue research, gather data, do analysis and report results by using TL as a tool of investigation and as a means of communication.

**Goal 3:** Knowledge of the target language (TL) culture(s)

**Outcome 3.1:** Students will be able to describe accurately in the TL with moderate detail some aspect of the TL cultures (perspectives, products, and/or practices)

**Outcome 3.2:** Students will compare and contrast in the target language similarities and differences between the students' own cultures and those of the target language (TL).

**Goal 4:** Inclusion and diversity

**Outcome 4.1:** Students will articulate and defend multiple perspectives on diverse human beliefs, abilities, experiences, identities, or cultures in a global context.



The traditional undergraduate programs include 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.

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

## General Education Overlays

See this page about Overlays (p. ).

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

## GEP Electives

A varying number of courses, typically nine to twelve.

## Major Requirements

Course requirements for the major in Italian are as follows:

10 courses conducted in Italian (30 credits) at the 100 level or higher

Code	Title	Hours
ITA 101	Beginning Italian I	
ITA 102	Beginning Italian II	
ITA 201	Intermediate Italian I	
ITA 202	Intermediate Italian II	
ITA 301	Italian Conversation	
ITA 302	Italian Composition	
ITA 303	Advanced Italian Conversation	
ITA 306	The Roman Experience	
ITA 310	Italian Stylistics	
ITA 315	Italy Through Art	
ITA 320	Italian Through Film	
ITA 330	The Ita Bus Wrld & its Lang	
ITA 340	Italian Culture & Civilization	
ITA 350	Topics & Meth for Teaching Ita	

### Medieval/Early Modern

Select one of the following:

ITA 380	Ita Journeys from Marco Polo
ITA 425	Art&Madman:Renaissance&Reform
ITA 440	Profane and Sacred Love
ITA 445	The Medici Court

ITA 460	Dante, Petrarch, Boccaccio
<b>Modern</b>	
Select two of the following:	
ITA 309	I giovani e l'Italia di oggi
ITA 345	Art Fashion: la moda italiana
ITA 360	Modern Italian Culture
ITA 370	Topics in Italian
ITA 401	Early Ita Cinema-Stage to Scrn
ITA 402	L'Italiano al Cinema
ITA 420	From Novel to Film
ITA 430	Imges of Rome:Papl Rome - Pres
ITA 435	Rebels and Revolutionaries
ITA 450	Italy in Age of Grand Tour
ITA 455	Women's Voices
ITA 465	Birth of a Nation:Risorgimento
ITA 206	The Roman Experience
ITA 240	Ital BegCult&Civilization Tour

The remaining ITA credits must include ITA courses at the 300 or 400 levels.

## 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>.

## Italian Minor

Completing the Italian Minor requires taking six courses (18 credits) numbered ITA 101 or higher.

## Italian Studies Major

### 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 traditional undergraduate programs include 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.*

## General Education Signature Courses

See this page about Signature courses (p.      ). Six courses

## General Education Variable Courses

See this page about Variable courses (p.      ). Six to Nine courses

## General Education Overlays

See this page about Overlays (p.      ).

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p.      ). Three courses:

## GEP Electives

A varying number of courses, typically nine to twelve.

## Major Concentration

The requirements for the Italian Studies major are 10 courses, of which 6 must be ITA courses starting at the 100 level or higher (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:

Code	Title	Hours
ART 202	Late Antique and Medieval Art	3
ART 203	Renaissance Art & Architecture	3
ART 204	Baroque Art and Architecture	3
ART 205	NeoClassic-Impression1780-1880	3
CLA 302	Mystery&Monument:Ancient Rome	3
CLA 307	Ancient Greece & Rome in Film	3
CLA 320	Golden Age of Rome	3
HIS 316	The Grandeur that was Rome	3
IST 370	Topics in Italian Studies	3
IST 375	Shadow State: Mafia in Italy	3
LTT 150	First-year Seminar	3
MTF 158	Western Music Hist: 1750-Pres	3
PHL 402	Plato and Aristotle	3
POL 336	The EU and European Politics	3

(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.

## Spanish Major

### Learning Goals and Objectives

**Goal 1:** Effective communication in the target language (TL)

**Outcome 1.1:** Students will narrate and describe in the TL in spoken form in all major time frames using connected discourse of paragraph length with general clarity of lexicon and a moderate level of detail.

**Outcome 1.2:** Students will compose written texts in the TL 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.

**Goal 2:** Critical and interpretive thinking in the target language (TL)

**Outcome 2.1:** Students will interpret and analyze the main ideas, relevant facts and details about works of literary, cinematic and/or artistic expression in the target language (TL).

**Outcome 2.2:** Students will be able to pursue research, gather data, do analysis and report results by using TL as a tool of investigation and as a means of communication.

**Goal 3:** Knowledge of the target language (TL) culture(s)

**Outcome 3.1:** Students will be able to describe accurately in the TL with moderate detail some aspect of the TL cultures (perspectives, products, and/or practices)

**Outcome 3.2:** Students will compare and contrast in the target language similarities and differences between the students’ own cultures and those of the target language (TL).

**Goal 4:** Inclusion and diversity

**Outcome 4.1:** Students will articulate and defend multiple perspectives on diverse human beliefs, abilities, experiences, identities, or cultures in a global context.

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.

*The traditional undergraduate programs include 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.

General Education Signature Courses

See this page about Signature courses (p. ). Six courses

General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

General Education Overlays

See this page about Overlays (p. ).

General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

Code	Title	Hours
LIN 200	Introduction to Linguistics	3
Select two of the following:		6
LIN 280	Second Lang Acquis & Lrning	
LIN 301	Teaching Lang at Home/Abroad	
LIN 317	Sociolinguistics	
LIN 320	Phonetics	
LIN 340	Communication in Soc Contexts	
LIN 401	Bilingualism & Lang Diversity	
LIN 470	Topics in Linguistics	
LIN 490	TESOL Internship	

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, refer to : <http://www.languageTesting.com/academic.cfm>. and follow the links to Tests>Speaking>OPI. See Dr. Heather Hennes or Dr. Carmen Faccini for more information about the major.

GEP Electives

A varying number of courses, typically nine to twelve.

Major Concentration

Requires 10 SPA courses (30 credits) including:

Code	Title	Hours
SPA 202	Intermediate Spanish II (depending on placement)	3
SPA 301 or SPA 303	Spanish Conversation (depending on placement) Spa Conv for Heritage Speakers	3
SPA 302	Spanish Composition <sup>1</sup>	3
SPA 310 or SPA 311	Intro to Lit of Sp-Spkng Wrld Introduc to Spanish Literature	3
SPA 380	Intro to Spanish Linguistics	3
Select one of the following:		
SPA 350	Intro to Latin Amer Cultures	
SPA 351	Introd to Spanish Cultures <sup>2</sup>	
SPA 355	Río de la Plata:Study Tour	
SPA 356	Spain:Study Tour <sup>2</sup>	

The remaining SPA credits must include at least 2 4xx level SPA courses

- <sup>1</sup> Heritage speakers of Spanish having completed SPA 303 complete a SPA elective in place of SPA 302.
- <sup>2</sup> A student may count only one of these two courses toward the major or minor.

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, Central America, 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 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.

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.

## Spanish Minor

Requires 6 SPA course (18 credits) including:

Code	Title	Hours
SPA 202	Intermediate Spanish II (depending on placement)	3
SPA 301 or SPA 303	Spanish Conversation (depending on placement) Spa Conv for Heritage Speakers	3
SPA 302	Spanish Composition <sup>1</sup>	3

<sup>1</sup> Heritage speakers of Spanish having completed SPA 303 complete a SPA elective in place of SPA 302.

The remaining SPA credits must include SPA courses at the 300 and 400 levels. See Dr. Enrique Téllez-Espiga for more information about the minor.

## Music, Theatre and Film

### Department 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/TV). In addition, the Department offers stand-alone minors in Music, Theatre Studies, and Film/TV Studies, as well as being a partner department in the Music Industry 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.

**Associate:** *Deron Albright, M.F.A.; Elizabeth Morgan, Ph.D.; Renee Dobson, M.F.A.; Suzanne Sorkin, Ph.D*

**Assistant:** *Michael Wellenreiter, M.F.A.*

**Visiting:** *Catherine A. Hughes, Ph.D.*

*Chair: Suzanne Sorkin, Ph.D*

## Undergraduate Majors

- Music (p. 142)
- Theatre & Film (p. 144)

## Undergraduate Minors

- Music (p. 143)
- Music Industry (p. 142)
- Film/TV (p. 141)
- Theatre Studies (p. 145)

## Film and TV Minor

The Film and TV minor is a great option for students fascinated by cinema and television who have chosen to major in another discipline. The program values creative expression, analytical rigor, historical insight, and technical proficiency within a liberal arts format, providing tools that will help launch any future endeavor. Through required courses, students gain a foundation in digital filmmaking, screenwriting, and the cultural relevance and history of film and television, before moving on to upper level elective courses based on individual interest. To complete the film studies minor, students take six courses.

### Learning Goals and Outcomes

**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.

(6 courses total)

Students wishing to minor in Film/TV may do so by fulfilling the following requirements:

Code	Title	Hours
MTF 191	Introduction to Film	3
MTF 282 or MTF 283	Screenwriting I Scrnrting: TV and Web Series	3
MTF 284	Digital Filmmaking	3
MTF 285	Short Film Production	3
MTF	Film Elective	
MTF	Film Elective	

# Music Industry Minor

## Minor Overview

The objective of the Minor in Music Industry is to meet a growing demand on the part of current and potential students for program of study in the music industry. The minor will allow students from both the College of Arts and Science and the Haub School of Business to gain and expand both theoretical and practical knowledge necessary for success in the music industry and it will be equally attractive to business students who need a greater understanding and appreciation of music to pursue careers in the music industry.

### Six (6) courses are required for completion of the Music Industry Minor

#### Required:

Code	Title	Hours
MTF 151	Music Fundamentals *	3
MTF 251	Music Theory I	3

\* If a student places out of MTF 151 with a score of 4 or 5 on the AP Music Theory Exam, they would enroll in MTF 251 Music Theory I and MTF 351 Music Theory II to meet this requirement.

Code	Title	Hours
<b>Choose one (1) of the following:</b>		
MTF 142	History of Rock and Pop	3
MTF 157	Westrn Music Hist: MidAge-1750	3
MTF 158	Western Music Hist: 1750-Pres	3
MTF 257	American Music	3
<b>Required:</b>		
MKT 341	Music Marketing	3
MKT 344	Business of Recorded Music	3
<b>Choose one (1) course:</b>		
MKT 342	Music and Entertainment Law	3
MKT 490	Internship in Marketing I	3
or MTF 491	Internship	
MKT 493	Indep Study in Marketing I	3
or MTF 493	Indep Prj: Mus, Theat, Film I	

# Music Major

## Learning Goals and Outcomes

**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

The traditional undergraduate programs include 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.

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

In addition students must choose three courses from the following list of options:

- Any course in Art History.
- 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.
- Any course in Communication Studies at or above 200.

Code	Title	Hours
CSC 120	Computer Science I	4
CSC 121	Computer Science II	4
CSC 201	Data Structures	4



MAT 180	Theory of Numbers	3
MAT 231	The Mathematics of Music	3

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.

## 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

Code	Title	Hours
<b>Music Theory Core</b>		
MTF 151	Music Fundamentals <sup>1</sup>	3
MTF 251	Music Theory I	3
MTF 351	Music Theory II	3
<b>Music History Core</b>		
MTF 157	Westrn Music Hist: MidAge-1750	3
MTF 158	Western Music Hist: 1750-Pres	3
MTF 156	Intro to World Music	3
or MTF 257	American Music	
<b>Music Theory Upper Level</b>		
MTF 252	Music Composition I	3
or MTF 357	Music Theory III	
<b>Music History Upper Level</b>		
MTF 370	Special Topics	3
<b>Music Capstone</b>		
MTF 496	Senior Project	3
<b>Performance</b>		
Four semesters <sup>2</sup>		
<b>Music Electives</b>		
Select two of the following:		6
MTF 142	History of Rock and Pop	
MTF 143	Music in Film	
MTF 156	Intro to World Music (if not selected above)	
MTF 159	Contemporary Music	
MTF 162	History of Broadway Musical	
MTF 241	Basic Conducting	
MTF 252	Music Composition I (if not selected above)	
MTF 253	Choral Music	
MTF 254	Jazz in Performance	
MTF 257	American Music (if not selected above)	
MTF 258	Major Composers	
MTF 268	Musical Theatre Performance	
MTF 353	Advanced Vocal Performance	
MTF 354	Advanced Piano Performance	
MTF 355	Adv Ensemble Performance	
MTF 357	Music Theory III (if not selected above)	

MTF 359	Adv Instrumental Performance
MTF 370	Special Topics

- <sup>1</sup> If a student places out of Music Fundamentals, this requirement is met by taking Music Theory I, II, and III.
- <sup>2</sup> 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, Strings and Voice

## Music Minor

The minor in Music will deepen your understanding of and appreciation for music. Saint Joseph's music faculty members are accomplished, award-winning professionals whose goal is to provide you with an excellent, personalized education.

The curriculum offers students majoring in another discipline the opportunity to explore their interest in the art form in a number of dynamic courses that cover fundamentals, theory, composition, history and performance in a department-sponsored performance ensemble or private studio.

In addition to Music Fundamentals, students take five courses to complete the minor. However, if a student places out of Music Fundamentals with a score of four or five on the AP Music Theory exam, he or she will enroll in Music Theory I to meet this requirement.

### Learning Goals and Outcomes

**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.

The Music Minor (6 courses plus one semester of performance)

Students wishing to minor in Music may do so by fulfilling the following requirements:

Code	Title	Hours
MTF 151	Music Fundamentals <sup>1</sup>	3
Select five additional Music courses selected from the offerings in Theory, Composition, History, and Advanced Performance.		
<b>One Semester</b> participation in a department-sponsored performance ensemble or private studio.		

<sup>1</sup> 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.

# Theatre & Film Major

## Learning Goals and Outcomes

**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 Theatre & Film Major

The traditional undergraduate programs include 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.

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

As part of the GEP, all majors in Theatre & Film will select three courses total from at least two of the following categories:

- ART: Art Studio Course
- ART: Art History Course
- COM: Communications Studies Course
- ENG: Any English Course
- CSC: Computer Science Courses
- CAS: Any chair-approved CAS course in Cinema Studies presented from the perspective of an independent discipline (i.e. Sociology, Psychology, Political Sciences, etc.)

## 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 four Theatre & Film/TV common courses:

Code	Title	Hours
Core Concentration Course: Select one of the following depending on the chosen concentration:		
MTF 161	Introduction to Theatre	
MTF 162	History of Broadway Musical	
MTF 191	Introduction to Film	
MTF 263	Acting I <sup>1</sup>	3
MTF 284	Digital Filmmaking	3
MTF 496	Senior Project <sup>2</sup>	3
Select one of the following tracks to complete major:		
<b>Track 1 – Theatre Concentration</b>		
MTF 261	Theatre Performance Practicum	3
or MTF 262	Theatre Production Practicum	
MTF 264	Acting II	3

MTF 265	Directing for the Stage	3
MTF 266	Theatre History	3
MTF 267	Prod Design: Theatre & Film	3
MTF 363	Styles of Acting	3

#### Track 2 - Musical Theatre Concentration

MTF 151	Music Fundamentals	3
MTF 251	Music Theory I	3
MTF 261	Theatre Performance Practicum	3
MTF 264	Acting II	3
or MTF 363	Styles of Acting	
MTF 268	Musical Theatre Performance	3
MTF 269	Musical Theatre Dance Styles	3

Four semesters of private voice lessons

#### Track 3 - Film/TV Concentration

MTF 192	History of Narrative Film & TV	3
MTF 282	Screenwriting I	3
or MTF 283	Scrnrwting: TV and Web Series	
MTF 285	Short Film Production	3
MTF 381	Episodic TV/Web Series Prod	3
MTF 383	Directing for Film/TV	3

Select one of the following Film/TV electives: <sup>3</sup>

##### Production Courses

MTF 181	Filmmaking Methods	
MTF 281	Producing & Business of Film	
MTF 282	Screenwriting I	
MTF 283	Scrnrwting: TV and Web Series	
MTF 284	Digital Filmmaking	
MTF 285	Short Film Production	
MTF 287	Commercial TV/Web Series Prod	
MTF 381	Episodic TV/Web Series Prod	
MTF 382	Screenwriting II	
MTF 383	Directing for Film/TV	
MTF 384	Advanced Light, Camera, Design	
MTF 385	Sound Design	3

##### Editing & Digital Post-Product

MTF 386	Editing & Digital Post-Product	
MTF 387	Music Video Production	
MTF 388	Documentary Workshop	
MTF 389	Animation Workshop	
MTF 393	Prof Film/TV Production Wrkshp	

##### Studies Courses

MTF 291	American Film (rotating)	
MTF 292	European Cinemas (rotating)	
MTF 293	Asian & Pacific Cinemas (rotating)	
MTF 294	Global Cinemas (rotating)	
MTF 295	Major Figures in Film (rotating)	
MTF 391	Film Theory & Criticism	
MTF 392	Special Topics in Film (rotating)	

<sup>1</sup> MTF 263 Acting I may be replaced by MTF 265 Directing for the Stage or MTF 267 Theatre Design for Film/TV Track.

<sup>2</sup> See course description below for explanation of the department's capstone experience.

<sup>3</sup> 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 – The Feature.

## Theatre Studies Minor

The Theatre Studies minor offers students who have chosen to major in another discipline the opportunity to explore their interest in theatre. With its unique focus on analysis, creativity and organization, the minor develops skills that are valuable in any endeavor. Encompassing six courses in total, the curriculum provides a cultural and historical understanding of the art form and allows students to make discoveries about their individual interests and talents. Within the context of a liberal arts education, the minor engages students of all levels – from beginner to those with experience – in a broad range of coursework that embraces acting, musical theatre performance, directing and an introduction to stage and lighting design. Additionally, production and performance opportunities are available to all students during the academic year through the SJU Theatre Company.

### Learning Goals and Outcomes

#### 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.

(6 courses total)

Students wishing to minor in Theatre may do so by fulfilling the following requirements:

Code	Title	Hours
MTF 161	Introduction to Theatre	3
MTF 263	Acting I	3
MTF 265	Directing for the Stage	3
Select three other MTF Theatre courses for electives.		9

## Philosophy

### Department 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 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

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, Deontology, 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. The Moral Foundations course pursues the following student learning outcomes:

- Students will identify, analyze, evaluate, and construct arguments.
- Students will recognize moral issues and the moral point of view as distinguished from prudential, legal, or economic points of view.
- Students will articulate moral concepts, principles, and theories from major Western moral traditions and employ them in constructing and critically evaluating moral arguments.

#### Variable GEP Course: PHL NNN: Philosophical Anthropology

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 falling into one

or more of the following general categories: the metaphysics of the person, individual and society, and the meaning of life. Philosophical Anthropology courses pursue the following student learning outcomes

- Students will articulate the complexity of the concept of personhood distinctive of the Jesuit, Catholic tradition through an understanding of a philosophical problem concerning human beings as rational, social, cultural, biological, aesthetic, or spiritual beings. Examples of such problems include freedom of the will, the nature of the mind and its relation to the body, the nature of the self and its social construction, human community and diversity, the meaning of death and life, the nature and significance of art, and the role of religion in human identity.
- Students will identify and explain features or conditions of human persons that ground, promote, or hinder their capacity to be agents—that is, the capacity to make choices, have responsibilities, or live meaningful lives.

**Professor:** Andrew Payne, Ph.D.; Brice R. Wachterhauser, Ph.D.; James W. Boettcher, Ph.D.; John J. McCall, Ph.D.; Joseph Corabi, Ph.D.; Joseph J. Godfrey, S.J., Ph.D.; Todd C. Moody, Ph.D.; Vincent A. McCarthy, Ph.D.

**Associate:** Audre J. Brokes, Ph.D.; Elizabeth A. Linehan, R.S.M., Ph.D.; Ginger A. Hoffman, Ph.D., Ph.D.; James Hebbeler, Ph.D.; Joseph L. Lombardi, S.J., Ph.D.; Paul St. Amour, Ph.D.

**Assistant:** Eric Weislogel, Ph.D.; Julie M. McDonald, Ph.D.; Lorraine Juliano Keller, Ph.D.; Michael J. Kates, Ph.D.; Patrick Casey, Ph.D.

**Visiting:** John A. Keller, Ph.D.

*Chair:* James W. Boettcher, Ph.D.

### Undergraduate Major

- Philosophy (p. 146)

### Undergraduate Minor

- Philosophy (p. 149)

## 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, language, religion, 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.

### Learning Goals and Outcomes

**Goal 1:** Students will appreciate the role of arguments in philosophy

### Learning objectives

**Objective 1.1:** Students will identify, analyze, evaluate, and construct arguments

**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 evaluate arguments by applying basic logical concepts, such as validity and soundness and strength and cogency

**Goal 3:** Students will gain an appreciation for the history of philosophy, including major figures and texts

**Objective 3.1:** Students will explain and critically engage 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 will explain and critically engage some of the main 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 complete an advanced, seminar-style class resulting in a research paper or project that shows (1) mastery (appropriate to an undergraduate philosophy major) of a particular philosophical problem, area, or text; and (2) the ability to contribute to a specialized discussion of that problem, area or text.

**Philosophy majors have the option of pursuing one of five tracks:**

1. History of Philosophy;
2. Social-Political/Philosophy of Law;
3. Mind, Language, Science;
4. Philosophy of Religion; and .
5. Arts and Humanities

Major concentration requirements are the same for all five tracks, though the integrated learning requirements (ILC) will vary from track to track.

*The traditional undergraduate programs include 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.

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

Code	Title	Hours
PHL 154	Moral Foundations	3
THE 154	Faith, Justice & the Cath Trad	3
ENG 102	Texts & Contexts	3
HIS 154	Forging the Modern World	3
XXX NNN: Faith and Reason Course Area (see course list)		
XXX 150: First Year Seminar		

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

Code	Title	Hours
ENG 101	Craft of Language	3
THE NNN: Religious Difference		
PHL NNN: Philosophical Anthropology (see list of courses)		
MAT NNN: Mathematics - Beauty		
Non-Native Language (0-2 courses)		
Natural Science (One four-credit lab course or two three-credit non-lab courses)		
Social/Behavioral Science		
Fine Arts/Literature		

## General Education Overlays

See this page about Overlays (p. ).

- Writing Intensive
- Ethics Intensive
- Diversity/Globalization/Non-Western

## Electives

14-18 courses

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

## Major 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**



## History of Philosophy Track

Code	Title	Hours
Select three of the following:		9
HIS 315	The Glory that was Greece	
CLA 201	Love, Sex, Conqst: Classic Myth	
CLA 202	Classical Epic: Gods & Heroes	
CLA 204	Comedy: Ancient and Modern	
POL 301	Law and Social Change	
THE 333	Knowl & Love of God: Mid Ages	
HIS 317	The Rise of the West: 400-1000	
HIS 319	Reform/Rev in Europe 1500-1650	
HIS 320	Absltsm & Enlghtnmnt: 1650-1789	
Greek, Latin, German, French (1 or more in the SAME language)		

## Social-Political/Philosophy of Law Track

Code	Title	Hours
Select three of the following:		9
Any Economics course		
POL 111	Intro to American Politics	
POL 113	Intro to Comparative Politics	
POL 115	Intro to Global Politics	
POL 117	Intro to Political Thought	
POL 301	Law and Social Change	
POL 303	Political Ideology in America	
POL 305	Politics, Ideology, & Film	
POL 308	American Political Institution	
POL 310	Constitutional Politics	
POL 311	Const Law: Rights & Civil Lib	
POL 312	Social Controv & Supreme Court	
POL 320	Injustice & the Law	
POL 321	Belief and Belonging	
POL 323	Women and American Politics	
POL 324	Race & Ethnic Politics in U.S.	
POL 326	Protesting Inequality	
POL 328	Politics of U.S. Immigration	
POL 340	Political Geography	
POL 341	Revolts and Revolutions	
POL 350	Haunted by the Past	
POL 352	Global Political Economy	
POL 351	International Human Rights	
POL 367	Ethics in Internation Affairs	
POL 368	Women, Gender & World Politics	
POL 407	Capstone: Theories of Justice	
SOC 101	Intro to Sociology	
SOC 102	Social Problems	
SOC 204	Cultural Anthropology	
SOC 205	Ethnic & Minority Relations	
SOC 208	Sociology of Gender	
SOC 211	Classical Sociological Theory	
SOC 219	Social Deviance	
SOC 238	Violence & Society	
SOC 246	CJ Ethics & Legal Responsblty	

SOC 251	Gender and the Law
SOC 253	Race and Social Justice
SOC 260	Language and the Law
SOC 320	Sociology of Work
SOC 330	Urban Sociology
SOC 334	African-American Experience
SOC 345	Law and Social Policy
SOC 351	Gender and the Law
SOC 353	Restorative Justice Practice
SOC 355	Race, Crime & CJ
SOC 356	Gender, Crime & CJ
SOC 360	Sociology of Law

## Mind, Language, Science Track

Code	Title	Hours
Select three of the following:		9
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	Drugs, the Brain, & Behavior	
PSY 226	Psychology of Emotion	
PSY 225	Comparative Animal Behavior	
PSY 234	Psychology of the Self	
PSY 122	Abnormal Psychology/Non-Majors	

## Arts and Humanities Track

Code	Title	Hours
Select three of the following:		9
<b>Honors Courses</b>		
CLA 321	Anc World Sexuality & Gender	
LTT 461	Franco-Afro-Caribbean Story	
THE 326	Letters of Paul	
THE 333	Knowl & Love of God: Mid Ages	
THE 359	Religion, Violence & Terrorism	
THE 370	Special Topics in Theology	
<b>Art/Music/Film Courses</b>		
MTF 151	Music Fundamentals	
MTF 157	Westrn Music Hist: MidAge-1750	
MTF 158	Western Music Hist: 1750-Pres	
MTF 251	Music Theory I	
MTF 258	Major Composers	
MTF 291	American Film	
MTF 292	European Cinemas	
MTF 293	Asian & Pacific Cinemas	
MTF 294	Global Cinemas	
MTF 295	Major Figures in Film	
MTF 296	Documentary Cinema	
MTF 391	Film Theory & Criticism	
ART 101	Intro to Art History I	

ART 102	Art History Survey II
ART 103	Non Western Art & Architecture
ART 104	The Experience of Architecture
ART 105	Arts of East Asia
ART 106	Art of Colonial Latin America
ART 107	Women, Gender, and Art
ART 180	Encountering Mystery
ART 202	Late Antique and Medieval Art
ART 203	Renaissance Art & Architecture
ART 204	Baroque Art and Architecture
ART 205	NeoClassic-Impression1780-1880
ART 206	Impressionism
ART 207	American Art and Architecture
ART 208	Modern Art & Architecture
ART 209	Contemporary Art & Architect
ART 210	Museum Studies
ART 212	History of Photography
Any ART Studio Course	
<b>Classics</b>	
CLA 201	Love,Sex,Conqst:Classic Myth
CLA 202	Classical Epic: Gods & Heroes
CLA 203	Life & Death on Ancient Stage
CLA 204	Comedy: Ancient and Modern
CLA 321	Anc World Sexuality & Gender
<b>Literature (English Department)</b>	
Any ENG course 301-331	
<b>Literature (Modern Languages)</b>	
CHN 310	Selections in Chinese Lit
Any course in FRE literature/film 410-462	
Any course in GRM literature/film 305-406	
JPN 310	Selections in Japanese Lit I
SPA 310	Intro to Lit of Sp-Spkng Wrlld
Any course in SPA literature/film 410-456	

## Philosophy of Religion Track

Code	Title	Hours
One Theology/Religious Studies course beyond the GEP		3
Select two of the following:		6
HIS 313	The Crusades	
HIS 316	The Grandeur that was Rome	
HIS 317	The Rise of the West: 400-1000	
HIS 319	Reform/Rev in Europe 1500-1650	
HIS 346	Rel Thought & Phil in Afr Comm	
POL 321	Belief and Belonging	
SOC 327	Sociology of Religion	
SOC 368	Cults as Social Movements	
Latin or Greek (1 or more in the SAME language)		

## Philosophy Minor

### Learning Goals and 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

Students seeking to complete a minor in philosophy must take the two philosophy courses required in the GEP.

Code	Title	Hours
PHL 154	Moral Foundations	3
PHL xxx	Philosophical Anthropology	3
Select four more philosophy courses		12

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.

# Physics

## Department 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.

## 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/PHY 101L or PHY 105/PHY 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:

Code	Title	Hours
PHY 110	Understanding Natural World	3
PHY 111	The Astronomical Universe	3
PHY 112	Energy: Problems & Promises	3
PHY 114	Tech Breakthroughs of 20th Cen	3

Non-science majors Physics GEP lab-based courses:

Code	Title	Hours
PHY 115	Investigations in Astronomy	4

## 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.

**Professor:** Piotr Habdas, Ph.D.

**Associate:** Douglas A. Kurtze, Ph.D.; Paul J. Angiullo, Ph.D.

**Assistant:** Jesse M. Goldman

**Lab Coordinator:** Brian M. Forster, Ph.D.

Chair: Piotr Habdas, Ph.D.

## Undergraduate Major

- Physics (p. 151) Major (p. 151)

## Undergraduate Minor

- Physics (p. 152)

## Physics Major

### 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.

*The traditional undergraduate programs include 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.*

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

Code	Title	Hours
<b>Mathematics</b>		
MAT 161	Calculus I	4
<b>Natural Science</b>		
PHY 105	University Physics I	3
PHY 105L	University Physics Lab I	1

## General Education Overlays

See this page about Overlays (p. ).

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

Students will take two of the following four courses in addition to MAT 213 (Calculus III):

Code	Title	Hours
<b>Biology</b>		
BIO 101	Bio I: Cells	4
BIO 102	Bio II: Genetics	4
<b>Chemistry</b>		
CHM 120	General Chemistry I	3
CHM 125	General Chemistry II	3

*Students are encouraged, but not required, to take the associated Chemistry labs.*

## GEP Electives

Six courses

## Major Requirements

Sixteen courses

Code	Title	Hours
MAT 162	Calculus II	4
MAT 213	Calculus III	4
PHY 106	University Physics II	3
PHY 106L	University Physics Lab II	1
PHY 251	Modern Physics I	4
PHY 252	Modern Physics II	4
PHY 257	Math Methods in Physics	3
PHY 301	Classical Mechanics	4
PHY 303	Thermal Physics	3
or PHY 409	Statistical Mechanics	
PHY 307	Electricity and Magnetism	4
PHY 308	Waves and Optics	4
PHY 311	Experimental Methods of Phy I	3
PHY 312	Experimental Methods in Phy II	3
PHY 321	Quantum Mechanics I	4

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.

### Track 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.

Code	Title	Hours
Select three of the following:		9
PHY 253	Survey of Nanotechnology	
PHY 407	Soft Condensed Matter Physics	
PHY 405	Solid State Physics	
PHY 413	Materials of Electronics	
PHY 419	Biophysics	
PHY 421	Physics of Fluids	

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.

### 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:

Code	Title	Hours
EDU 150/150F	Schools in Society-Fr Seminar <sup>1</sup>	3
EDU 160/160F	Schools in Society <sup>1</sup>	3
EDU 157	Adolescent Development (may fulfill the GEP Social Science requirement) <sup>1</sup>	3
EDU 247	Literacy in the Content Areas	3
SPE 160/160F	Intro to Special Education <sup>1</sup>	3
SPE 203/203F	Tchng Adolescents Inclus Envir	3
SPE 310/310F	Assessment & Progress Monitor	3
EDU 246	Literacy, Language and Culture (ELL)	3
EDU 418/418F	Instruct Techniques: Science <sup>1</sup>	3
EDU 491	Secondary Student Teaching	12

<sup>1</sup> You must register for the field experience 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.

### Advisory Option—Physics Pre-Medical, Pre-Dental

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/CHM 210L and CHM 215/CHM 215L for two of the required physics electives.

## Physics Minor

### Learning Goals and Objectives

**Goal 1:** The student will develop the skills to be able to analyze phenomena quantitatively, be able to build specific models, and see how the scientific method is used to test those models.

Students will be able to:

**Objective 1.1:** Be conversant with fundamental laboratory methods, the use of the electronic test equipment, and analysis of data including computational methods of processing and analyzing data.

**Objective 1.2:** Translate problems in the natural sciences, especially those related to the physical world, into mathematical formulations utilizing calculus and other sophisticated mathematical tools

**Goal 2:** The student will gain an appreciation and understanding of the foundations of physics including classical 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.

A student may elect to minor in Physics by taking the following:

Code	Title	Hours
PHY 105 & 105L	University Physics I and University Physics Lab I	4
PHY 106 & 106L	University Physics II and University Physics Lab II	4
PHY 251	Modern Physics I	4
Any three (3) PHY courses		

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.

## Political Science 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 students will connect the classroom with the wider issues in global, national, and local politics by attending our many events, trips, and study tours and participating in internships.

**Professor:** Lisa A. Baglione, Ph.D

**Associate:** Dr. Becki Scola, Ph.D.; Kazuya Fukuoka, Ph.D.; Susan P. Liebell Ph.D

**Assistant:** Dr. Laura C. Bucci; Richard N. Gioioso, Ph.D.

**Chair:** Dr. Becki Scola, Ph.D.

## Undergraduate Major

- Political Science (p. 153)

## Undergraduate Minor

- Political Science (p. 154)

## Political Science Major

### Political Science Major

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 students will connect the classroom with the wider issues in global,

national, and local politics by attending our many events, trips, and study tours and participating in internships.

### Learning Goals and Outcomes

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, core concepts, and theories within each sub-field.

**Objective 1.1:** Students will identify, define, or analyze the content, 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.

*The traditional undergraduate programs include 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.

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

Code	Title	Hours
<b>Social/Behavioral Sciences</b>		
POL 111	Intro to American Politics	3

General Education Overlays

See this page about Overlays (p. ).

General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

GEP Integrative Learning Component

- ECN 101 Introduction to Micro Economics or ECN 102 Introduction to Macro Economics
- Any upper division HIS course (200-499)
- 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 Requirements

Twelve courses

Additional Introductory Courses (see POL 111 under GEP Variable Courses):

Code	Title	Hours
POL 113	Intro to Comparative Politics	3
POL 115	Intro to Global Politics	3
POL 117	Intro to Political Thought	3

Code	Title	Hours
Upper Division Courses		
Select seven POL courses numbered 300-499 <sup>1, 2, 3</sup>		21
Experiential Learning Course		
Select one of the following:		3
POL 411	Washington Internship I	
POL 412	Washington Internship II	
POL 413	International Internship I	
POL 414	International Internship II	
POL 490	Global Smarts Internship	
POL/HIS 491	Philadelphia-Area Internship	
Any Service Learning course (with SLR attribute)		
Capstone Course		
Select one POL Capstone course from among 400-409 <sup>4, 5</sup>		3

<sup>1</sup> POLs 270s count, but only twice.

<sup>2</sup> POL majors who double-major in IR may not count more than three (3) upper division courses towards either degree requirement.

<sup>3</sup> For classes of 2023 and beyond, POL majors may only count 2 study abroad courses towards their degree requirements.

<sup>4</sup> POL majors who double-major in IR must complete a second Senior Capstone Course to fulfill the IR major requirements. In addition, Capstone Courses do not count towards the Upper Division Course requirements for either major.

<sup>5</sup> The Department strongly recommends that all students take the appropriate introductory course prior to enrolling in a Capstone Course.

University Honors Requirements

To receive University Honors credit, an Honors Program student who is a political science major must have a 3.5 GPA, complete the Honors curriculum of 8 specified courses, and must undertake two consecutive semesters of research/study in the form of a senior thesis with a faculty mentor. These two courses may be counted toward the student’s total upper division POL courses, and one semester of the thesis can replace the POL Capstone Course requirement. Specific requirements for the Honors thesis may be found under the Honors Program.

Political Science Minor

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, core concepts, and theories within each sub-field.

**Objective 1.1:** Students will identify, define, or analyze the content, 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.

Minors in Political Science will compete 6 courses that satisfy the following requirements:

Code	Title	Hours
POL 111	Intro to American Politics	3
or POL 117	Intro to Political Thought	
Two (2) upper division POL courses (POL 270 through 300 level)		
Any other three (3) POL courses <sup>1</sup>		

- <sup>1</sup>
- Only one POL 270 counts towards the minor, unless otherwise approved in advance by the Chair.
  - Only one “Experiential Learning” course counts towards the minor (POL 191, POL 192, POL 193, POL 411, POL 412, POL 413, POL 414, POL 490, POL 491 or HIS 491)
  - Only one Study Abroad or other course that is not taken in residence counts towards the minor
  - International Relations majors must take either POL 111 or POL 117 and 2 POL classes that do not count for the IR major in addition to three other POL classes.

## Psychology

### Department 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 page (<https://sites.sju.edu/psychology>)

### 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.

**Professor:** Donald S. Leitner, Ph.D.; Jodi A. Mindell, Ph.D.; Josephine Shih, Ph.D.; Patrick Garrigan, Ph.D.; Philip Schatz, Ph.D.; Phyllis Anastasio, Ph.D.

**Associate:** Clare Conry-Murray, Ph.D.; Elizabeth A. Becker, Ph.D.; Matthew J. Anderson, Ph.D.

**Assistant:** Alex Skolnick, Ph.D.; Joseph P. McCleery

**Chair:** Donald S. Leitner, Ph.D.

### Undergraduate Major

- Psychology (p. 156)

### Undergraduate Minors

- Psychology (p. 159)

### Graduate Degree

- Psychology M.S. (p. 159)

### Adult Undergraduate Degree

- Psychological Studies (p. 161)

### Industrial and Organizational Psychology Minor

The Industrial/Organizational Psychology minor is an interdisciplinary program between the Psychology department in the College of Arts & Science and the Management Department of the Haub School

of Business. According to the US Department of Labor, Industrial/Organizational Psychology is the fastest-growing subfield of psychology, with a 26% growth rate projected from 2008 – 2018, and 53.4% between 2012 and 2022. Furthermore, Psychology is one of the primary sub-disciplines of Management and is a particular point of emphasis in Human Resource Management (e.g. recruitment, selection, motivation, and training) and Organizational Behavior (teams, negotiation, stress, satisfaction, and commitment). This minor is one of the few undergraduate minors in the country in this area; the interdisciplinary nature of it allows us to offer expertise in both Psychology and Management.

Code	Title	Hours
<b>Required (2 Courses)</b>		
PSY 230	Social Psychology	3
MGT 110	Essent'ls of Organizational Beh	3
Or		
MGT 120	Essentials of Management	
Or		
MHC 220	Intro: Managing Human Capital <sup>1</sup>	
<b>Plus two additional courses among the following:</b>		
PSY 200	Personality Psychology	3
PSY 226	Psychology of Emotion	3
PSY 227	Cognitive Psychology	3
PSY 301	Psychological Assessment <sup>2</sup>	3
PSY 390/391	Internship I	3
<b>Plus two additional courses among the following:</b>		
LEO 211	Perspectives on Leadership	3
LEO 311	Leading Teams	3
MHC 221	Diversity in the Workplace	3
MHC 222	Influence, Negotiation & Conflict	3
MHC 321	International Talent Mgt	3
MHC 322	Decision Making w/ Analytics <sup>2</sup>	3
MHC 495	Manag Human Cap: Resrch/Appl	3

<sup>1</sup> MHC 220 may be taken as one of the minor-elective courses for non-HSB students if the student has taken MGT110/120

<sup>2</sup> Among the 4 minor-elective courses, students would be required to take a research oriented course (MHC 322 or PSY 301) unless they have taken a research oriented course in their major.

## Psychology Major

### 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.

**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.

*The traditional undergraduate programs include 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.

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

- Art, Music/Theatre/Film, or Literature
- Non-Native Language
- Philosophical Anthropology
- Religious Difference
- Mathematics:
  - Any Math 'Beauty' course
- Natural Science:
  - Two non-lab courses, or one science course with lab to fulfill this requirement.

## General Education Overlays

See this page about Overlays (p. ).

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

- A social science course offered by the Department of Sociology, Political Science or Economics.
- Any two courses selected from the College of Arts and Sciences Day Division course offerings.

## GEP Electives

Psychology majors will take between 10 and 14 free electives depending upon whether a student enters the University with AP credit.

## Major Requirements

Thirteen courses are required, including an experiential course. Eleven courses are required if students use an acceptable Psychology special elective to fulfill their experiential requirement, or if they use a study abroad course or a service-learning course to fulfill their experiential requirement. The experiential course does not have to be a course offered by the Psychology Department.

### Psychology Breadth Requirement

Code	Title	Hours
PSY 100	Introductory Psychology	3
or PSY 101	Intro Psychology Seminar	
PSY 200	Personality Psychology	3
or PSY 231	Developmental Psychology	
PSY 201	Biological Bases of Behavior	3
PSY 212	Multicultural Psychology	3
PSY 220-227: Natural Science-Based Psychology Elective		
PSY 230-239: Social Science-Based Psych Elective		
PSY 220-239: Any Psychology Elective		
Select one from the following for Special Psychology Elective:		
PSY 205-208		
PSY 220-239		
PSY 390-392		

### Psychology Research Sequence

Code	Title	Hours
PSY 210	Research Methods	4
PSY 211	Stats for the Social Sciences	4
PSY 350	Experimental Psychology Lab	3
One of the following Capstone Research Seminars:		
PSY 491	Research Seminar: Nat Sci I	
PSY 492	Research Seminar: Nat Sci II	
PSY 493	Research Seminar: Soc Sci I	
PSY 494	Research Seminar: Soc Sci II	

### 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:

Code	Title	Hours
PSY 390	Internship I	3
or PSY 391	Internship II	
PSY 374	Independent Study I	3
or PSY 375	Independent Study II	
PSY 392	Independent Research I	3
or PSY 393	Independent Research II	
Any Service Learning course		
Any Study Abroad/Tour program/course		
PSY 591	Directed Studies I <sup>1</sup>	4

<sup>1</sup> Only for students in the 5 year combined BS/MS program

### Independent Study

Code	Title	Hours
PSY 374	Independent Study I	3
or PSY 375	Independent Study II	

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

Code	Title	Hours
PSY 392	Independent Research I	3
or PSY 393	Independent Research II	

Students are responsible for designing and conducting an original research project under the direction of a faculty mentor.

### Internship

Code	Title	Hours
PSY 390	Internship I	3
or PSY 391	Internship II	

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
- Women Organized Against Rape
- North Light Community Center
- Center for the Treatment of Anxiety
- Delaware County DA Office Inglis House
- Overbrook School for the Blind, Elwyn
- Children's Hospital of Pennsylvania
- Center for Autistic Children
- Beck Institute for Cognitive Behavior Therapy
- Saunders House
- Comcast-Spectator HERS Foundation

**Dr. Phyllis Anastasio (Post Hall 221, [panastas@sju.edu](mailto:panastas@sju.edu)) oversees the internship course for the Psychology Department.**



## Free Electives

Psychology majors have seven to ten free electives (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 **six** courses listed below is required to earn the designation of 'Clinical Concentration' on a student's transcript.

Code	Title	Hours
PSY 200	Personality Psychology <sup>1</sup>	3
PSY 231	Developmental Psychology <sup>1</sup>	3
PSY 232	Advanced Abnormal Psychology (prerequisite for PSY 300 and PSY 301)	3
PSY 300	Clinical Psychology	3
PSY 301	Psychological Assessment	3
PSY 390	Internship I <sup>1</sup>	3

<sup>1</sup> Of these courses, **up to and no more than three** may also count towards the **elective requirement** of the Psychology major requirements.

## 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.

## 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 with the permission of the instructor. 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 one set of the following two research-intensive sequences of courses and earn a minimum grade of 'B' in each course:

1. Complete a two-semester Honors thesis. Students attempting this option need to identify a member of the Psychology faculty who would be willing to serve as a mentor and oversee the independent project for two semesters, in advance of registering for the associated courses (PSY 392 and PSY 393)..
2. Upgrade two research seminar courses (PSY 491- 494) and complete an individual research project in each course.

Students in the 5-year BS/MS program seeking Departmental Honors may choose one of the following two options:

1. Upgrade both Graduate Directed Studies I and II (PSY 591 and 592) to include an Honors thesis as well as work on a master's thesis.
2. Conduct an individual, independent, in-depth project in one of the Department's four Research Seminar courses (PSY 491-494), followed by an upgraded project completed in either Graduate Directed Studies I or II (PSY 591 or PSY 592).

Requirements for University Honors and University Scholar may be found on the Saint Joseph's web pages for 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.

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.

## Psychology Minor

### 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.

**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.

Completing a Psychology minor requires six courses:

Code	Title	Hours
PSY 100 or PSY 101	Introductory Psychology Intro Psychology Seminar	3
PSY 120 or PSY 200	Lifespan Development <sup>1</sup> Personality Psychology	3
PSY 201	Biological Bases of Behavior <sup>1</sup>	3
Select three additional courses from the following:		9
PSY 120-125		
PSY 212	Multicultural Psychology	3

PSY 220-227

230-239

Psychology minors are strongly advised to take the first three courses first, BEFORE taking the three additional 200-level psychology electives. PSY 210 may be substituted for PSY 120, PSY 200, or PSY 201.

The academic advisor for minors is the departmental Advising Coordinator, Dr. Josephine Shih

## Psychology M.S. Graduate Arts and Sciences

Jodi A. Mindell, Ph.D., Director

Graduate Psychology Program

### 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.

For more information about our program, please visit our web page (<https://sites.sju.edu/psychology>)

### 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 either of the Common Core Courses (*i.e.*, PSY 551 PSY 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: (1) eight-credit Common Core required of all students; (2) twenty-four credits of content courses, and (3) 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 scheduled on weekdays. 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.

## Learning Goals and Outcomes

### Learning Goals:

**Goal 1:** Students will gain fundamental knowledge and comprehension of experimental psychology.

**Goal 2:** Students will engage in scientific inquiry and develop critical thinking.

**Goal 3:** Students will develop communication skills.

### Learning Outcomes:

Upon completion of the curriculum in the graduate program in experimental psychology, students will:

**Outcome 1:** Demonstrate fundamental knowledge and comprehension of experimental psychology, with an emphasis on experimental methods and statistical applications.

**Outcome 2:** Develop scientific reasoning and problem solving skills, including effective research methods and the ability to interpret, design, and conduct psychological research.

**Outcome 3:** 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.

**Outcome 4:** Produce research and explain scientific results.

Code	Title	Hours
<b>I. Common Core</b>		
PSY 551	Adv Research Methods & Stats I (first semester)	4
PSY 552	Adv Research Method & Stats II (second semester)	4

<b>II. Content Courses</b>		
Select six of the following:		24
PSY 610	Learning and Behavior	
PSY 611	Adv Physiological Psychology	
PSY 612	Adv Sensory Processes	
PSY 613	Psychopharmacology	
PSY 614	Cognitive Science	
PSY 615	Health Psychology	
PSY 616	Principles of Neuropsychology	
PSY 617	Memory Organiz & Retrieval	
PSY 618	Comparative Psychology	
PSY 620	Hormones, Brain and Behavior	
PSY 621	Systems Neuroscience	
PSY 622	Bio Basis of Behavioral Health	
PSY 650	Gerontology	
PSY 651	Adv Psychopathology	
PSY 652	Assessment and Evaluation	
PSY 653	Behavioral Medicine	
PSY 654	Developmental Psychology	
PSY 656	Social Cognition	
PSY 659	Adv Child Psychopathology	
PSY 660	Ethics in Psychology	
PSY 661	Cross-Cultural Psychology	
PSY 662	The Nature of Emotion	
PSY 663	Psychology and Architecture	
PSY 664	Psychology and the Law	
PSY 665	Autism Spectrum Disorder	
PSY 666	Human Factors Psychology	
PSY 680	Special Topics	

<b>III. Research Component</b>		
PSY 591	Directed Studies I (first semester)	4
PSY 592	Directed Studies II (second semester)	4
PSY 691	Master's Research I (third semester)	4
PSY 692	Master's Research II (fourth semester)	4

## Two-Year Course Sequence

Course	Title	Hours
<b>First Year</b>		
Fall	PSY 551	Adv Research Methods & Stats I 4
	PSY 6XX: Content Course 1	4
Spring	PSY 591	Directed Studies I 4
	PSY 552	Adv Research Method & Stats II 4
		Hours 12
		PSY 6XX: Content Course 2 4
		PSY 592 4
		Hours 12

**Second Year****Fall**

PSY 6XX: Content Course 3		4
PSY 6XX: Content Course 4		4
PSY 691	Master's Research I	4
Hours		12

**Spring**

PSY 6XX: Content Course 5		4
PSY 6XX: Content Course 6		4
PSY 692	Master's Research II	4
Hours		12
Total Hours		48

**Five-Year B.S./M.S. Sequence**

Course	Title	Hours
<b>Senior</b>		
<b>Fall</b>		
Undergraduate course		3
Undergraduate course		3
PSY 551	Adv Research Methods & Stats I	4
PSY 6XX: Content Course 1		4
PSY 591	Directed Studies I	4
Hours		18
<b>Spring</b>		
Undergraduate course		3
Undergraduate course		3
PSY 552	Adv Research Method & Stats II	4
PSY 6XX: Content Course 2		4
PSY 592	Directed Studies II	4
Hours		18
<b>Fifth Year</b>		
<b>Fall</b>		
PSY 6XX: Content Course 3		4
PSY 6XX: Content Course 4		4
PSY 691	Master's Research I	4
Hours		12
<b>Spring</b>		
PSY 6XX: Content Course 5		4
PSY 6XX: Content Course 6		4
PSY 692	Master's Research II	4
Hours		12
Total Hours		60

Saint Joseph's University combined B.S./M.S. program in Psychology offers students an exciting and challenging 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. This unique program is designed for successful completion over five academic years.

Undergraduate psychology majors at Saint Joseph's who apply for the five-year combined B.S./M.S. program will be evaluated for acceptance into the program following the completion of the first semester of the junior year. These undergraduate applicants will be asked to submit a complete undergraduate transcript, two letters of recommendation/reference, and an essay describing their interests and goals of graduate education in psychology.

Acceptance into the five-year program will not affect the GER Common Courses or University Distribution Requirement.

## Psychological Studies B.L.S.

Donald S. Leitner, Ph.D., **Chair**

Clare Conry-Murray, Ph.D., **Program Director**

## Program Overview

The Department of Psychology offers a major in Psychological Studies 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: Knowledge Base 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

**Objective 2.1:** Students will be able to understand and apply basic research design and data analysis strategies.

#### Goal 3: Ethical and Social Responsibility in a Diverse World

**Objective 3.1:** Students will understand ethical psychological principles and diversity, appreciate ethical behavior, and reflect other values that are the underpinnings of Psychology as a discipline.

*Students admitted prior to Summer 2016 entered under the curriculum requirements for the Bachelor of Science in Psychology. Please see the SJU Academic Catalog for your admit year for additional information.*

## General Education Program Courses

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 Adult Learner General Education Program (GEP) applies to students who are completing a bachelor's degree through Professional and Liberal Studies Program (PLS) or through the Haub Degree Completion Program (HDC)

The Adult Learner GEP is comprised of Signature Core, Variable Core, Integrative Learning courses and Overlays.

## Signature Core

Code	Title	Hours
PHL 154	Moral Foundations	3
THE 154 or THE 221	Faith, Justice & the Cath Trad Intro to the New Testament	3
ENG 102	Texts & Contexts	3
HIS 154	Forging the Modern World	3
Any course certified as Faith & Reason		3
Adult Learning Seminar (any course numbered 140)		3

## Variable Core

- 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 (PLS majors require MAT 101 or higher; HDC programs require MAT 103 and MAT 123 or an alternate calculus course).
- Two courses in a Non-Native Language (e.g., SPA 111-SPA 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. Bilingual students may also be considered for a language exemption by the Department of Modern & Classical Languages.
- 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 certified as a Philosophical Anthropology course.
- One course from Religious Studies or Theology that is certified as a Religious Difference course.
- ENG 101 Craft of Language.

## Integrative Learning Course

(2 courses required)

- Courses approved for ILC requirements will vary by major. Some majors have specific courses that must be taken.

## Overlays

Students admitted Summer 2016 through Spring 2019 to an Adult Learner Program in PLS or HDC are required to complete at least one of the three GEP overlays. Students admitted Summer 2019 and later are required to complete two of the three GEP overlays:

1. Ethics Intensive
2. Writing Intensive, or
3. Diversity, Globalization, Non-Western Area Studies.

Please note that PLS and HDC students admitted prior to the Fall 2014 semester may have slightly different GEP curriculum requirements as communicated by the PLS and HDC Advising Offices at the time of admission. Students are encouraged to contact their Advising Office with any curriculum questions. PLS students who are completing degree requirements for a major offered through the Day School are required to complete the GEP for Day Students.

Code	Title	Hours
<b>Social Science</b>		
PSY 100	Introductory Psychology	3

## GEP Integrative Learning Component

Two Courses

Code	Title	Hours
SOC 101 or SOC 102	Intro to Sociology Social Problems	3
Any other course in the College of Arts and Sciences (cannot be a PSY course)		

## Major Concentration

Code	Title	Hours
PSY 200 or PSY 120	Personality Psychology Lifespan Development	3
PSY 201	Biological Bases of Behavior	3
PSY 212 or PSY 126	Multicultural Psychology Psychology of Culture	3
PSY 190	Intro Research Method Soc Sci	3
PSY 191	Applied Stats for Social Sci	3
<b>Electives</b>		
Select four PSY electives		12

## Sociology

**Professor:** Maria Kefalas, Ph.D.; Raquel Kennedy Bergen, Ph.D.

**Associate:** Dr. Keith Brown; Kim Logio, Ph.D.; Susan Clampet-Lundquist, Ph.D.

**Assistant:** Christopher E. Kelly, Ph.D.; Marybeth Ayella, Ph.D.; Melissa A. Logue, Ph.D.

Chunrye Kim, Ph.D.

Chair: Kim Logio, Ph.D.

## Undergraduate Major

- Sociology (p. 163)



## Undergraduate Minor

- Sociology (p. 163)

## Sociology Major

### Learning Goals and Outcomes

#### Goal 1.

Sociology majors will demonstrate comprehension of the discipline of sociology and its role in contributing to our understanding of social reality.

**1.1** Students can apply the sociological imagination, sociological principles, and theoretical concepts.

#### Goal 2.

Sociology majors will develop knowledge of sociological research methods.

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

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

#### Goal 3.

Sociology majors will understand how to communicate within their discipline.

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

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

#### Goal 4.

Sociology majors will understand the operation of culture and social structure.

**4.1** Students can describe the significance of variations by race, class, gender, sexual orientation, and age, and thus critically assess societal systems.

*The traditional undergraduate programs include 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.*

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

Code	Title	Hours
<b>Social/Behavioral Science</b>		
SOC 101	Intro to Sociology	3

## General Education Overlays

See this page about Overlays (p. ).

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

Code	Title	Hours
<b>Mathematics</b>		
MAT 118	Introduction to Statistics (This is necessary for use of SPSS)	3
<b>Social Science</b>		
Select one of the following:		
	Introduction to Psychology	
	Economics	
	Political Science	
	History	
	Any other social science course	
<b>Arts &amp; Sciences</b>		
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 Requirements

### Major Concentration

Code	Title	Hours
SOC 102	Social Problems	3
SOC 211	Classical Sociological Theory	3
SOC 312	Social Research Methods I	3
SOC 313	Data Analysis	3
SOC 495	Seminar I	3
SOC 470	Special Topics	3

Any experiential learning, including study abroad, internships, study tour courses, and service learning

Select six additional SOC courses numbered above 200 as listed

## Sociology Minor

### 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.

The minor in sociology requires the following, and any two upper division (201 or above) sociology courses:

Code	Title	Hours
SOC 101	Intro to Sociology	3
SOC 102	Social Problems	3
SOC 211	Classical Sociological Theory	3
SOC 312	Social Research Methods I	3
or SOC 313	Data Analysis	

For Criminal Justice majors, the minor in sociology requires SOC 211, and four upper division SOC courses.

## Theology and Religious Studies

### Department Mission Statement

The Department of Theology and Religious Studies explores the human quest for the transcendent as expressed in the world's diverse religious traditions. It makes an essential contribution to the mission of Saint Joseph's University as a Catholic Jesuit institution to strive "to be an inclusive and diverse community that educates and cares for the whole

person, encouraging and modeling a lifelong commitment to thinking critically, making ethical decisions, pursuing social justice, and finding God in all things." We endeavor 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. We are committed to a rigorous presentation of the methods and content of both Christian Theology and Religious Studies as academic disciplines.

In pursuit of this mission, the department recognizes four primary goals:

- Instill in students a capacity for methodical analysis and understanding of the world's diverse theological and religious traditions;
- Provide students with a scholarly, multifaceted understanding of the foundations of Christian faith, its development in different times and cultures, and its implications for life in society, especially within the Roman Catholic tradition;
- Engage students in exploring the richness of the spiritual expressions and experiences encountered through the study of religions other than Christianity;
- Foster in students and professional colleagues an appreciation for the diversity that exists within the contemporary study of theology and religion as reflected in the department's faculty and their research endeavors.

### 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.

**Professor:** Peter A. Clark, S.J., Ph.D.; Philip A. Cunningham, Ph.D.

**Associate:** Allen Kerkeslager, Ph.D.; Brendan Sammon, Ph.D.; David W. Carpenter, Ph.D.; James F. Caccamo, Ph.D.; Katie Oxx, Ph.D.; Millicent C. Feske, Ph.D.; Ms. Shawn Madison Krahmer, Ph.D.; Paul F. Aspan, Ph.D.

**Assistant:** Aaron K. Reich, Ph.D.; Adam Gregerman, Ph.D.; Gerard M. Jacobitz, Ph.D.; James P. O'Sullivan, Ph.D.; Umeyye Isra Yazicioglu, Ph.D.

**Visiting:** Manuel Hurtado, S.J., STD

*Chair:* James F. Caccamo, Ph.D.

## 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 designated 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.

### Some Typical Religious Difference courses include:

Code	Title	Hours
THE 211	Hebrew Bible	3
THE 380	Interreligious Dialogue	3
THE 384	Jews/Chr. Theologies Compared (when Team-taught)	3
THE 385	Jewish Jesus as Savior (when Team-taught)	3
REL 101	Comparative Religion	3
REL 211	Hebrew Bible	3
REL 212	Israelite Religion	3
REL 231	Judaism	3
REL 241	Islam	3
REL 261	Hinduism	3
REL 270	Special Topics in Relig Stud <sup>1</sup>	3
REL 271	African & Caribbean Religions	3
REL 336	Jewish Thought	3
REL 338	Jew&Chr Responses to Holocaust	3
REL 351	Indian Buddhism	3
REL 352	East Asian Buddhism	3
REL 356	Death & Afterlife Chinese Rel	3
REL 357	Food Practices & Chinese Relig	3
REL 383	Ancient Greek Religions	3
THE 387	Jews&Chr. Entwined Histories (when Team-taught)	3

<sup>1</sup> Not all "Special Topics" courses meet this requirement. Please check individual sections of REL 270 or REL 370 for specific information.

## Undergraduate Majors

- Theology (p. 169)
- Religious Studies (p. 165)

## Undergraduate Minors

- Theology and Religious Studies (p. 167)

## Graduate Program

- Theology and Society M.A. (moratorium) (<https://academiccatalog.sju.edu/arts-sciences/theology-religious-studies/ma-theology-society>)

## Religious Studies Major

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 both Theology and in Religious Studies.

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 nonconfessional 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.

If you are more interested in focusing your studies on Christian Theology, please take a look at the Theology major. (<https://academiccatalog.sju.edu/arts-sciences/theology-religious-studies/theology-major>)

### Learning Goals and Objectives

**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.

*The traditional undergraduate programs include 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.*

## General Education Signature Courses

See this page about Signature courses (p.       ). Six courses

## General Education Variable Courses

See this page about Variable courses (p.       ). Six to Nine courses

## General Education Overlays

See this page about Overlays (p.       ).

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.

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p.       ). Three courses:

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.

## 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 Electives

Any 11-14 courses, depending upon how many overlays are taken as part of the courses for the major.

## 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. Additionally, one must be a comparative course and one must concentrate on a South or East Asian religion.

No one course may be counted more than once for the various requirements of the major. However, some courses might be eligible for more than one category. In those cases, students can choose which category the course would be applied to, in consultation with one's advisor or the department chair. Students should consult with their advisors or the department chair to determine the best distribution of courses relative to their own interests and needs, both in their major and Integrated Learning Courses.

1. Non-Christian Religions, six REL courses (including Variable Core GEP Religious Difference Course).
2. THE 154 THE 154 Faith, Justice and the Catholic Tradition (GEP Signature Core course)
3. Institutional Identity Course: one additional THE course in any level in New Testament, History of Christianity, Systematic Theology, or Theological Ethics
4. Variable Elective: Any one course in THE or REL at the 200 level or above.
5. Methodology Course: REL 395 Approaches to the Study of Religion or REL 495/THE 495 THE 495 Theories and Methods in the Study of Religion
6. Graduating seniors must demonstrate that they have completed at least one significant research paper in theology or religious studies. This can be done in various ways, such as part of a standard course,

an independent study, or an Honors thesis. Students should consult with their advisors to determine the route that would best fit with their course plans and interests.

## Related Programs

Religious Studies majors are eligible to participate in such related programs as Africana Studies, Ancient 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.

## Honors Requirements

Students who are majoring in Theology or in Religious Studies and are in the Honors Program can choose one of two options for fulfilling their Honors Program Requirements:

- 1) Students can choose to complete the two semesters honors thesis as described in the Honors Program materials. The thesis is normally done in conjunction with two independent study courses with a faculty mentor.
- 2) Students can choose to complete a "capstone course sequence." This capstone will take the form of "upgrading" two standard courses or independent studies in the major to Honors-level expectations. These courses will be selected in consultation with the student's faculty advisor, and would typically be connected with the requirement for the major that "graduating seniors must demonstrate that they have completed at least one significant research paper in Theology or Religious Studies."

## Theology and Religious Studies Minor

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 could even 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 could then complete the minor by taking their First Year Seminar, Ethics Intensive, Faith and Reason, and Writing Intensive courses within the department. However, students can complete the minor with any six courses, whether GEP courses, electives, or ILC courses for other majors.

### Learning Goals and Objectives

**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 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.

**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 articulate key ethical implications that arise from the study of theology and religion.

**Goal 3.** Students will be able to examine theological and religious traditions from a critical distance.

**Objective 3.1:** Students will analyze devotional, theological, ritual, ethical and sacred 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 understand the nature and language of academic theological inquiry.

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 could even 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 could then complete the minor by taking their First Year Seminar, Ethics Intensive, Faith and Reason, and Writing Intensive courses within the department. However, students can complete the minor with any six courses, whether GEP courses, electives, or ILC courses for other majors.

Some students 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

Code	Title	Hours
THE 154	Faith, Justice & the Cath Trad	3
Select five of the following:		15
REL 150	First Year Seminar	
REL 251	Religions of Ancient India	
REL 261	Hinduism	
REL 312	Spirit Disc in Compar Perspect	
REL 351	Indian Buddhism	
REL 352	East Asian Buddhism	
REL 353	Buddhist Ethics	
REL 356	Death & Afterlife Chinese Rel	
REL 357	Food Practices & Chinese Relig	
REL 358	Yoga: Ancient & Mod Paths To Freedom	

## Focus in Biblical Studies

Code	Title	Hours
THE 154	Faith, Justice & the Cath Trad	3
Select five of the following:		15



REL 150	First Year Seminar
THE/REL 211	Hebrew Bible
REL 212	Israelite Religion
THE/REL 221	Intro to the New Testament
REL 321	Religion&Law in the Anc World
REL 322	Myth and History in the Bible
THE/REL 323	The Psalms
THE 324	NT&Chr Atts to Jews/Judaism
THE/REL 325	Synoptic Gospels
THE/REL 326	Letters of Paul
REL 332	Past/Present in ISR and PLS (STR)

## Focus in Ethics

Code	Title	Hours
THE 154	Faith, Justice & the Cath Trad	3
Select five of the following:		15
THE 261	Christian Social Ethics	
THE 358	Faith, Justice & Jesuit Miss	
THE 361	Catholic Social Teaching	
THE 366	Christian Medical Ethics	
THE 368	Just Hlth Care in Dev Nations	
THE 371	Christianity and Media	
THE 372	Technology Ethics	
THE 373	Economic Ethics	
THE 374	War and Peace	
REL 311	Comparative Religious Ethics	
REL 353	Buddhist Ethics	
REL 363	Ethical Tradns of East Asia	

## Focus in Systematic Theology

Code	Title	Hours
THE 154	Faith, Justice & the Cath Trad	3
Select five of the following:		15
THE 150	First Year Seminar	
THE 335	Gendr & Christian Spirituality	
THE 340	Atheism and the Case for God	
THE 341	Jesus through the Centuries	
THE 342	Does God Exist?	
THE 343	Theology of Word and Sacrament	
THE 344	Theology of the Church	
THE 345	Evil as a Theological Problem	
THE 346	Salvation as Story & Belief	
THE 347	Death and Rebirth	
THE 348	Theology and Science	
THE 350	The Beauty of God	
THE 351	Ignatian Spirit in Jesuit Trad	
THE 352	Recent Trends in Roman Cathol	
THE 353	American Catholicism	
THE 354	Beauty&ConsciousnessInTheArts	
THE 355	American Religious Thought	
THE 356	Liberation & Pol Theologies	
THE 357	Feminist Theologies	

THE 359	Religion, Violence & Terrorism
THE 381	One True Religion?

## Focus in Historical Theology

Code	Title	Hours
THE 154	Faith, Justice & the Cath Trad	3
Select five of the following:		15
THE 150	First Year Seminar	
THE 324	NT&Chr Atts to Jews/Judaism	
THE 331	Early Christn Thought	
THE 333	Knowl & Love of God: Mid Ages	
THE 334	Revolt, Reform, Reunion?	
THE 335	Gendr & Christian Spirituality	
THE 341	Jesus through the Centuries	

## Focus in History and Material Culture

Code	Title	Hours
THE 154	Faith, Justice & the Cath Trad	3
Select five of the following:		15
REL 271	African & Caribbean Religions	
REL 327	Religion & Race in Phila	
REL 328	Global Christianities	
REL 332	Past/Present in ISR and PLS (STR)	
REL 356	Death & Afterlife Chinese Rel	
REL 357	Food Practices & Chinese Relig	

## Focus in Islamic, Jewish, and Christian Relations

Code	Title	Hours
THE 154	Faith, Justice & the Cath Trad	3
Select five of the following: <sup>1</sup>		15
REL 231	Judaism	
REL 241	Islam	
REL 338	Jew&Chr Responses to Holocaust	
REL 341	The Quran and Its Interpreters	
REL 342	Women in Muslim Tradition	
THE 380	Interreligious Dialogue	
THE 384	Jews/Chr. Theologies Compared	
THE 387	Jews&Chr. Entwined Histories	
THE 388	Jews&Chr. Bible Interpretation	
THE 389	Abrahamic Peoples I	
THE 390	The Abrahamic Peoples II	

<sup>1</sup> 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.

## Focus in Jewish-Christian Relations

Code	Title	Hours
THE 154	Faith, Justice & the Cath Trad	3
Select five of the following:		15
REL 231	Judaism	

REL 331	Topics in Ancient Judaism
REL 338	Jew&Chr Responses to Holocaust
THE 380	Interreligious Dialogue
THE 384	Jews/Chr: Theologies Compared
THE 387	Jews&Chr: Entwined Histories
THE 388	Jews&Chr: Bible Interpretation

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

## Related Programs

Theology and Religious Studies minors are eligible to participate in such related programs as Africana Studies, Ancient 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 of Theology and Religious Studies 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 Major

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 both Theology and in 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.

If you are more interested in focusing your studies on religious traditions other than Christianity, please take a look at the Religious Studies major. (<https://academiccatalog.sju.edu/arts-sciences/theology-religious-studies/religious-studies-major>)

### Learning Goals and Objectives

**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.

*The traditional undergraduate programs include 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.*

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

## General Education Overlays

See this page about Overlays (p.        ).

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.

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p.        ). Three courses:

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.

Courses used to satisfy the Integrated Learning Requirement may not fulfill a GEP Common Core or Variable Core Requirement.

## 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 Electives

Any 11-14 courses, depending upon how many overlays are taken as part of the courses for the major.

## 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.

No one course may be counted more than once for the various requirements of the major. However, some courses might be eligible for more than one category. In those cases, students can choose which category the course would be applied to, in consultation with one's advisor or the department chair. Students should consult with their advisors or the department chair to determine the best distribution of courses relative to their own interests and needs, both in their major and Integrated Learning Courses.

1. THE 154 Faith, Justice and the Catholic Tradition (GEP Signature Core course)
2. Bible, any one THE or REL course
3. History of Christianity or Systematic Theology, any one THE course

4. Theological Ethics, any one THE course
5. Theology Electives: any two additional THE courses
6. Non-Christian Religions: two courses (including Variable Core GEP Religious Difference Course). The two courses in this area must not cover the same religious tradition.
7. Variable Elective: Any one course in THE or REL at the 200 level or above.
8. Methodology Course: REL 395 Approaches to the Study of Religion or REL 495/THE 495 Theories and Methods in the Study of Religion
9. Graduating seniors must demonstrate that they have completed at least one significant research paper in theology or religious studies. This can be done in various ways, such as part of a standard course, an independent study, or an Honors thesis. Students should consult with their advisors to determine the route that would best fit with their course plans and interests.

## Related Programs

Theology majors are eligible to participate in such related programs as Africana Studies, Ancient 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.

## Honors Requirements

Students who are majoring in Theology and are in the Honors Program can choose one of two options for fulfilling their Honors Program Requirements:

- 1) Students can choose to complete the two semesters honors thesis as described in the Honors Program materials. The thesis is normally done in conjunction with two independent study courses with a faculty mentor.
- 2) Students can choose to complete a "capstone course sequence." This capstone will take the form of "upgrading" two standard courses or independent studies in the major to Honors-level expectations. These courses will be selected in consultation with the student's faculty advisor, and would typically be connected with the requirement for the major that "graduating seniors must demonstrate that they have completed at least one significant research paper in Theology or Religious Studies."

# ERIVAN K. HAUB SCHOOL OF BUSINESS

## Haub School of Business Leadership Dean

*Joseph A. DiAngelo, Jr., Ed.D.*

## Associate Dean of Undergraduate Studies

Edward Balotsky, Ph.D.

## Associate Dean

*Vana M. Zervanos, M.Ed., M.B.A., Ed.D.*

## Associate Dean

*Natalie Wood, Ph.D.*

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.

## Haub Degree Completion Program (HDC)

Saint Joseph's University offers adult learner undergraduate programs through both the College of Arts and Sciences (CAS) and the Haub School of Business (HSB). The CAS Program is known as the Professional and Liberal Studies Program (PLS) and the HSB Program is known as the Haub Degree Completion Program (HDC).

Adult undergraduate education has been an integral part of Saint Joseph's University since 1915, connecting the Jesuit tradition of academic excellence and service with the contemporary needs of adult learners. PLS and HDC serve the educational needs of adult students through degree and certificate programs and coordinate the summer session and January intersession. Additionally, PLS and HDC work in partnership with select regional employers to provide quality programs that support the education and professional advancement of their employees. PLS and HDC have an administrative responsibility for undergraduate adult learner programs, with curricular and instructional decisions made by academic departments.

## Student Profile

PLS and HDC enroll both full-time and part-time students who are pursuing their undergraduate education through on-campus and online programs. Students enter 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, degree completion time varies. Adult students who already have earned undergraduate degrees may choose to enroll in specific courses and/or certificate programs with the goal of promoting their professional advancement.

## Degree and Certificate Programs

The University offers two adult undergraduate bachelor degrees: the Bachelor of Liberal Studies (BLS) and the Bachelor of Business Administration (BBA). The degree awarded is determined by the student's major field. The bachelor degree requires successful completion of 40 courses (minimum of 120 credits) with a minimum cumulative grade point average of 2.0. The curriculum includes the General Education Program requirements and the approved courses for the major field.

The University offers one associate degree through the HDC Program.

The Associate of Business Administration Degree program requires 22 courses (minimum 66 credits). PLS and HDC offer Certificate of Proficiency and Post-Baccalaureate Certificate programs. The number of courses required for a certificate varies depending upon specific certificate curriculum requirements. PLS and HDC students cannot graduate with more than one certificate or degree in the same field at the same time. For more information on program course requirements, please see the Curricula section.

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 General Education Program (GEP) applies to students who are completing a bachelor's degree through PLS.

The GEP is comprised of Signature Core, Variable Core, Integrative Learning courses and Overlays.

## Signature Core

Code	Title	Hours
PHL 154	Moral Foundations	3
THE 154 or THE 221	Faith, Justice & the Cath Trad Intro to the New Testament	3
ENG 102	Texts & Contexts	3
HIS 154	Forging the Modern World	3
Any course certified as Faith & Reason		3
Adult Learning Seminar (any course numbered 140)		3

## Variable Core

- 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., SPA 111-SPA 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. Bilingual students may also be considered for a language exemption by the Department of Modern & Classical Languages.
- 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 certified as a Philosophical Anthropology course.
- One course from Religious Studies or Theology that is certified as a Religious Difference course.
- ENG 101 Craft of Language.

## Integrative Learning Course

(2 courses required)

- Courses approved for ILC requirements will vary by major. Some majors have specific courses that must be taken.

## Overlays

Students admitted Summer 2016 or later to a BLS Program are required to complete at least one of the three GEP overlays:

1. Ethics Intensive
2. Writing Intensive, or
3. Diversity, Globalization, Non-Western Area Studies.

Please note that PLS students admitted 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. PLS students who are completing degree requirements for a major offered through the Day School are required to complete the GEP for Day Students.

## Graduate Business 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.

## Accounting Department Overview

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.

**Professor:** A.J. Stagliano, Ph.D.; E. Kent St. Pierre, Ph.D.; Joseph Ragan, MA, MBA, CPA

**Associate:** Jing Lin, Ph.D.; Joseph Larkin, Ph.D, CPA, CMA, CIA; Waqar Ghani, Ph.D

**Assistant:** Amy E. Ji, Ph.D.; Martin Kim, Ph.D.

**Visiting:** Bob Teti, CPA; Frederick Charles Teufel, Jr.; Gregory J. Tanzola, MBA, CPA

Dustin Ream

*Chair:* Dr. Joseph Larkin

## Undergraduate Major

- Accounting (p. 172)

## Adult Undergraduate Major

- Accounting (p. 174)

## Adult Undergraduate Certificates

- Post-Baccalaureate Certificate in Accountancy (p. 175)

## 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.

*The traditional undergraduate programs include 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.

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

Code	Title	Hours
ECN 102	Introductory Economics Macro	3
ENG 263	Writing for Organizations	3
PHL 320	Business, Society and Ethics	3

## Free Electives

Five to nine courses

## Business Foundation

Ten courses, including:

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
ACC 102	Managerial Accounting	3
DSS 100	Excel Competency	1
DSS 200	Intro to Information Systems	3
DSS 210	Business Statistics	3
DSS 220	Business Analytics	3
FIN 200	Intro to Finance	3
or FIN 225	Fund of Quantitative Finance	
MGT 110	Essent'ls of Organizational Beh	
or MGT 120	Essentials of Management	
MGT 360	Legal Environment of Business	3
MKT 201	Principles of Marketing	3
BUS 495	Business Policy	4

## Major Requirements

six courses

Code	Title	Hours
ACC 205	Fin Acc Info Sys I	3
ACC 206	Fin Acc Info Sys II	3
ACC 212	Management Acc Info Systems	3
ACC 307	Fin Acc Info Sys III	3
ACC 315	Federal Income Taxation	3
ACC 317	Auditing & Assurance Services	3

- 1 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.

## Specialization within 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:

Code	Title	Hours
<b>Public Accounting</b>		
ACC 407	Contemp Topics: Financial Acct	3
ACC 415	Special Topics in Fed Taxation	3
ACC 417	Advanced Auditing	3
ACC 418	Cont Topics Audit & Assur Svcs	3
ACC 420	Fund Accounting	3
ACC 490	Accounting Internship	3
ACC 491	Summer Internship	3
MGT 362	Legal Environ't of Business II	3
<b>Financial Services</b>		
ACC 320	Mutual Fund Accounting	3
ACC 410	Financial Statement Analysis	3
FIN 201	Markets and Institutions	3
FIN 301	Investments	3
FPL 200	Personal Financial Planning	3
<b>Information Systems &amp; Financial Management</b>		
ACC 312	Acct & Consult w/ ERP	3
ACC 422	Forensic Accounting	3
CSC 110	Building Virtual Worlds	3
CSC 120	Computer Science I	4
ACC 412	Acc Tech and Financial Mngmt	3
DSS 420	Introduction to Data Mining	3
DSS 435	Advanced Business Analytics	3
<b>International Accounting</b>		
ACC 430	International Accounting	3
ECN 322	International Macroeconomics	3
FIN 302	International Finance	3
IBU 210	Intro Internat. Business	3
IBU 363	International Business Law	3
MKT 331	International Marketing	3
POL 367	Ethics in Internation Affairs	3

## Advisory Options-Licensure and Specialization in Accounting

Students 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](http://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](http://www.nasba.org) (<http://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, Intercession, 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.

## Accounting B.B.A.

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 Adult Learner General Education Program (GEP) applies to students who are completing a bachelor's degree through Professional and Liberal Studies Program (PLS) or through the Haub Degree Completion Program (HDC)

The Adult Learner GEP is comprised of Signature Core, Variable Core, Integrative Learning courses and Overlays.

### Signature Core

Code	Title	Hours
PHL 154	Moral Foundations	3
THE 154 or THE 221	Faith, Justice & the Cath Trad Intro to the New Testament	3
ENG 102	Texts & Contexts	3
HIS 154	Forging the Modern World	3
Any course certified as Faith & Reason		3
Adult Learning Seminar (any course numbered 140)		3

### Variable Core

- 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 (PLS majors require MAT 101 or higher; HDC programs require MAT 103 and MAT 123 or an alternate calculus course).
- Two courses in a Non-Native Language (e.g., SPA 111-SPA 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. Bilingual students may also be considered for a language exemption by the Department of Modern & Classical Languages.
- 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 certified as a Philosophical Anthropology course.
- One course from Religious Studies or Theology that is certified as a Religious Difference course.
- ENG 101 Craft of Language.

## Integrative Learning Course

(2 courses required)

- Courses approved for ILC requirements will vary by major. Some majors have specific courses that must be taken.

## Overlays

Students admitted Summer 2016 through Spring 2019 to an Adult Learner Program in PLS or HDC are required to complete at least one of the three GEP overlays. Students admitted Summer 2019 and later are required to complete two of the three GEP overlays:

1. Ethics Intensive
2. Writing Intensive, or
3. Diversity, Globalization, Non-Western Area Studies.

Please note that PLS and HDC students admitted prior to the Fall 2014 semester may have slightly different GEP curriculum requirements as communicated by the PLS and HDC Advising Offices at the time of admission. Students are encouraged to contact their Advising Office with any curriculum questions. PLS students who are completing degree requirements for a major offered through the Day School are required to complete the GEP for Day Students.

## Business Foundation

Ten courses, including:

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
ACC 102	Managerial Accounting	3
DSS 100	Excel Competency	1
DSS 200	Intro to Information Systems	3
DSS 210	Business Statistics	3
DSS 220	Business Analytics	3
FIN 200	Intro to Finance	3
or FIN 225	Fund of Quantitative Finance	

MGT 110 or MGT 120	Essent'ls of Organzational Beh Essentials of Management	
MGT 360	Legal Environment of Business	3
MKT 201	Principles of Marketing	3
BUS 495	Business Policy	4

## Accounting Majors

Code	Title	Hours
ACC 205	Fin Acc Info Sys I	3
ACC 206	Fin Acc Info Sys II	3
ACC 307	Fin Acc Info Sys III	3
ACC 212	Management Acc Info Systems	3
ACC 315	Federal Income Taxation	3
ACC 317	Auditing & Assurance Services	3

## Post-Baccalaureate Certificate in Accountancy

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
ACC 101EC	Excel Competency	1
ACC 102	Managerial Accounting	3
ACC 205	Fin Acc Info Sys I	3
ACC 206	Fin Acc Info Sys II	3
ACC 307	Fin Acc Info Sys III	3
ACC 212	Management Acc Info Systems	3
ACC 315	Federal Income Taxation	3
ACC 317	Auditing & Assurance Services	3
MGT 360	Legal Environment of Business	3

### Electives

Select three of the following:		9
ACC 312	Acct &Consult w/ ERP	
ACC 320	Mutual Fund Accounting	
ACC 407	Contemp Topics: Financial Acct	
ACC 410	Financial Statement Analysis	
ACC 412	Acc Tech and Financial Mngmt	
ACC 415	Special Topics in Fed Taxation	
ACC 417	Advanced Auditing	
ACC 418	Cont Topics Audit & Assur Svcs	
ACC 420	Fund Accounting	
ACC 422	Forensic Accounting	
ACC 430	International Accounting	
ACC 493	Accounting Research	
FIN 200	Intro to Finance	
MGT 362	Legal Environ't of Business II	

*Note: Students may transfer in no more than three of the above courses from previous undergraduate study.*

## 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 catalog..

## Business Administration

### Undergraduate Major

- Business Administration (p. 177)

### Graduate Degree

- Master of Business Administration (p. 179)

### Graduate Certificates

- Pre-MBA Certificate (p. 184)

### Adult Undergraduate Majors

- Business Administration (p. 176)
- Associate of Science in Business Administration (<https://academiccatalog.sju.edu/business/business-administration/a-s-business-administration-program>)

### Adult Undergraduate Minors

- Business Minor for Non-Business Majors (p. 178)

### Adult Undergraduate Certificates

- Certificate of Proficiency in Business Administration (p. 179)

## Business Administration B.B.A.

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 Adult Learner General Education Program (GEP) applies to students who are completing a bachelor's degree through Professional and Liberal Studies Program (PLS) or through the Haub Degree Completion Program (HDC)

The Adult Learner GEP is comprised of Signature Core, Variable Core, Integrative Learning courses and Overlays.

### Signature Core

Code	Title	Hours
PHL 154	Moral Foundations	3
THE 154 or THE 221	Faith, Justice & the Cath Trad Intro to the New Testament	3
ENG 102	Texts & Contexts	3

HIS 154	Forging the Modern World	3
	Any course certified as Faith & Reason	3
	Adult Learning Seminar (any course numbered 140)	3

### Variable Core

- 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 (PLS majors require MAT 101 or higher; HDC programs require MAT 103 and MAT 123 or an alternate calculus course).
- Two courses in a Non-Native Language (e.g., SPA 111-SPA 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. Bilingual students may also be considered for a language exemption by the Department of Modern & Classical Languages.
- 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 certified as a Philosophical Anthropology course.
- One course from Religious Studies or Theology that is certified as a Religious Difference course.
- ENG 101 Craft of Language.

### Integrative Learning Course

(2 courses required)

- Courses approved for ILC requirements will vary by major. Some majors have specific courses that must be taken.

### Overlays

Students admitted Summer 2016 through Spring 2019 to an Adult Learner Program in PLS or HDC are required to complete at least one of the three GEP overlays. Students admitted Summer 2019 and later are required to complete two of the three GEP overlays:

1. Ethics Intensive
2. Writing Intensive, or
3. Diversity, Globalization, Non-Western Area Studies.

Please note that PLS and HDC students admitted prior to the Fall 2014 semester may have slightly different GEP curriculum requirements as communicated by the PLS and HDC Advising Offices at the time of admission. Students are encouraged to contact their Advising Office with any curriculum questions. PLS students who are completing degree requirements for a major offered through the Day School are required to complete the GEP for Day Students.

### Business Foundation

Ten courses, including:

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
ACC 102	Managerial Accounting	3
DSS 100	Excel Competency	1
DSS 200	Intro to Information Systems	3
DSS 210	Business Statistics	3
DSS 220	Business Analytics	3
FIN 200	Intro to Finance	3
or FIN 225	Fund of Quantitative Finance	
MGT 110	Essent'ls of Organizational Beh	
or MGT 120	Essentials of Management	
MGT 360	Legal Environment of Business	3
MKT 201	Principles of Marketing	3
BUS 495	Business Policy	4

## Business Administration Majors

Six total 200-400 level courses. Two courses each must come from three of the following academic areas:

Code	Title	Hours
Accounting: ACC courses		
Business Intelligence: DSS courses		
Finance: FIN, FPL, RMI, or REF courses		
Food Marketing: FMK courses		
Management: FBE, LEO, MGT, MHC, or BUS courses		
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 Administration Major

### Learning Goals and 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.

*The traditional undergraduate programs include 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.*

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

NOTE: In no case may an ILC course be double counted towards completing other requirements of the Business Administration major.

### NOTES

1. Check the current Academic Catalog for any pre-requisites to the courses. You are responsible to complete any necessary pre-requisites.
2. Check the Course Schedule for overlays as many ILCs are approved overlay courses.
3. Check with the appropriate department for course scheduling as not all courses are offered every semester.

Code	Title	Hours
ECN 102	Introductory Economics Macro	3
Select two from the following areas:		6
<b>Economics</b>		
ECN 321	International Trade	
ECN 322	International Macroeconomics	
ECN 330	Economics of Labor	
ECN 360	Industrial Organization	
ECN 365	Game Theory	
ECN 370	Economic Development	
ECN 375	Environmental Economics	
ECN 390	The Economics of Healthcare	
ECN 410	Econometrics	
ECN 415	Economic Forecasting	
ECN 430	Modern Economic Systems	
ECN 445	Econ of Multinatl Enterprises	
ECN 460	African Economies	
ECN 477	Chinese Economics	
ECN 480	Econ of Poverty & Income Dist	
ECN 485	Econ of Migration & Immigratr	
<b>English</b>		
ENG 206	Public Speaking & Presentation	
ENG 263	Writing for Organizations	



ENG 426	Nature Writing in America
<b>Environmental Science</b>	
ENV 102	Environ Theory & Ethics Sem
<b>Interdisciplinary Health Services Courses</b>	
IHS 211	HlthCareSystem/ Responsibility
<b>Philosophy</b>	
PHL 316	Food and Justice
PHL 326	Philosophy of Sports
<b>Political Science</b>	
POL 111	Intro to American Politics
POL 113	Intro to Comparative Politics
POL 115	Intro to Global Politics
POL 117	Intro to Political Thought
POL 308	American Political Institution
POL 309	Advising the Presidency
POL 311	Const Law:Rights & Civil Lib
POL 313	Public Policy
POL 323	Women and American Politics
POL 324	Race & Ethnic Politics in U.S.
POL 326	Protesting Inequality
POL 327	Environmental Politics in Am
POL 331	Latin American Politics
POL 333	Asian Democ at the Crossroads
POL 334	Russian Politics
POL 338	Democracy: Perspect from Rome
POL 367	Ethics in Internation Affairs
POL 368	Women, Gender & World Politics
<b>Psychology</b>	
PSY 100	Introductory Psychology
PSY 123	Psychology of Men and Women
PSY 200	Personality Psychology
PSY 212	Multicultural Psychology
PSY 230	Social Psychology
PSY 235	Psychology of Gender
<b>Sociology</b>	
SOC 101	Intro to Sociology
SOC 102	Social Problems
SOC 205	Ethnic & Minority Relations
SOC 208	Sociology of Gender
SOC 211	Classical Sociological Theory
SOC 253	Race and Social Justice
SOC 262	White Collar Crime
SOC 316	Fair Trade:Coffee-Co-Op to Cup
SOC 335	Classes and Power in US
SOC 345	Law and Social Policy
SOC 349	Poverty, Ethics & Soc.Policy
SOC 358	Consumr Cult & Globl Perspctve
SOC 363	Phila: In Black and White

## Free Electives

Six courses

## Business Foundation

Ten courses, including:

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
ACC 102	Managerial Accounting	3
DSS 100	Excel Competency	1
DSS 200	Intro to Information Systems	3
DSS 210	Business Statistics	3
DSS 220	Business Analytics	3
FIN 200	Intro to Finance	3
or FIN 225	Fund of Quantitative Finance	
MGT 110	Essent'ls of Organzational Beh	
or MGT 120	Essentials of Management	
MGT 360	Legal Environment of Business	3
MKT 201	Principles of Marketing	3
BUS 495	Business Policy	4

## 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 for prerequisites

## Business Minor for Non-Business Majors

Non-HDC Students may opt to minor in Business Administration by taking the following six courses:

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
ACC 101EC	Excel Competency	1
DSS 210	Business Statistics	3
FIN 200	Intro to Finance	3
MGT 110/120/121	Essent'ls of Organzational Beh	3

DSS 200	Intro to Information Systems	3
MKT 201	Principles of Marketing	3

*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.*

## Business Administration Certificate of Proficiency

### (No Bachelor's Degree is required)

This certificate requires a minimum of eight (8) undergraduate level courses from any of the 14 available subject areas.

*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.*

## MBA Program

Jeannine Lajeunesse, M.B.A., Director  
Christine Anderson, M.B.A. and M.S., Associate Director  
Jacquelyn Panto, M.B.A., Program Manager  
Delicia Mack, M.B.A., Program Manager  
Maggie Oliver, M.Ed., Program Specialist

For Admission Procedures click here (<https://www.sju.edu/admission/graduate-business>)

### 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.

### 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.

### Learning Goals and Outcomes

**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.

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:

Code	Title	Hours
	Foundation Courses	20
	Gateway Courses	6
	Core Courses	15
	Concentration	9
	Cross-functional Capstone	3

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 include 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:

Code	Title	Hours
ACC 500	Acct, Bus Analysis, Fin Rptg	3
DSS 525	BI and Analytics Foundation	3
FIN 500	Managerial Economics	3
FIN 503	Financial Management	3
MGT 500	Managing Work Organizations	3
MKT 501	Marketing Concepts	3
DSS 500	Math for Grad Business Studies <sup>1</sup>	1
DSS 510	Statistics Proficiency	1

<sup>1</sup> Students who do not have a proficiency in Mathematics will also 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 unless pursuing a Business Intelligence & Analytics concentration.

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.

Graduate Business students are permitted to enroll in any foundation course that was waived at time of admission. Students are advised that any course in which a student enrolls will incur a tuition charge and the grade earned will remain on the transcript and calculate into the cumulative GPA.

## 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.

Code	Title	Hours
MGT 552	Stakeholder Theory & Soc Resp	3
XXX 545:	Gateway Course - Topics will vary semester to semester; options include:	3
DSS 545	Data Visual & Perf Analyt	
Note: Course content for DSS 545 is equivalent to DSS 670.		
MGT 545	Management Gateway Course	
MKT 545	Graduate Marketing Gateway	

## 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:

Code	Title	Hours
ACC 550	Creat & Meas Shareholder Value	3
DSS 560	Business Analytics for MBA <sup>1</sup>	3
or DSS 610	Business Analytics for MSBIA	
FIN 550	Shareholder Value Management	3
MGT 551	Empower Human Potentl at Wrk <sup>2</sup>	3
or MGT 553	Excellence in Organizations	
MKT 550	Marketing Strategy	3

<sup>1</sup> MBA students are advised to take DSS 560 to complete this core requirement. DSS 610 may be taken on an exception basis, and only with permission of Program Director. Students can count DSS 560 or DSS 610 toward MBA requirements, but not both.

<sup>2</sup> Students count either MGT 551 or MGT 553 toward their MBA requirements, 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. An elective is any 560 (except DSS 560) or above level graduate business course that is open to MBA students and not already part of the required MBA curriculum.

Students may choose from the following concentrations:

- Business Intelligence & Analytics,
- Finance,
- Health and Medical Services Administration,
- International Business,
- International Marketing,
- Leading/Human Resources,
- 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:

### 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.)

Code	Title	Hours
DSS 615	Python Programming	3
DSS 620	Con & Pract of DSS Modeling	3
DSS 630	Database Mgmt Theory & Pract	3
DSS 640	Enterprise(Distributed) Data	3
DSS 650	Process Simulation & Analysis	3
DSS 660	Introduction to Data Mining	3
DSS 665	R Statistical Language	3
DSS 670	Data Visual & Perf Analyt	3
Note: Course content for DSS 670 is equivalent to DSS 545.		
DSS 680	Predictive Analytics	3
DSS 690	Special Topics Course	3
DSS 710	Six Sigma Apps & Found	3
DSS 720	Bus Analytics:Supply Chain Mgt	3
DSS 730	Web Analytics	3
DSS 740	Analytics w/ Machine Learning	3
DSS 750	Fundamentals of Cyber Security	3
DSS 760	CPS Framework	3
DSS 790	Adv Topics: Cyber Analytics	3

### 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.

Code	Title	Hours
FIN 600	Fin Institutions & Capital Mkt	3
FIN 601	Personal Financial Planning	3
FIN 602	Portfolio Management	3
FIN 604	Personal Insurance Planning	3
FIN 605	Pensions & Benefits Admin	3
FIN 606	Estate Planning	3
FIN 607	Risk Management	3
FIN 608	Advanced Financial Management	3
FIN 609	International Finance	3
FIN 610	Security Analysis & Investment	3
FIN 611	Mergers and Acquisitions	3
FIN 612	Derivative Markets	3
FIN 770	Special Topics in Finance	3

### 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.

Code	Title	Hours
PMK 600	Health Care Marketing	3
PMK 620	Supply Chain Mgt in Healthcare	3
PMK 640	Pharmacoeconomics	3
PMK 660	Coding Coverage Reimbursement	3
PMK 670	Pricing in Healthcare Industry	3

### 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.

Code	Title	Hours
ACC 730	International Acc Study Tour	3
FIN 609	International Finance	3
IBU 661	International Management	3
IBU 662	International Business Law	3
IBU 663	Manage Intl Strategic Alliance	3
IBU 770	International Bus Study Tour	3
IBU 771	Topics: International Business	3
MKT 650	Marketing Study Tour	3
MKT 770	International Mktg Study Tour	3

### 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

Code	Title	Hours
MKT 604	International Marketing	3
MKT 612	Global Cultures and Consumers	3

MKT 613	International Channel Mgmt	3
MKT 614	International Mktg Research	3
MKT 616	Global Mktg Communications	3
MKT 618	Int'l Prod Develop & Brand Mgt	3
MKT 770	International Mktg Study Tour	3

### Leading/Human Resources

This area is designed to enable students to become strategic leaders within their organization. Students will obtain technical competence in the HR field, gain experience in organizational development, develop the skills to lead cross-functional teams, and learn to help their businesses to better compete in the marketplace.

Code	Title	Hours
LEO 565	Leading Change in Organization	3
LEO 651	Leading for Success in Orgs	3
LEO 653	Lead in Modern Organizations	3
LEO 654	Leading Global & Virtual Teams	3
LEO 655	Leading Projects	3
LEO 668	Leading for Sustainability	3
MHC 560	Strategic Human Cap&Talent Mgt	3
MHC 561	Human Cap Research Meas&Metric	3
MHC 562	Employment & Labor Law	3
MHC 563	Human Resource Technology	3
MHC 564	Finance & Acc for Managers	3
MHC 565	Managing Workforce Flow	3
MHC 662	Total Rewards	3
MHC 663	Talent-Selection & Retention	3
MHC 667	Human Resource Fundamentals	3

### Marketing

The MBA in Marketing will help enable managers to develop results-driven strategies using the latest marketing analytics and relationship building techniques.

Code	Title	Hours
MKT 602	Promotional Strategy	3
MKT 604	International Marketing	3
MKT 605	Research in Marketing	3
MKT 606	Consumer Behavior	3
MKT 607	The Business of Sports	3
MKT 608	Marketing and Social Media	3
MKT 609	Marketing Analytics	3
MKT 610	Digital Mkt & Web Analytics	3
MKT 612	Global Cultures and Consumers	3
MKT 613	International Channel Mgmt	3
MKT 614	International Mktg Research	3
MKT 616	Global Mktg Communications	3
MKT 618	Int'l Prod Develop & Brand Mgt	3
MKT 620	Customer Analytics	3
MKT 621	Qualitative Marketing Research	3
MKT 622	Advertising & Consumer Insight	3
MKT 623	Predictive Analytics for Mkt	3
MKT 650	Marketing Study Tour	3
MKT 770	International Mktg Study Tour	3

### 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:

Code	Title	Hours
MGT 789	Global Bus Strategy Simulation <sup>1,2</sup>	3
or MGT 795	Global Business Strategy	

- <sup>1</sup> Students count either MGT 789 or MGT 795 toward their degree, but not both.
- <sup>2</sup> Capstone prerequisite requirements: Completion of all foundation courses and eight or more 545 and above level core and concentration area courses are required before enrolling in Capstone. Permission of Program Director is required for any exception.

### The Data Intelligent MBA® Track

The Data Intelligent MBA® track allows students to maximize the study of Business Intelligence & Analytics within the MBA curriculum. Students in this track graduate with an MBA degree, a major in Business Intelligence & Analytics, and a specialization of the Data Intelligent MBA® track. Coursework in Business Intelligence & Analytics is required at each level within the MBA curriculum. The required courses within this track are listed below. Please note additional MBA courses are required, and outlined above. Students are advised to refer to their admission letter for additional foundation courses that may be required.

Code	Title	Hours
<b>Foundation Course</b>		
DSS 600	Found for Bus Intel & Analyts <sup>2</sup>	3
<b>Gateway Course</b>		
DSS 545	Data Visual & Perf Analyt	3
<b>Core Course</b>		
DSS 560	Business Analytics for MBA <sup>1</sup>	3
<b>Elective Course</b>		
Any three DSS electives, number 620 or higher, will count toward Data Intelligent MBA elective requirements. The following tracks are suggestions for students to follow. All courses are 3 credits:		
<b>Business Intelligence &amp; Analytics Track</b>		
DSS 630	Database Mgmt Theory & Pract	
DSS 650	Process Simulation & Analysis	
DSS 660	Introduction to Data Mining	
<b>Data Mining Track</b>		
DSS 620	Con & Pract of DSS Modeling	
DSS 660	Introduction to Data Mining	
DSS 680	Predictive Analytics	
<b>Cyber Analytics Track</b>		
DSS 630	Database Mgmt Theory & Pract	
DSS 750	Fundamentals of Cyber Security	
DSS 760	CPS Framework	

- <sup>1</sup> MBA students are advised to take DSS 560 to complete this core requirement. DSS 610 may be taken on an exception basis, and only with permission of Program Director. Students can count DSS 560 or DSS 610 toward MBA requirements, but not both.



- <sup>2</sup> The ALEKS statistical module is a required component of DSS 600. Students pursuing the Data Intelligent MBA are required to complete the ALEKS module in its entirety, as required in the course.

## 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,
- Health and Medical Services,
- International Business,
- International Marketing,
- 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) 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 graduate business 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 the Academic Catalog and the Degree Works tool to monitor their progress in the program. Students are advised to consult the Graduate Business Office before registration if they have questions regarding program progress or 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 contact the Graduate Business office for an appointment.

## 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 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 or waived 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.

## 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, a student enrolled in the MBA Program who receives 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. All courses attempted/completed remain on a student's transcript and each grade earned will calculate into a student's cumulative GPA. 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.

## 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.

## Transfer of Courses

Students may transfer up to six graduate credit hours (2 courses) towards the MBA degree from an AACSB accredited college or university, provided the students earned a grade of B or better in the course and content equivalency is approved. Approval by the Department Chairperson of the applicable academic department is required. Request for the evaluation of graduate transfer credit must be made at the time of application or admission.

# Pre MBA Leadership Certificate

The Pre-MBA Leadership Certificate Program at Haub School of Business is designed to help students and professionals gain a solid foundation in basic business concepts in order to prepare them for a variety of academic, professional, and life goals. This certificate program is an opportunity to enroll in one or more of the 8 MBA foundation courses offered by the Haub School of Business, without being a matriculating student in the MBA Program. Students in this program must comply with all existing course prerequisites.

To be eligible to participate in the Pre MBA Leadership Certificate Program, applicants must meet all MBA program admission requirements, with the exception of the GMAT/GRE score. To be eligible to transition into the MBA Program with a GMAT/GRE waiver, a student in the Pre-MBA Leadership Certificate Program must achieve a cumulative GPA of 3.4 and must complete a minimum of four 3-credit foundation courses, two of which must be in the areas of accounting, finance, or economics.

The Pre-MBA Leadership Certificate Program affords students the opportunity to take part in all the University has to offer (networking; career advising/career fairs; dynamic, graduate-level courses). It's also appropriate for students interested in matriculating into the Master's of Science in Marketing (<https://www.sju.edu/majors-programs/graduate-business/master-degrees/master-science-marketing>) or Financial Services M.S. (<https://www.sju.edu/majors-programs/graduate-business/master-degrees/financial-services-ms>) programs.

The Pre-MBA Program curriculum consists of 20 credits and 8 courses, as follows:

Code	Title	Hours
ACC 500	Acct, Bus Analysis, Fin Rptg	3
DSS 525	BI and Analytics Foundation	3
DSS 500	Math for Grad Business Studies	1
DSS 510	Statistics Proficiency	1
FIN 500	Managerial Economics	3

FIN 503	Financial Management	3
MGT 500	Managing Work Organizations	3
MKT 501	Marketing Concepts	3

# Business Intelligence & Analytics

*Business Intelligence and Analytics (BIA) majors* acquire general business skills plus knowledge and experience in the theory of decision making, process analysis, database management, decision support systems, data visualization, data mining, statistical analysis, business analytics, competitive intelligence, knowledge management, business intelligence, supply chain, operations management, and enterprise security. Technology employed in the DSS curriculum includes Microsoft Office, Oracle, SAP, Python, R, JMP, Minitab, Tableau, Qlik and Power BI.

The *Business Intelligence and Analytics (BIA) minor* is designed to enhance the skill set of both business and arts & sciences majors so that they are fundamentally better equipped to succeed in a data-intensive world. Organizations typically gather information in order to assess their operating environment to conduct marketing research or customer relationship management, and to perform competitor analysis. Organizations accumulate business intelligence in order to gain sustainable competitive advantage and regard such intelligence as a valuable core competence.

Master of Science in Business Intelligence and Analytics program prepares students to be leaders in their organizations who can leverage organizational knowledge and find success in their data. This focus prepares 21st century professionals to drive organizational performance in all functional areas by using data to develop new opportunities, gain competitive advantage, identify effective strategies, and improve decision-making.

Most disciplines offered within a business school have a very clearly defined path. Students who study business intelligence and analytics at Saint Joseph's University take a different approach. The breadth of subjects explored within the BIA programs uniquely prepare students for careers in technology management and management consulting.

Job prospects and potential salary for our graduates and pay are excellent. Our programs were developed by industry for industry. BIA programs are designed for people who want to distinguish themselves from their peers by acquiring a set of essential skills that really make a difference in today's organizations.

**Professor:** Rashmi Malhotra, Ph.D.; Richard Herschel, Ph.D.; Ronald K. Klimberg, Ph.D.; Virginia M. Miori, Ph.D.

**Associate:** John C. Yi, Ph.D.; Nicolle Clements, Ph.D.; Vipul K. Gupta, Ph.D.

**Assistant:** Kathleen Campbell Garwood; Marcello Balduccini; Ruben A. Mendoza, Ph.D.; Sina Shokoohyar

**Visiting:** Flavia Burton; Janine N. Guerra, J.D.; Mr. Neil T. Desnoyers; Vivian M Evangelista  
Javier E. Leon

Chair: Virginia M. Miori, Ph.D.

## Undergraduate Major

- Business Intelligence & Analytics (p. 186)

## Undergraduate Minor

- Business Intelligence & Analytics (p. 187)

## Graduate Program

- Master of Science in Business Intelligence and Analytics (p. 187)

## Adult Undergraduate Program

- Business Intelligence & Analytics (p. 185)

## Business Intelligence & Analytics B.B.A.

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 Adult Learner General Education Program (GEP) applies to students who are completing a bachelor's degree through Professional and Liberal Studies Program (PLS) or through the Haub Degree Completion Program (HDC)

The Adult Learner GEP is comprised of Signature Core, Variable Core, Integrative Learning courses and Overlays.

### Signature Core

Code	Title	Hours
PHL 154	Moral Foundations	3
THE 154 or THE 221	Faith, Justice & the Cath Trad Intro to the New Testament	3
ENG 102	Texts & Contexts	3
HIS 154	Forging the Modern World	3
Any course certified as Faith & Reason		3
Adult Learning Seminar (any course numbered 140)		3

### Variable Core

- 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 (PLS majors require MAT 101 or higher; HDC programs require MAT 103 and MAT 123 or an alternate calculus course).
- Two courses in a Non-Native Language (e.g., SPA 111-SPA 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. Bilingual students may also be considered for a language exemption by the Department of Modern & Classical Languages.

- 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 certified as a Philosophical Anthropology course.
- One course from Religious Studies or Theology that is certified as a Religious Difference course.
- ENG 101 Craft of Language.

## Integrative Learning Course

(2 courses required)

- Courses approved for ILC requirements will vary by major. Some majors have specific courses that must be taken.

## Overlays

Students admitted Summer 2016 through Spring 2019 to an Adult Learner Program in PLS or HDC are required to complete at least one of the three GEP overlays. Students admitted Summer 2019 and later are required to complete two of the three GEP overlays:

1. Ethics Intensive
2. Writing Intensive, or
3. Diversity, Globalization, Non-Western Area Studies.

Please note that PLS and HDC students admitted prior to the Fall 2014 semester may have slightly different GEP curriculum requirements as communicated by the PLS and HDC Advising Offices at the time of admission. Students are encouraged to contact their Advising Office with any curriculum questions. PLS students who are completing degree requirements for a major offered through the Day School are required to complete the GEP for Day Students.

## Business Foundation

Ten courses, including:

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
ACC 102	Managerial Accounting	3
DSS 100	Excel Competency	1
DSS 200	Intro to Information Systems	3
DSS 210	Business Statistics	3
DSS 220	Business Analytics	3
FIN 200	Intro to Finance	3
or FIN 225	Fund of Quantitative Finance	
MGT 110	Essent'ls of Organizational Beh	
or MGT 120	Essentials of Management	
MGT 360	Legal Environment of Business	3
MKT 201	Principles of Marketing	3
BUS 495	Business Policy	4

## Business Intelligence & Analytics Majors

Code	Title	Hours
DSS 315	BIA Concepts & Practices	3
DSS 330	Database Management	3
DSS 420	Introduction to Data Mining	3
DSS 435	Advanced Business Analytics	3
DSS XXX: Choose 2 DSS Upper Level Elective of Choice		6

*Note: Business Intelligence majors require two ILC courses and have a total of 6 additional free electives.*

## Business Intelligence & Analytics Major

### Learning Goals and Objectives

**Goal 1:** Students will be competent in the functional BI&A skills necessary for transforming data into actionable knowledge to enhance strategic business decisions.

**Goal 2:** Students will be competent in thinking critically and analytically in all business situations.

**Goal 3:** BI&A Students will be competent communicators in the BI&A environment.

**Goal 4:** BI&A Students will be competent in applying the Ignatian Values.

*The traditional undergraduate programs include 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.

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

Code	Title	Hours
ECN 102	Introductory Economics Macro	3
Select one from the following departments:		3
<b>Political Science</b>		
POL 111	Intro to American Politics	
POL 113	Intro to Comparative Politics	
POL 115	Intro to Global Politics	

POL 303	Political Ideology in America
POL 352	Global Political Economy
<b>Psychology</b>	
PSY 100	Introductory Psychology
PSY 123	Psychology of Men and Women
PSY 212	Multicultural Psychology
PSY 230	Social Psychology
PSY 235	Psychology of Gender
<b>English</b>	
ENG 263	Writing for Organizations

## Requirements for the Business Intelligence & Analytics [BIA] Major Business Foundation

Ten courses, including:

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
ACC 102	Managerial Accounting	3
DSS 100	Excel Competency	1
DSS 200	Intro to Information Systems	3
DSS 210	Business Statistics	3
DSS 220	Business Analytics	3
FIN 200	Intro to Finance	3
or FIN 225	Fund of Quantitative Finance	
MGT 110	Essent'ls of Organizational Beh	
or MGT 120	Essentials of Management	
MGT 360	Legal Environment of Business	3
MKT 201	Principles of Marketing	3
BUS 495	Business Policy	4

## Major Requirements

Six courses

Code	Title	Hours
<b>Required Core</b>		
DSS 315	BIA Concepts & Practices	3
DSS 330	Database Management	3
DSS 420	Introduction to Data Mining	3
DSS 435	Advanced Business Analytics	3
Select two of the following:		6
ACC 307	Fin Acc Info Sys III (ACC majors only)	
DSS 325	Open Source Program Lang	
DSS 370	Insurance Data & Analytics	
DSS 425	Analytics Cup	
DSS 430	Alternative Risk Financing	
DSS 440	Six Sigma Apps & Foundations	
DSS 445	Statistical Programming Lang	
DSS 460	Geographic Information Systems	
DSS 470	DSS Special Topics I	
DSS 471	DSS Special Topics II	
ECN 365	Game Theory (ECN majors only)	
FMK 301	Food Marketing Research (FMK majors only)	



MHC 322	Decision Making w/ Analytics (MHC majors only)	
PMK 465	Advanced Marketing Research (PHM majors only)	
<b>Other Courses</b>		
DSS 493	Independent Study I (Majors only & permission of the Chair)	3
DSS 494	Independent Study II (Majors only & permission of the Chair)	3
DSS 491	Internship II (Majors only & permission of the Chair)	3
DSS 492	Internship III (Majors only & permission of the Chair)	3

## Business Intelligence & Analytics Minor

Code	Title	Hours
<b>Requirements</b>		
DSS 210	Business Statistics	3
DSS 220	Business Analytics	3
DSS 315	BIA Concepts & Practices	3
DSS 330	Database Management	3
DSS 420	Introduction to Data Mining	3
Select one of the following:		3
ACC 307	Fin Acc Info Sys III (ACC majors only)	
DSS 325	Open Source Program Lang	
DSS 370	Insurance Data & Analytics	
DSS 425	Analytics Cup	
DSS 430	Alternative Risk Financing (RMI majors only)	
DSS 440	Six Sigma Apps & Foundations	
DSS 445	Statistical Programming Lang	
DSS 435	Advanced Business Analytics	
DSS 460	Geographic Information Systems	
DSS 470	DSS Special Topics I	
ECN 365	Game Theory (ECN majors only)	
FMK 301	Food Marketing Research (FMK majors only)	
MHC 322	Decision Making w/ Analytics (MHC majors only)	
PMK 465	Advanced Marketing Research (PHM majors only)	

## Business Intelligence & Analytics M.S.

Virginia Miori, Ph.D., **Chair, DSS**  
 Jeannine Lajeunesse, M.B.A., **Program Director**

For Admission Procedures click here (<https://www.sju.edu/admission/graduate-business>)

### 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.

### 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.

## 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 courses listed below and are met through the scheduled course sequence.

DSS 600 or DSS 525 plus DSS 510, and DSS 610 or DSS 560 are required for all students in the program and provide the prerequisite knowledge for all future courses. Students may select any additional eight courses to meet program requirements and career objectives.

### Program Courses

Code	Title	Hours
DSS 600	Found for Bus Intel & Analyts	3
DSS 615	Python Programming	3
DSS 610	Business Analytics for MSBIA	3
DSS 620	Con & Pract of DSS Modeling	3
DSS 630	Database Mgmt Theory & Pract	3
DSS 640	Enterprise(Distributed) Data	3



DSS 650	Process Simulation & Analysis	3
DSS 660	Introduction to Data Mining	3
DSS 665	R Statistical Language	3
DSS 670	Data Visual & Perf Analyt	3
DSS 680	Predictive Analytics	3
DSS 690	Special Topics Course	3
DSS 710	Six Sigma Apps & Found	3
DSS 720	Bus Analytics:Supply Chain Mgt	3
DSS 730	Web Analytics	3
DSS 740	Analytics w/ Machine Learning	3
DSS 750	Fundamentals of Cyber Security	3
DSS 760	CPS Framework	3
DSS 770	Special Topics	3
DSS 790	Adv Topics: Cyber Analytics	3

## Course Selection - Specialized Tracks

Four specialized tracks are offered to assist students in selecting their course options.

### Cyber Analytics

The Cyber Analytics track is focused on the application of analytics to data in order to draw conclusions and detect patterns in cyber-data applications. It can be viewed as situated at the intersection of Big Data, Cyber Security, and Decision Management. Cyber analytics can be used to support computer security, computer or network administration, auditing, and many other application areas. This track provides students with an exposure to analytics of cyber-physical systems, which are ubiquitous in business/industry contexts.

Code	Title	Hours
DSS 600	Found for Bus Intel & Analyts	3
DSS 610	Business Analytics for MSBIA	3
DSS 615	Python Programming	3
DSS 630	Database Mgmt Theory & Pract	3
DSS 660	Introduction to Data Mining	3
DSS 665	R Statistical Language	3
DSS 740	Analytics w/ Machine Learning	3
DSS 750	Fundamentals of Cyber Security	3
DSS 760	CPS Framework	3
DSS 790	Adv Topics: Cyber Analytics	3

### Data Analytics

The Data Analytics track is designed to prepare students to apply data analytics techniques to large data sets to support data-driven decisions across application domains. The courses are designed for learners with a quantitative background who want to advance their skills. Students will learn statistical and scientific methods for data analysis as preparation to make sound, evidence-based decisions that drive business performance in any function.

Code	Title	Hours
DSS 600	Found for Bus Intel & Analyts	3
DSS 610	Business Analytics for MSBIA	3
DSS 615	Python Programming	3
DSS 630	Database Mgmt Theory & Pract	3
DSS 650	Process Simulation & Analysis	3
DSS 660	Introduction to Data Mining	3

DSS 665	R Statistical Language	3
DSS 670	Data Visual & Perf Analyt	3
DSS 680	Predictive Analytics	3
DSS 740	Analytics w/ Machine Learning	3

### Data Science

In the Data Science track, students will learn about closed source and open source programming languages and apply then to machine learning methodology, which is highly used in the field of business intelligence and analytics. Within business intelligence field, an understanding of at least one programming language makes an impressive addition to any resume.

Code	Title	Hours
DSS 600	Found for Bus Intel & Analyts	3
DSS 610	Business Analytics for MSBIA	3
DSS 615	Python Programming	3
DSS 630	Database Mgmt Theory & Pract	3
DSS 640	Enterprise(Distributed) Data	3
DSS 660	Introduction to Data Mining	3
DSS 670	Data Visual & Perf Analyt	3
DSS 740	Analytics w/ Machine Learning	3

Choose two additional courses from:

DSS 620	Con & Pract of DSS Modeling	3
DSS 650	Process Simulation & Analysis	3
DSS 665	R Statistical Language	3

### Traditional Business Intelligence and Analytics

The Traditional BIA track prepares professionals to drive organizational performance in all function areas (analytics, database support, programming, decision making, data visualization, etc.) This track gives students well rounded skills to prepare them to become leaders within their teams, departments and organizations.

Code	Title	Hours
DSS 600	Found for Bus Intel & Analyts	3
DSS 610	Business Analytics for MSBIA	3
DSS 620	Con & Pract of DSS Modeling	3
DSS 630	Database Mgmt Theory & Pract	3
DSS 640	Enterprise(Distributed) Data	3
DSS 650	Process Simulation & Analysis	3
DSS 660	Introduction to Data Mining	3
DSS 670	Data Visual & Perf Analyt	3
DSS 680	Predictive Analytics	3
DSS 690	Special Topics Course	3

### 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.

### 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 Saint Joseph's University will apply to courses in the Master of Science Program. As per University guidelines for graduate study, a student enrolled in a Master of Science program who receives 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. 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 Master of Science degree. Each candidate for graduation must have at least a 3.0 cumulative GPA, no more than two grades of C, and no F grades outstanding in order to be certified for graduation. All courses attempted/completed remain on a student's transcript and each grade earned will calculate into a student's cumulative GPA. 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 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.

## Transfer of Courses

Students may transfer up to six graduate credit hours (2 courses) towards the M.S. degree from an AACSB accredited college or university, provided a grade of B or better was earned in the course and content equivalency is approved. Approval by the Department Chairperson of the Decision and System Sciences department is required.

# Business Intelligence & Analytics Graduate Certificates

This certificate program is designed to advance your skills in the areas of cyber-physical systems, artificial intelligence, and big data analytics. Businesses across all industry sectors are seeking technology savvy professionals who are able to work as specialists in the areas of system/process modeling and big data analytics as both technical and managerial leaders. The objective of the Cyber Analytics certificate program in the Haub School of Business at Saint Joseph's University is to provide the student with skills in utilizing big data, modeling, analytics, and statistical learning methods to analyze complex systems and processes, uncover dependencies, weaknesses, risks, and identify corrective actions, both within the cyber domain and outside of it.

The Cyber Analytics certificate program requires completion of 12 credits with a cumulative GPA of 3.0 or better in courses taken at SJU. Students entering the certificate program may fulfill prerequisites such as a working knowledge of R programming language, and advanced

statistics through coursework as well as through significant industry related experience. Students are expected to have achieved a grade of A- or higher in prior advanced statistics courses or provide reasonable evidence of such professional skills. Specific prerequisites are required for core courses listed below and are met through the scheduled course sequence.

Code	Title	Hours
DSS 740	Analytics w/ Machine Learning	3
DSS 750	Fundamentals of Cyber Security	3
DSS 760	CPS Framework	3
DSS 790	Adv Topics: Cyber Analytics	3

Data analytics is among today's fastest-growing and highest-paid professions as organizations increasingly rely on data to drive strategic business decisions. The Data Analytics Certificate program is designed to prepare students to apply data analytics techniques to large data sets to support data-driven decisions across application domains. The courses are designed for learners with a quantitative background who want to advance their skills. You'll learn statistical and scientific methods for data analysis through hands-on exercises and video instruction from Saint Joseph's University faculty experts, preparing you to make sound, evidence-based decisions that drive business performance in any function.

The Data Analytics certificate program requires completion of 12 credits with a cumulative GPA of 3.0 or better in courses taken at SJU. Students entering the certificate program must have strong background in business statistic and quantitative methods. Specific prerequisites are required for core courses listed below and are met through the scheduled course sequence

Code	Title	Hours
DSS 660	Introduction to Data Mining	3
DSS 665	R Statistical Language	3
DSS 680	Predictive Analytics	3
DSS 740	Analytics w/ Machine Learning	3

## Executive Programs

In addition to the graduate programs offered in a more traditional format, the Haub School of Business offers two executive MBA programs intended for experienced professionals and an Executive MBA in Healthcare for Physicians:

- **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
- **Executive MBA in Healthcare**, offering the degree of Master of Business Administration

## Graduate

- Executive MBA (p. 190)

There are two MBA programs which are focused on specific industries. A Food Marketing MS program is also offered.

- **Food Marketing MBA/MS Program** offering the degree of Master's of Science in Food Marketing or Master's of Business Administration in Food Marketing
- **Pharmaceutical & Healthcare Marketing MBA Program** offering the degree of Master's of Business Administration in Pharmaceutical & Healthcare Marketing

Courses in the onground industry-focused MBA and MS Programs are scheduled as intensive sessions over one to three days, usually on Fridays and Saturdays. Some courses will also have online components. Each of the programs follows its own schedule, varying from the academic calendar for the rest of the University. Courses in the online industry-focused MBA and MS Programs are scheduled based on the calendar month (4 weeks) with one online session each week in the evening. Industry-focused Food Marketing courses will span 8 weeks with one online session each week in the evening. On ground courses are offered on the Saint Joseph's University campus. Online courses are offered through the university's online learning and web conferencing tools. Students applying to the Food Marketing MBA/MS Programs and the Pharmaceutical & Healthcare Marketing MBA Program are expected to have a minimum of five years of industry experience. Students who do not meet this experience requirement will be required to submit GMAT scores as part of the application process. The GMAT may be waived based on previous academic performance.

## Executive MBA

*Terese Waldron, Director*

*Christine Anderson, Associate Director*

*Jeannine Kinney, Administrative Assistant*

The Executive MBA Programs enable experienced professionals to obtain a Master's degree in Business Administration with 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.

### 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.

### 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 mid-September with a one-day orientation. The One-Year Executive MBA Program begins in May with a one-day orientation. Classes meet one Friday and two Saturdays per month from 8:00 a.m. to 5:00 p.m. for 20 or 12 months, respectively. There are also online course components. Student breaks are scheduled during the December holidays and in August. The Global residency is held during spring break of the final semester. Graduating Executive MBA students participate in the University commencement ceremony in May.

## 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.

### 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 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 minimizes 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.

Courses are subject to change.

## Schedule of Courses

### 20-Month Program Begins

Course	Title	Hours
<b>Fall</b>		
ACC 530	Accounting Concepts	2
FIN 501	Economics Foundation	2
MGT 510	Empowering Work Organizations	2
MKT 521	Marketing Concepts	2
Hours		8
<b>Spring</b>		
ACC 570	Creat&Meas Share Value	2
DSS 581	Business Statistics	2
FIN 504	Finance Foundation	2
MGT 512	Empower Human Cap: Legal & HR	2
MGT 575	Teams & INC	2
Hours		10
Total Hours		18

### One-Year Program Begins

Course	Title	Hours
<b>First Year</b>		
<b>Summer</b>		
ACC 620	Fin Statement Analysis	1
BUS 570	Strategic Management & Mktg	2
DSS 582	Research Skills	2
DSS 583	Data Analytics & Techniques	2
MGT 572	Leadership and Development	2
MKT 531	Integrated Mktg Communcal	1
Hours		10
<b>Second Year</b>		
<b>Fall</b>		
BUS 571	Global Business	4
FIN 550	Shareholder Value Management	3
MGT 570	Business Ethics	3
Hours		10
<b>Spring</b>		
BUS 572	Global Residency	2

DSS 585	Data Visual & Perf Analyt	2
FIN 624	Intro to Markets & Investments	2
MGT 798	Capstone	2
MGT 799	Business Policy	2
Hours		10
Total Hours		30

## Finance

### Department Overview

The Department of Finance offers majors and minors in Finance and Risk Management & Insurance and a minor in Real Estate Finance. 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.

**Professor:** *Ginette McManus, Ph.D.; Karen Hogan, Ph.D.; Morris Danielson, Ph.D.; Rajneesh Sharma, Ph.D.*

**Associate:** *Amy F. Lipton, CFA, Ph.D.; Steven Miller, Ph.D., CPCU, ARM*  
**Assistant:** *Carolyn Schellhorn, Ph.D.; Dr. Ashok Margam; Jackson D. Mills, Ph.D.; P. Daniel Jubinski, Ph.D.; Viktoriya Lantushenko, Ph.D.*

**Visiting:** *Matthew T. Kelly; Robert Dean, MBA, MS; Todd Erkis, FSA, CERA, MAAA*

*Chair: Morris Danielson, Ph.D.*

## Undergraduate

- Finance (p. 193)
- Financial Planning (p. 195)
- Risk Management & Insurance (p. 200)

## Undergraduate Minors

- Finance (p. 194)
- Financial Planning (p. 196)
- Risk Management & Insurance (p. 201)
- Risk Management & Insurance for Actuarial Science Majors (<https://academiccatalog.sju.edu/business/finance/minor-risk-management-insurance-actuarial-science-majors>)
- Real Estate Finance (p. 198)

## Graduate

- Master of Science in Finance (p. 196)

## Adult Undergraduate

- Finance (p. 192)
- Risk Management & Insurance (p. 199)

## Post Baccalaureate Certificate

- Post Baccalaureate Certificate in Risk Management and Insurance (<https://academiccatalog.sju.edu/business/accounting/post-baccalaureate-certificate-rmi>)

## Post-Masters Certificate in Financial Planning

Students who have received an MBA degree but do not have the requisite coursework to sit for the CFP exam can earn a Post-Masters Certificate in Financial Planning from Saint Joseph's University. This program is registered with the Certified Financial Planner Board of Standards Inc. (CFP), and requires the completion of seven specific CFP courses.

Successful completion of this certificate program satisfies the CFP Board's education requirement, allowing an individual to sit for the CFP Certification Examination\*. Please contact the Program Director for admission requirements and further details.

\* Saint Joseph's University does not certify individuals to use the CFP®, Certified Financial Planner™, and flame logo marks. CFP certification is granted solely by Certified Financial Planner Board of Standards Inc. to individuals who, in addition to completing and educational requirement such as this CFP Board-Registered Program, have met ethics, experience, and examination requirements.

Code	Title	Hours
ACC 601	Tax Planning	3
FIN 601	Personal Financial Planning	3
FIN 602	Portfolio Management	3
FIN 604	Personal Insurance Planning	3
FIN 605	Pensions & Benefits Admin	3
FIN 606	Estate Planning	3
FIN 620	Fin Plan Dev&Presentn Capstone	3

## Finance B.B.A.

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 Adult Learner General Education Program (GEP) applies to students who are completing a bachelor's degree through Professional and Liberal Studies Program (PLS) or through the Haub Degree Completion Program (HDC)

The Adult Learner GEP is comprised of Signature Core, Variable Core, Integrative Learning courses and Overlays.

## Signature Core

Code	Title	Hours
PHL 154	Moral Foundations	3
THE 154 or THE 221	Faith, Justice & the Cath Trad Intro to the New Testament	3

ENG 102	Texts & Contexts	3
HIS 154	Forging the Modern World	3
Any course certified as Faith & Reason		3
Adult Learning Seminar (any course numbered 140)		3

## Variable Core

- 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 (PLS majors require MAT 101 or higher; HDC programs require MAT 103 and MAT 123 or an alternate calculus course).
- Two courses in a Non-Native Language (e.g., SPA 111-SPA 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. Bilingual students may also be considered for a language exemption by the Department of Modern & Classical Languages.
- 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 certified as a Philosophical Anthropology course.
- One course from Religious Studies or Theology that is certified as a Religious Difference course.
- ENG 101 Craft of Language.

## Integrative Learning Course

(2 courses required)

- Courses approved for ILC requirements will vary by major. Some majors have specific courses that must be taken.

## Overlays

Students admitted Summer 2016 through Spring 2019 to an Adult Learner Program in PLS or HDC are required to complete at least one of the three GEP overlays. Students admitted Summer 2019 and later are required to complete two of the three GEP overlays:

1. Ethics Intensive
2. Writing Intensive, or
3. Diversity, Globalization, Non-Western Area Studies.

Please note that PLS and HDC students admitted prior to the Fall 2014 semester may have slightly different GEP curriculum requirements as communicated by the PLS and HDC Advising Offices at the time of admission. Students are encouraged to contact their Advising Office with any curriculum questions. PLS students who are completing degree requirements for a major offered through the Day School are required to complete the GEP for Day Students.



## Business Foundation

Ten courses, including:

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
ACC 102	Managerial Accounting	3
DSS 100	Excel Competency	1
DSS 200	Intro to Information Systems	3
DSS 210	Business Statistics	3
DSS 220	Business Analytics	3
FIN 200	Intro to Finance	3
or FIN 225	Fund of Quantitative Finance	
MGT 110	Essent'ls of Organizational Beh	
or MGT 120	Essentials of Management	
MGT 360	Legal Environment of Business	3
MKT 201	Principles of Marketing	3
BUS 495	Business Policy	4

## Finance Majors

Code	Title	Hours
FIN 201	Markets and Institutions	3
FIN 300	Intermediate Finance	3
FIN 301	Investments	3
One 300-400 level FIN course		3
Choose 1 400 FIN elective		3
Choose 300-400 level course in FIN, RMI, or REF		

*Note: Finance majors require two ILC courses and have a total of 6 additional free electives.*

## 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 between 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

**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:** Communication Skills

**Objective 3.1:** Students will learn to make recommendations that are clearly and effectively supported by analysis in written reports.

**Goal 4:** Jesuit Traditions

**Objective 4.1:** Students will understand the role of Ignatian values in financial decision-making.

**All students majoring in Finance must complete the following GEP requirements (please see section on the General Education Programs for details).**

*The traditional undergraduate programs include 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.*

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

## General Education Overlays

See this page about Overlays (p. ).

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

Three College of Arts and Sciences courses related to the major, including:

Code	Title	Hours
ILC #1		
ECN 102	Introductory Economics Macro	3
ILC #2 <sup>1</sup>		
MAT 123	Differential Calculus	3
ILC #3		
For ILC #3, students may take one additional course (excluding first year seminars) in the College of Arts and Sciences.		

## Business Foundation

Ten courses, including:

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
ACC 102	Managerial Accounting	3
DSS 100	Excel Competency	1
DSS 200	Intro to Information Systems	3
DSS 210	Business Statistics	3
DSS 220	Business Analytics	3
FIN 200	Intro to Finance	3
or FIN 225	Fund of Quantitative Finance	

MGT 110	Essent'ls of Organzational Beh	
or MGT 120	Essentials of Management	
MGT 360	Legal Environment of Business	3
MKT 201	Principles of Marketing	3
BUS 495	Business Policy	4

## Free Electives

Six courses

## Major Concentration

*Note: A grade of C or better in FIN 200 is required to progress as a Finance Major*

Code	Title	Hours
<b>Finance Core</b>		
FIN 201	Markets and Institutions	3
FIN 300	Intermediate Finance	3
FIN 301	Investments	3

### Electives in major

Three courses, including a Finance Elective, a Flexible Elective, and an Advanced Finance Elective, are required:

Code	Title	Hours
<b>Finance Elective</b>		
Select one from any 300- or 400-level FIN Course: <sup>2</sup>		3
FIN 302	International Finance	
FIN 303	Small Business Finance	
FIN 304	Honors Research	
FIN 305	Honors Research	
FIN 370	Topics in Finance	
FIN 400	Mergers & Acquisitions	
FIN 401	Student Managed Funds	
FIN 402	Portfolio Managment	
FIN 403	Derivative Securities	
FIN 470	Advanced Topics in Finance	
FIN 493	Independent Research I	
FIN 494	Independent Research II	

### Flexible Elective

Select one from any 300- or 400-level FIN, RMI or REF course: <sup>2, 3, 4</sup>		3
FIN 302	International Finance	
FIN 303	Small Business Finance	
FIN 400	Mergers & Acquisitions	
FIN 304	Honors Research	
FIN 305	Honors Research	
FIN 370	Topics in Finance	
FIN 401	Student Managed Funds	
FIN 402	Portfolio Managment	
FIN 403	Derivative Securities	
FIN 470	Advanced Topics in Finance	
FIN 493	Independent Research I	
FIN 494	Independent Research II	
REF 301	Commerc Real Estate Valuation	
REF 303	Residential Loans& Investments	

REF 400	Commercial Real Estate Dev	
DSS 370	Insurance Data & Analytics	3
RMI 301	Corporate Risk Management	
RMI 370	Topics in Risk Mgt & Insurance	
RMI 371	Topics in Risk Mgt & Insurance	
RMI 400	Underwriting	
RMI 410	Enterprise Risk Management	
RMI 420	Alternative Risk Financing	
RMI 470	Adv Topics: Risk Mgmt & Insura	
RMI 493	Individual Research in RMI	

### Advanced Finance Elective

Select one from any 400-level FIN Course: <sup>2</sup>		3
FIN 400	Mergers & Acquisitions	
FIN 401	Student Managed Funds	
FIN 402	Portfolio Managment	
FIN 403	Derivative Securities	
FIN 470	Advanced Topics in Finance	

- <sup>1</sup> 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, these students also have the option to take any course from the College of Arts and Sciences to satisfy FIN ILC #2. All FIN majors must take at least one Calculus course (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.
- <sup>2</sup> 400-level courses have one or more 300-level courses as prerequisites (see Course Descriptions for details).
- <sup>3</sup> A 300 or 400-level RMI course also satisfies one course toward the RMI Major and can be double-counted. Although a 300 or 400-level REF course can be taken as a Flexible Elective by a student majoring in Finance, REF courses cannot be double-counted in both the Finance major and the Real Estate minor. Thus, Finance majors completing the Real Estate minor cannot take a REF course to satisfy the Flexible Elective requirement.
- <sup>4</sup> Students who are also Accounting majors may choose either ACC 315 Federal Income Taxation OR ACC 410 Financial Statement Analysis (not both) for the Flexible Elective instead of a FIN, RMI, or REF course to complete the double major of FIN/ACC in 11 courses.

## Finance Minor

The objective of the Finance minor is to provide students with an introduction to the field of finance. The minor can serve as a complement to other Business majors, since all types of business decisions have a financial component.

The Finance minor comprises five required courses and one elective.

### Five Required Courses:

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
FIN 200	Intro to Finance	3
FIN 201	Markets and Institutions	3

FIN 300	Intermediate Finance	3
FIN 301	Investments	3

#### One Finance elective:

This elective must be a 300- or 400-level FIN course. RMI, REF, 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 FIN courses above the introductory level. These courses cannot be double counted in the student's major.

## Financial Planning Major

*This major applies to students who entered Saint Joseph's University as declared Financial Planning majors in the Classes of 2019, or 2020. Students in later classes are not eligible to complete this major. Please consult the Finance Department Chair for further information.*

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.

<sup>1</sup> Saint Joseph's University does not certify individuals – CFP® certification is granted solely by Certified Financial Planner Board of Standards Inc. to individuals who, in addition to completing an educational requirement such as this CFP® Board-Registered Program, have met ethics, experience, and examination requirements.

#### Learning Goals and Objectives

##### Goal 1: Functional Financial Planning Skills

**Objective 1.1:** Students majoring in financial planning will be competent in analyzing the financial situation of a client in to help them accomplish their financial goals.

##### Goal 2: Critical Thinking Skills

**Objective 2.1:** Students majoring in financial planning will think critically and analytically in examining and evaluating the use and validity of assumptions as they assess the financial situation of a client.

##### Goal 3: Communication Skills

**Objective 3.1:** Students majoring in financial planning will demonstrate effective oral communication skills for use in working with clients and other professionals.

#### Goal 4: Jesuit Traditions

**Objective 4.1:** Students majoring in financial planning will be able to identify ethical conflicts in client-planner relationships and find ways to properly manage to those conflicts.

*This major applies to students who entered Saint Joseph's University as declared Financial Planning majors in the Classes of 2019 or 2020. Students in later classes are not eligible to complete this major. Please consult the Finance Department Chair for further information.*

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).

*The traditional undergraduate programs include 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.

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

Code	Title	Hours
ILC #1		
ECN 102	Introductory Economics Macro	3
ILC #2		
MAT 123	Differential Calculus <sup>1</sup>	3
ILC #3		
LAW 314	Trusts & Estate Administration <sup>2</sup>	3

## Business Foundation

Ten courses, including:

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
ACC 102	Managerial Accounting	3
DSS 100	Excel Competency	1
DSS 200	Intro to Information Systems	3
DSS 210	Business Statistics	3
DSS 220	Business Analytics	3
FIN 200	Intro to Finance	3
or FIN 225	Fund of Quantitative Finance	

MGT 110	Essent'ls of Organizational Beh	
or MGT 120	Essentials of Management	
MGT 360	Legal Environment of Business	3
MKT 201	Principles of Marketing	3
BUS 495	Business Policy	4

## Free Electives

Six courses

## Major Requirements

### Major Concentration

#### Required Courses – Class of 2019 or 2020

*This major is available only to students who entered as declared Financial Planning majors in the Classes of 2019 or 2020. Please consult the Finance Department Chair for further information.*

Code	Title	Hours
FPL 200	Personal Financial Planning <sup>3</sup>	3
FPL 300/FIN 605	Retirement Plan	3
FIN 301	Investments	3
RMI 200	Introduction to Insurance	3
ACC 315	Federal Income Taxation	3
FPL 495/FIN 620	Financial Planning Capstone	3

<sup>1</sup> The Finance Department recommends that students who satisfy the GEP Math Beauty requirement by taking either MAT 155 (<https://academiccatalog.sju.edu/search/?P=MAT%20155>) or MAT 161 (<https://academiccatalog.sju.edu/search/?P=MAT%20161>) take the second course in the sequence (MAT 156 (<https://academiccatalog.sju.edu/search/?P=MAT%20156>) or MAT 162 (<https://academiccatalog.sju.edu/search/?P=MAT%20162>)) as the second FPL ILC course. However, these students also have the option to take any course from the College of Arts and Sciences to satisfy the FPL ILC #2 requirement. All FPL majors must take at least one Calculus course (MAT 123 (<https://academiccatalog.sju.edu/search/?P=MAT%20123>), MAT 155 (<https://academiccatalog.sju.edu/search/?P=MAT%20155>), or MAT 161 (<https://academiccatalog.sju.edu/search/?P=MAT%20161>)) unless they have placed out with a 4 or 5 on the AP Calculus Exam or transfer credit in Calculus from another university.

<sup>2</sup> If LAW 314 (<https://academiccatalog.sju.edu/search/?P=LAW%20314>) is not offered, students may take another course in the College of Arts and Sciences (excluding First-Year Seminars) with the approval of the Finance Department Chair.

<sup>3</sup> A grade of C or better in FPL 200 (<https://academiccatalog.sju.edu/search/?P=FPL%20200>) is required to progress as a Financial Planning Major.

## Financial Planning Minor

*This minor applies to students who entered Saint Joseph's University in the Classes of 2019 or 2020 and declared a Financial Planning minor before the end of 2018. Please consult the Finance Department Chair for further information.*

The objective of the Financial Planning minor is to provide students with an introduction to the financial planning industry. The minor is not registered with CFP Board, although many of the courses can be

used towards fulfill the education coursework requirement for the CFP® certification.

### Required Courses

*This minor applies to students who entered Saint Joseph's University in the Classes of 2019 or 2020 and declared a Financial Planning minor before the end of 2018. Please consult the Finance Department Chair for further information.*

Code	Title	Hours
<b>Required Elective Courses</b>		
FPL 200	Personal Financial Planning	3
FPL 300/FIN 605	Retirement Plan	3
FPL 495/FIN 620	Financial Planning Capstone	3
<b>Restricted Elective Course</b>		
Select one of the following:		3
Any FPL course not already required		
FIN 301	Investments	
RMI 200	Introduction to Insurance	
<b>Broad Elective Courses</b>		
Select two of the following:		6
Any FPL course not already required		
FIN 301	Investments	
RMI 200	Introduction to Insurance	
LAW 314	Trusts & Estate Administration	
ACC 315	Federal Income Taxation	
ECN 101	Introductory Economics Micro	
ECN 102	Introductory Economics Macro	
LIN 340	Communication in Soc Contexts	
PSY 100	Introductory Psychology	
PSY 233	Adulthood and Aging	
PSY 226	Psychology of Emotion	
SOC 218	Social Gerontology	
SOC 358	Consumr Cult & Globl Perspctve	

## Finance M.S.

*Morris Danielson, Ph.D., Chair, Department of Finance*

*Jeannine Lajeunesse, M.B.A., Director MBA and M.S. Programs*

*Christine Anderson, M.B.A. and M.S., Associate Director*

*Jacquelyn Panto, M.B.A., Program Manager*

*Delicia Mack, M.B.A., Program Manager*

*Maggie Oliver, M.Ed., Program Specialist*

For Admission Procedures click here (<https://www.sju.edu/admission/graduate-business>)

## Overview

This innovative graduate program provides professionals with the tools, theory, and practical knowledge required to compete in the rapidly changing financial world. The program allows students to specialize in investments, managerial finance, or financial planning. In addition, the program provides students with the ability to tailor their curriculum to career opportunities in the real estate and insurance industries.

For individuals interested in Financial Planning, a seven course sequence within the MSF program satisfies the education requirements of the CFP® certification examination and has been registered as such by the CFP Board.

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 the 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.

### Learning Goals and Objectives

**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:** 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.

**Interpersonal/Communication skills:** Students will enhance the *interpersonal skills* needed for success within organizations, including an understanding of self and others, and building 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 convincingly.

**Ignatian Values:** Students will develop an understanding of 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 world 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 investing.

Students will be able to synthesize the elements of comprehensive financial planning. Students will increase their 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.

## Curriculum

The Master of Science in Finance degree requires completion of 30 to 41 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 six credits from outside Saint Joseph's University. The Math Proficiency Requirement may be met by taking DSS 500 (one course), CLEP College Algebra exam, or a challenge exam.

## Foundation Requirements

11 credits

Code	Title	Hours
ACC 500	Acct, Bus Analysis, Fin Rptg	3
DSS 500	Math for Grad Business Studies	1
DSS 510	Statistics Proficiency	1
FIN 500	Managerial Economics	3
FIN 503	Financial Management	3

Students may demonstrate their mathematics proficiency by taking the CLEP College Algebra exam or a challenge exam. Those students who do not have a proficiency in mathematics will be required to successfully complete DSS 500, a one credit math workshop. 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.

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.

## Advanced Program Requirements

30 credits

Code	Title	Hours
<b>Core Requirements</b>		
FIN 550	Shareholder Value Management	3
FIN 600	Fin Institutions & Capital Mkt	3
FIN 602	Portfolio Management <sup>1</sup>	3
<b>Finance Elective Courses</b>		
Select seven of the following:		21
ACC 601	Tax Planning <sup>1</sup>	
ACC 602	Financial Statement Analysis	
FIN 601	Personal Financial Planning <sup>1</sup>	
FIN 604	Personal Insurance Planning <sup>1</sup>	
FIN 605	Pensions & Benefits Admin <sup>1</sup>	
FIN 606	Estate Planning <sup>1</sup>	
FIN 607	Risk Management	
FIN 608	Advanced Financial Management	
FIN 609	International Finance	
FIN 610	Security Analysis & Investment	
FIN 611	Mergers and Acquisitions	
FIN 612	Derivative Markets	
FIN 620	Fin Plan Dev&Presentn Capstone <sup>1</sup>	



## FIN 770-FIN 779: Topics in Finance

MGT 552 Stakeholder Theory &amp; Soc Resp

- <sup>1</sup> Satisfies the education requirements of the CFP® certification examination and has been registered as such by the CFP Board.

## CFP® Certification

Seven courses in the MSF program satisfy the education requirements of the CFP® certification examination and have been registered as such by the CFP Board. Students enrolled in MSF degree program can complete CFP® approved coursework, while also meeting MSF degree requirements. The specific courses are listed below.

Students who have already earned an MBA or MSF degree, but do not have the requisite coursework to sit for the CFP® exam, can enroll in our CERTIFIED FINANCIAL PLANNER™<sup>1</sup> Certificate Program. This certificate program requires the completion of 21 credits with a cumulative GPA of 3.0 or better.

Saint Joseph's University's Certificate in Financial Planning is registered with Certified Financial Planner Board of Standards Inc. (CFP) Board\* as an approved education program. Certified Financial Planner™ certification is the most recognized professional certification for financial planners, demonstrating expertise in the field and adherence to rigorous standards. As a CFP Board-Registered Program, successful completion of the Saint Joseph's University's Certificate in Financial Planning satisfies CFP Board's education requirement, allowing an individual to sit for the CFP Certification Examination.

Code	Title	Hours
ACC 601	Tax Planning	3
FIN 601	Personal Financial Planning	3
FIN 602	Portfolio Management	3
FIN 604	Personal Insurance Planning	3
FIN 605	Pensions & Benefits Admin	3
FIN 606	Estate Planning	3
FIN 620	Fin Plan Dev&Presentn Capstone	3

The seven courses cover the complete topic list required by the CFP Board. For maximum benefit, the courses should be taken so that the first in the sequence is FIN 601, and the last three in the sequence are FIN 605, FIN 606, and FIN 620, in that order. The content in the first course is essential to making the completion of the retirement, estate, and capstone courses both easier and more meaningful.

- <sup>1</sup> Saint Joseph's University does not certify individuals to use the CFP®, Certified Financial Planner™ and flame logo marks. CFP certification is granted solely by Certified Financial Planner Board of Standards Inc. to individuals who, in addition to completing and educational requirement such as this CFP Board-Registered Program, have met ethics, experience and examination requirements.

## Grading Policies

The grading system in effect at Saint Joseph's University will apply to courses in the Master of Science Program. As per University guidelines for graduate study, a student enrolled in a Master of Science program who receives 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. 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 Master of Science degree. Each candidate for graduation must have at least a 3.0 cumulative GPA, no more than two grades of C, and no F grades outstanding in order to be certified for graduation. All courses attempted/completed remain on a student's transcript and each grade earned will calculate into a student's cumulative GPA. 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 M. S. in Finance 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 550 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.

## Transfer of Courses

Students may transfer up to six graduate credit hours (2 courses) towards the M.S. degree from an AACSB accredited college or university, provided a grade of B or better was earned in the course and content equivalency is approved. Approval by the Department Chairperson of the applicable academic department is required. Request for the evaluation of graduate transfer credit must be made at the time of application or admission.

## Real Estate Finance Minor

The purpose of a minor in Real Estate Finance is to expose students to a range of real estate related topics such as commercial real estate valuation; real estate financing (mortgages, leasing, and the importance of financial leverage in real estate investing); sustainability; and real estate development. Additionally, students will have the opportunity to improve their real estate-specific writing skills in order to succeed in this industry.

### Learning Goals and Objectives

#### Goal 1: Functional finance skills

**Objective 1.1:** Students will learn the concepts and tools necessary to value commercial and residential real estate assets.

#### Goal 2: Critical Thinking skills

**Objective 2.1:** Students will learn the skills to develop, implement, examine, and evaluate the validity of assumptions underlying the valuation techniques for real estate assets.

#### Goal 3: Communication Skills

**Objective 3.1:** Students minoring in Real Estate Finance will learn to make recommendations that are clearly and effectively supported by written analysis.

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
FIN 200	Intro to Finance	3
FIN 300	Intermediate Finance <sup>1</sup>	3
REF 301	Commerc Real Estate Valuation	3
REF 303	Residential Loans& Investments	3
REF 400	Commercial Real Estate Dev	3

<sup>1</sup> Finance majors must replace FIN 300 with another REF course or another 300- or 400-level FIN course. This additional course cannot be double-counted toward the student's Finance major.

#### Requirements:

To earn a REF minor, students must complete the six courses listed above, as modified for Finance majors by Footnote 1. Students are responsible for completing all prerequisites to the courses required for the minor.

The first two courses in the Real Estate 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. Finance majors must take an additional 300- or 400-level FIN course to replace FIN 300 in the minor. This additional course cannot be double-counted toward a student's Finance major.

## Risk Management & Insurance B.B.A.

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 Adult Learner General Education Program (GEP) applies to students who are completing a bachelor's degree through Professional and Liberal Studies Program (PLS) or through the Haub Degree Completion Program (HDC)

The Adult Learner GEP is comprised of Signature Core, Variable Core, Integrative Learning courses and Overlays.

## Signature Core

Code	Title	Hours
PHL 154	Moral Foundations	3
THE 154 or THE 221	Faith, Justice & the Cath Trad Intro to the New Testament	3
ENG 102	Texts & Contexts	3
HIS 154	Forging the Modern World	3

Any course certified as Faith & Reason	3
Adult Learning Seminar (any course numbered 140)	3

## Variable Core

- 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 (PLS majors require MAT 101 or higher; HDC programs require MAT 103 and MAT 123 or an alternate calculus course).
- Two courses in a Non-Native Language (e.g., SPA 111-SPA 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. Bilingual students may also be considered for a language exemption by the Department of Modern & Classical Languages.
- 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 certified as a Philosophical Anthropology course.
- One course from Religious Studies or Theology that is certified as a Religious Difference course.
- ENG 101 Craft of Language.

## Integrative Learning Course

(2 courses required)

- Courses approved for ILC requirements will vary by major. Some majors have specific courses that must be taken.

## Overlays

Students admitted Summer 2016 through Spring 2019 to an Adult Learner Program in PLS or HDC are required to complete at least one of the three GEP overlays. Students admitted Summer 2019 and later are required to complete two of the three GEP overlays:

1. Ethics Intensive
2. Writing Intensive, or
3. Diversity, Globalization, Non-Western Area Studies.

Please note that PLS and HDC students admitted prior to the Fall 2014 semester may have slightly different GEP curriculum requirements as communicated by the PLS and HDC Advising Offices at the time of admission. Students are encouraged to contact their Advising Office with any curriculum questions. PLS students who are completing degree requirements for a major offered through the Day School are required to complete the GEP for Day Students.

## Business Foundation

Ten courses, including:

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
ACC 102	Managerial Accounting	3
DSS 100	Excel Competency	1
DSS 200	Intro to Information Systems	3
DSS 210	Business Statistics	3
DSS 220	Business Analytics	3
FIN 200	Intro to Finance	3
or FIN 225	Fund of Quantitative Finance	
MGT 110	Essent'ls of Organizational Beh	
or MGT 120	Essentials of Management	
MGT 360	Legal Environment of Business	3
MKT 201	Principles of Marketing	3
BUS 495	Business Policy	4

## Risk Management & Insurance Majors

Code	Title	Hours
RMI 200	Introduction to Insurance	3
RMI 300	Property and Casualty	3
RMI 301	Corporate Risk Management	3
Take one 300-400 level RMI course		3
Take 1 RMI Elective at the 400 level		3
Take one flexible elective at the 300-400 level in RMI, FIN, or REF		3

*Note: RMI majors require two ILC courses and have a total of 6 additional free electives.*

## Risk Management & 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

#### Goal 1: Risk Management Skills

**Objective 1.1:** Students majoring in Risk Management & Insurance should be competent in assessing coverage in common insurance policies.

#### Goal 2: Critical Thinking Skills

**Objective 2.1:** Students majoring in Risk Management & Insurance will learn 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 & Insurance will learn to make recommendations that are clearly and effectively supported by analysis in written reports.

**Objective 3.2:** Students majoring in Risk Management & Insurance will learn to communicate clearly and effectively when delivering oral presentations to the target audience.

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).

*The traditional undergraduate programs include 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.

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

## General Education Overlays

See this page about Overlays (p. ).

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

Code	Title	Hours
ILC #1		
ECN 102	Introductory Economics Macro	3
ILC #2 <sup>1</sup>		
MAT 123	Differential Calculus	3
ILC #3		
	Students may take one additional course (excluding first year seminars) in the College of Arts and Sciences.	3

## Business Foundation

Ten courses, including:

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
ACC 102	Managerial Accounting	3
DSS 100	Excel Competency	1
DSS 200	Intro to Information Systems	3
DSS 210	Business Statistics	3
DSS 220	Business Analytics	3

FIN 200	Intro to Finance	3
or FIN 225	Fund of Quantitative Finance	
MGT 110	Essent'ls of Organizational Beh	
or MGT 120	Essentials of Management	
MGT 360	Legal Environment of Business	3
MKT 201	Principles of Marketing	3
BUS 495	Business Policy	4

## Free Electives

Six courses

## Major Requirements

### Major Concentration

Code	Title	Hours
<b>RMI Core</b>		
RMI 200	Introduction to Insurance	3
RMI 300	Property and Casualty	3
RMI 301	Corporate Risk Management <sup>2</sup>	3

### 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:

Code	Title	Hours
<b>Risk Management &amp; Insurance Elective</b>		
Select one from any 300- or 400-level RMI course or DSS 370: <sup>3</sup>		3
RMI 306	Intro to Probability in Insura	3
RMI 310	Insurance Company Operations	
RMI 370	Topics in Risk Mgt & Insurance	3
RMI 400	Underwriting	
RMI 410	Enterprise Risk Management	
RMI 470 - RMI 479: Advanced Topics in Risk Management & Insurance		
RMI 493 - RMI 494: Individual Research in Risk Management & Insurance		
DSS 370	Insurance Data & Analytics	3

### Flexible Elective

Select one from any 300- or 400-level RMI, FIN, or REF course: <sup>3, 4</sup>		3
FIN 300	Intermediate Finance	
FIN 301	Investments	
FIN 302	International Finance	
FIN 303	Small Business Finance	
FIN 304 - FIN 305: Honors Research in Finance		
FIN 370 - FIN 379: Topics in Finance		
FIN 400	Mergers & Acquisitions	
FIN 401	Student Managed Funds	
FIN 402	Portfolio Management	
FIN 403	Derivative Securities	
FIN 470 - FIN 479: Advanced Topics in Finance		
FIN 493 - FIN 494: Individual Research in Finance		
REF 301	Commerc Real Estate Valuation	
REF 303	Residential Loans& Investments	
REF 400	Commercial Real Estate Dev	

RMI 307	Applied Prob & Stats in Insura	3
RMI 310	Insurance Company Operations	
RMI 370 - RMI 379: Topics in Risk Management & Insurance		
RMI 400	Underwriting	
RMI 410	Enterprise Risk Management	
RMI 470 - RMI 479: Advanced Topics in Risk Management & Insurance		
RMI 493 - RMI 494: Individual Research in Risk Management & Insurance		

### Advanced RMI Elective

Select one from any 400-level RMI course:		3
RMI 400	Underwriting	3
RMI 410	Enterprise Risk Management	3
RMI 420	Alternative Risk Financing	3
RMI 470 - RMI 479: Advanced Topics in Risk Management & Insurance		
RMI 493 - RMI 494: Individual Research in Risk Management & Insurance		

- <sup>1</sup> 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 RMI ILC course. However, these students also have the option to take any course from the College of Arts and Sciences to satisfy RMI ILC #2. . All RMI majors must take at least one Calculus course ( 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.
- <sup>2</sup> FIN 200 and DSS 210 are prerequisites for RMI 301.
- <sup>3</sup> 400-level courses have one or more 300-level courses as prerequisites (see Course Descriptions for details).
- <sup>4</sup> A 300 or 400-level FIN course also satisfies one course toward the FIN Major and can be double-counted. Although a 300 or 400-level REF course can be taken as a Flexible Elective by a student majoring in RMI, REF courses cannot be double-counted in both the RMI major and the Real Estate minor. Thus, RMI majors completing the Real Estate minor cannot take a REF course to satisfy the Flexible Elective requirement.

## Risk Management & Insurance Minor

The objective of the Risk Management & Insurance minor is to introduce students to significant aspects of both corporate risk management and the insurance industry.

The RMI minor comprises five required courses and one elective.

### Five required courses:

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
FIN 200	Intro to Finance	3
RMI 200	Introduction to Insurance	3
RMI 300	Property and Casualty	3
RMI 301	Corporate Risk Management	3

### One RMI elective:

This elective must be a 300- or 400-level RMI course. FIN, REF, 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 & 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 courses in Risk Management & Insurance. 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.

Students in the Actuarial Science Major are required to take FIN 300 to complete this major. This course can be counted as the elective course in the RMI minor.

## Food Marketing

**Professor:** John L. Stanton, Ph.D.

**Associate:** Ferdinand F. Wirth, Ph.D.

**Assistant:** Emily M. Moscato, Ph.D.; Ernest Baskin, Ph.D.; Sean Coary, Ph.D.

**Visiting:** George Latella, MBA

## Undergraduate

- Food Marketing (p. 202)

## Undergraduate Minors

- Food Marketing (p. 203)

## Adult Undergraduate

- Food Marketing (p. 203)

## Graduate Degree

- Food Marketing Master of Business Administration/Master of Science (<https://academiccatalog.sju.edu/business/executive-programs/food-marketing-mba-ms-post-masters>)

## Food Marketing Major

### Learning Goals and Objectives

Possibly the most popular undergraduate program at Saint Joseph's, the food marketing major provides Haub School of Business (HSB) students with an in-depth study of major manufacturers, supply chains, marketing, sales and more. Graduates of food marketing move on to job placements with major companies including Johnson & Johnson, Hormel, M&M Mars, E & J Gallo, Hershey, Kellogg's, BayerMerck Consumer Care, Wegmans, Wawa, Whole Foods, Giant/Stop N Shop, Shop Rite, Target, General Mills, and Wal-Mart and Nestlé, as well as supply companies and advertising and consulting agencies. The opportunity to complete a minor in Food Marketing is also available to students who are majoring in another discipline.

A unique aspect of the Food Marketing Department is that many of the faculty have worked full time in the food industry and have practical, first-hand experience in the field in which they teach. Students learn about important issues from faculty who inform and influence the industry and public policy sectors about them. In addition, food marketing

students have the advantage of strong ties to the food industry for job opportunities after they graduate and are able to take advantage of state-of-the-art facilities to get them there. For example, the major's own specialty library, the Campbell Collection in the Post Learning Commons, is one of the largest repositories of food industry information in the world. Students also have access to proprietary databases like Mintel, Planet Retail, & Nielsen.

Food marketing majors not only utilize the opportunities of their education at Saint Joseph's but are also granted opportunities to travel to major food conferences. These conferences include the Food Marketing Institute in Chicago, National Grocers Association in Las Vegas, Private Label Manufacturers Association in Chicago, the Produce Marketing Association meeting in different cities every year, International Dairy Deli Bakery (IDDBA) show in New Orleans, and many others. They can also choose to use their classroom skills in SJU's backyard by diving into service-learning opportunities in the city of Philadelphia.

Job opportunities are also available to students through the increasingly popular four- or five-year co-op program. Based off the most recent survey (2017), the average starting salary for a Food Marketing major is \$52,471.45,850 with an average bonus of \$3,000.650. Food Marketing has a 99% placement rate for graduates.

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

*The traditional undergraduate programs include 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.*

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

## General Education Overlays

See this page about Overlays (p. ).

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

Code	Title	Hours
ECN 102	Introductory Economics Macro	3
PSY 100	Introductory Psychology	3
or SOC 101	Intro to Sociology	

ILC #3: Any course in the College of Arts and Sciences, excluding GEP Signature and Variable courses



## Free Electives

Six courses

## Business Foundation

Ten courses, including:

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
ACC 102	Managerial Accounting	3
DSS 100	Excel Competency	1
DSS 200	Intro to Information Systems	3
DSS 210	Business Statistics	3
DSS 220	Business Analytics	3
FIN 200	Intro to Finance	3
or FIN 225	Fund of Quantitative Finance	
MGT 110	Essent'ls of Organizational Beh	
or MGT 120	Essentials of Management	
MGT 360	Legal Environment of Business	3
MKT 201	Principles of Marketing	3
BUS 495	Business Policy	4

## Major Concentration

Six courses

Code	Title	Hours
<b>Major Core</b>		
FMK 202	Overview of the Globl Food Ind	3
FMK 301	Food Marketing Research	3
FMK 302	Undrstdng Food Cust & Consumrs	3
FMK 303	Food Marketing Communication	3
FMK 401	Food Marketing Strategy	3
<b>Upper Division</b>		
Any FMK course not included in the major core above		

**For students who entered SJU in the fall of 2015 or later, or transfer students who entered SJU in the fall of 2015 with 14 or fewer credits, the Major core requirements have been changed to six required courses:**

Code	Title	Hours
<b>Major Core</b>		
FMK 202	Overview of the Globl Food Ind	3
FMK 301	Food Marketing Research	3
FMK 302	Undrstdng Food Cust & Consumrs	3
FMK 303	Food Marketing Communication	3
FMK 318	Retail Food Market Management	3
FMK 401	Food Marketing Strategy	3

## Food Marketing Minor

### Learning Goals and Objectives

Possibly the most popular undergraduate program at Saint Joseph's, the food marketing major provides Haub School of Business (HSB) students with an in-depth study of major manufacturers, supply chains, marketing, sales and more. Graduates of food marketing move on to job placements with major companies including Johnson & Johnson, Hormel, M&M Mars,

E & J Gallo, Hershey, Kellogg's, BayerMerck Consumer Care, Wegmans, Wawa, Whole Foods, Giant/Stop N Shop, Shop Rite, Target, General Mills, and Wal-Mart and Nestlé, as well as supply companies and advertising and consulting agencies. The opportunity to complete a minor in Food Marketing is also available to students who are majoring in another discipline.

A unique aspect of the Food Marketing Department is that many of the faculty have worked full time in the food industry and have practical, first-hand experience in the field in which they teach. Students learn about important issues from faculty who inform and influence the industry and public policy sectors about them. In addition, food marketing students have the advantage of strong ties to the food industry for job opportunities after they graduate and are able to take advantage of state-of-the-art facilities to get them there. For example, the major's own specialty library, the Campbell Collection in the Post Learning Commons, is one of the largest repositories of food industry information in the world. Students also have access to proprietary databases like Mintel, Planet Retail, & Nielsen.

Food marketing majors not only utilize the opportunities of their education at Saint Joseph's but are also granted opportunities to travel to major food conferences. These conferences include the Food Marketing Institute in Chicago, National Grocers Association in Las Vegas, Private Label Manufacturers Association in Chicago, the Produce Marketing Association meeting in different cities every year, International Dairy Deli Bakery (IDDBA) show in New Orleans, and many others. They can also choose to use their classroom skills in SJU's backyard by diving into service-learning opportunities in the city of Philadelphia.

Job opportunities are also available to students through the increasingly popular four- or five-year co-op program. Based off the most recent survey (2017), the average starting salary for a Food Marketing major is \$52,471.45,850 with an average bonus of \$3,000.650. Food Marketing has a 99% placement rate for graduates.

The Minor in Food Marketing (FMK) consists of six courses – four required courses and two elective courses as follows:

Code	Title	Hours
FMK 202	Overview of the Globl Food Ind	3
FMK 301	Food Marketing Research	3
FMK 302	Undrstdng Food Cust & Consumrs	3
FMK 303	Food Marketing Communication	3
Select two FMK elective courses		6

These two electives must be 300- or 400-level FMK courses. One elective may be a non-FMK food related course specific to the student's area of interest with the department Chair's approval

## Food Marketing B.B.A

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 Adult Learner General Education Program (GEP) applies to students who are completing a bachelor's degree through Professional and Liberal Studies Program (PLS) or through the Haub Degree Completion Program (HDC)

The Adult Learner GEP is comprised of Signature Core, Variable Core, Integrative Learning courses and Overlays.

## Signature Core

Code	Title	Hours
PHL 154	Moral Foundations	3
THE 154 or THE 221	Faith, Justice & the Cath Trad Intro to the New Testament	3
ENG 102	Texts & Contexts	3
HIS 154	Forging the Modern World	3
Any course certified as Faith & Reason		3
Adult Learning Seminar (any course numbered 140)		3

## Variable Core

- 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 (PLS majors require MAT 101 or higher; HDC programs require MAT 103 and MAT 123 or an alternate calculus course).
- Two courses in a Non-Native Language (e.g., SPA 111-SPA 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. Bilingual students may also be considered for a language exemption by the Department of Modern & Classical Languages.
- 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 certified as a Philosophical Anthropology course.
- One course from Religious Studies or Theology that is certified as a Religious Difference course.
- ENG 101 Craft of Language.

## Integrative Learning Course

(2 courses required)

- Courses approved for ILC requirements will vary by major. Some majors have specific courses that must be taken.

## Overlays

Students admitted Summer 2016 through Spring 2019 to an Adult Learner Program in PLS or HDC are required to complete at least one of the three GEP overlays. Students admitted Summer 2019 and later are required to complete two of the three GEP overlays:

1. Ethics Intensive
2. Writing Intensive, or
3. Diversity, Globalization, Non-Western Area Studies.

Please note that PLS and HDC students admitted prior to the Fall 2014 semester may have slightly different GEP curriculum requirements as communicated by the PLS and HDC Advising Offices at the time of admission. Students are encouraged to contact their Advising Office with any curriculum questions. PLS students who are completing degree requirements for a major offered through the Day School are required to complete the GEP for Day Students.

## Business Foundation

Ten courses, including:

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
ACC 102	Managerial Accounting	3
DSS 100	Excel Competency	1
DSS 200	Intro to Information Systems	3
DSS 210	Business Statistics	3
DSS 220	Business Analytics	3
FIN 200 or FIN 225	Intro to Finance Fund of Quantitative Finance	3
MGT 110 or MGT 120	Essent'ls of Organizational Beh Essentials of Management	
MGT 360	Legal Environment of Business	3
MKT 201	Principles of Marketing	3
BUS 495	Business Policy	4

## Food Marketing Majors

Code	Title	Hours
FMK 202	Overview of the Globl Food Ind	3
FMK 301	Food Marketing Research	3
FMK 302	Undrstndg Food Cust & Consumrs	3
FMK 303	Food Marketing Communication	3
FMK 318	Retail Food Market Management	3
FMK 401	Food Marketing Strategy	3

*Note: Food Marketing majors require two ILC courses and have a total of 6 additional free electives.*

## Food Marketing MBA/MS

John Stanton, Ph.D., Chair Food Marketing Department  
 Terese W. Waldron, Director  
 Kathleen Klarich, Program Manager  
 Jeannine Kinney, Administrative Assistant

The Food Marketing MBA/MS 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 and beverage industries and associated fields. Our unique program provides advanced academic and developmental experiences in strategic marketing and related business disciplines. Students together with a network of industry peers earn an M.B.A. or M.S. degree by attending either Friday/Saturday sessions on the SJU campus or weekly online sessions. Courses are led by world-class faculty and are often co-taught with industry experts. Course work encompasses both strategic and "hands on" experiences. Onground courses are offered nearly every weekend. Several online courses are offered each semester. 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.

## Mission Statement

The mission of Saint Joseph's Food Marketing MBA/MS 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 Onground Courses

Courses with live instruction are offered on the Saint Joseph's University 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 as listed by faculty in their syllabi.

## Online Courses

Online courses that are 2.0 credits (foundation and core) cover a one month period, and include a live, once-a-week, online evening class session. Online courses that are 3.0 credits (industry-focused courses) cover an 8-week period and include a live, once-a-week online, evening class session.

The only course in the curriculum not offered online is our Capstone course. This is a three-day (Thursday, Friday, Saturday) course that students take near the end of the MBA program. This course will be held at SJU or at an off-campus conference center in Lafayette Hill, PA (about 15 minutes from campus). All students are invited to mix both live and online classes, creating a hybrid and offering the ultimate in flexibility.

### 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 and beverage 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.

### Graduate — Food Marketing – 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 and beverage 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 food service sectors of the food and beverage industry.

**Program Specific Objective 2:** Students will acquire knowledge of food and beverage 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.

## Three Academic Tracks

### Track 1: Master of Business Administration (M.B.A.) in Food Marketing.

This program provides a strong generalist business curriculum with a comprehensive concentration in Food and Beverage Marketing. Students will acquire knowledge of Food and Beverage Marketing strategy, including developing strategic and tactical plans, marketing

research, data analysis, market segmentation, positioning, product/pricing/distribution decision-making and communications.

Students earn their Master of Business Administration in Food Marketing degree upon successfully completing 20 courses and earning 48 credits (foundation courses may be waived upon review of academic transcripts).

## Track 2: Master of Science (M.S.) in Food Marketing

The program is perfect for the student not interested in traditional MBA courses; one who prefers to focus on the unique challenges of the food and beverage industry itself. The program offers courses focused on specific industry topics. They are not linked in any sequential manner, and it is not necessary for students to attend courses in a structured sequence. Participants earn a Master of Science degree in Food Marketing after successfully completing 13 courses and earning 37 credits (including one foundation course which may be waived upon review of academic transcripts).

## Track 3: Post-Master's Certificate in Food Marketing or Advanced Graduate 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 and beverage industry through the completion of post-graduate course work that focuses specifically on topical, industry-related issues. Participants will earn a Post-Master's Certificate in Food Marketing upon successfully completing 4 courses and earning 12 credits. Students who would like to take four of our food industry-focused courses, that can later be applied to our MBA or MS programs, can do so by completing an Advanced Graduate Certificate.

## 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 20 courses and a minimum GPA of 3.0. Courses are distributed as follows:

Code	Title	Hours
<b>Foundation Courses</b> <sup>1</sup>		
ACC 510	Accounting Foundation	2
FIN 501	Economics Foundation	2
FIN 504	Finance Foundation	2
MGT 520	Empowering Individuals & Grps	2
MKT 530	Marketing Foundation	2
<b>Core Courses</b>		
ACC 560	Managerial Accounting	2
BUS 582	Business Ethics	2
DSS 594	Data Analytics	2
DSS 592	Business Statistics	2
DSS 593	Forecasting	2
FIN 551	Managerial Finance	2
MGT 581	Leadership & Development	2
<b>Food Marketing Specialization Courses</b>		
<b>Required Courses</b>		
FMK 713	Food & Beverage Mktg Strategy	
FMK 722	Food & Beverage Mktg Research	
FMK 795	Capstone	

### Elective Courses

Select five of the following courses

FMK 711	Ovrvw&Mgmt: Food&Beverage Ind
FMK 714	Food & Beverage Mktg Analytics
FMK 725	Food & Beverage Consmr Insight
FMK 726	Innovation & New Product Dev
FMK 732	Commun in Food & Beverage Mktg
FMK 742	Multicul&Int Food&Beverage Mkt
FMK 753	Food & Beverage Retail Mktg
FMK 762	Food & Beverage Policy
FMK 772	Foodservice Mktg Management
FMK 781	Indep Study: Food & Bev Mktg
FMK 783	Food & Beverage Mktg Digr Stra
FMK 784	Food & Beverage Indry Summit
FMK 785	ST: Food & Beverage Mktg

<sup>1</sup> 5 required unless a waiver is given based upon undergraduate or graduate academic transcripts

## 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 13 courses (37 credits) including 11 Food Marketing Specialization courses from the MBA curriculum list. Unless waived per undergraduate transcripts, students will be required to complete FIN 501 and BUS 582 as well. Minimum GPA of 3.0 required for degree.

## Management

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.*

**Professor:** Alfredo J. Mauri, Ph.D.; Claire A. Simmers, Ph.D.; John J. McCall, Ph.D.; João Neiva de Figueiredo, Ph.D.; Stephen J. Porth, Ph.D.; William J. McDevitt, J.D.

**Associate:** David S. Steingard, Ph.D.; Elena Lvina, Ph.D.; Eric Patton, Ph.D.; Patrick Saparito, Ph.D.; Regina Robson, J.D.; Ronald L. Dufresne, Ph.D.; Sangcheol Song, Ph.D.; Tim Swift, Ph.D.

**Assistant:** C. Ken Weidner, II, Ph.D.; Edward R. Balotsky, Ph.D.; Kenneth Kury, Ph.D.; Lucy Ford, Ph.D.

**Visiting:** George A. Lutzow; Lisa Nelson, D.Sc.; Michael Alloruzzo



Chair: Eric Patton, Ph.D

## Undergraduate

- Family Business and Entrepreneurship (p. 208)
- International Business (p. 211)
- Leadership, Ethics and Organizational Sustainability (p. 213)
- Managing Human Capital (p. 217)

## Undergraduate Minors

- Family Business and Entrepreneurship (p. 210)
- International Business (p. 212)
- Leadership, Ethics and Organizational Sustainability (p. 215)
- Managing Human Capital (p. 219)

## Graduate

- Master of Science in Strategic Human Resource Management (p. 219)

## Adult Undergraduate

- Family Business & Entrepreneurship (p. 207)
- International Business (p. 210)
- Leadership, Ethics, and Organizational Sustainability (p. 215)
- Managing Human Capital (p. 216)

## Family Business & Entrepreneurship B.B.A.

### Family Business & Entrepreneurship Majors

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 Adult Learner General Education Program (GEP) applies to students who are completing a bachelor's degree through Professional and Liberal Studies Program (PLS) or through the Haub Degree Completion Program (HDC)

The Adult Learner GEP is comprised of Signature Core, Variable Core, Integrative Learning courses and Overlays.

## Signature Core

Code	Title	Hours
PHL 154	Moral Foundations	3
THE 154 or THE 221	Faith, Justice & the Cath Trad Intro to the New Testament	3
ENG 102	Texts & Contexts	3
HIS 154	Forging the Modern World	3
Any course certified as Faith & Reason		3
Adult Learning Seminar (any course numbered 140)		3

## Variable Core

- 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 (PLS majors require MAT 101 or higher; HDC programs require MAT 103 and MAT 123 or an alternate calculus course).
- Two courses in a Non-Native Language (e.g., SPA 111-SPA 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. Bilingual students may also be considered for a language exemption by the Department of Modern & Classical Languages.
- 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 certified as a Philosophical Anthropology course.
- One course from Religious Studies or Theology that is certified as a Religious Difference course.
- ENG 101 Craft of Language.

## Integrative Learning Course

(2 courses required)

- Courses approved for ILC requirements will vary by major. Some majors have specific courses that must be taken.

## Overlays

Students admitted Summer 2016 through Spring 2019 to an Adult Learner Program in PLS or HDC are required to complete at least one of the three GEP overlays. Students admitted Summer 2019 and later are required to complete two of the three GEP overlays:

1. Ethics Intensive
2. Writing Intensive, or
3. Diversity, Globalization, Non-Western Area Studies.

Please note that PLS and HDC students admitted prior to the Fall 2014 semester may have slightly different GEP curriculum requirements as communicated by the PLS and HDC Advising Offices at the time of



admission. Students are encouraged to contact their Advising Office with any curriculum questions. PLS students who are completing degree requirements for a major offered through the Day School are required to complete the GEP for Day Students.

## Business Foundation

Ten courses, including:

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
ACC 102	Managerial Accounting	3
DSS 100	Excel Competency	1
DSS 200	Intro to Information Systems	3
DSS 210	Business Statistics	3
DSS 220	Business Analytics	3
FIN 200	Intro to Finance	3
or FIN 225	Fund of Quantitative Finance	
MGT 110	Essent'ls of Organizational Beh	
or MGT 120	Essentials of Management	
MGT 360	Legal Environment of Business	3
MKT 201	Principles of Marketing	3
BUS 495	Business Policy	4
Code	Title	Hours
FBE 230	Intro:Entrepreneur/New Venture	3
FBE 231	Family Business	3
FBE 360	Bus Law-Entrepreneurial Firms	3
FBE 495	Family Bus &Entrepren Capstone	3
Select two FBE electives from approved MGT, FBE, FIN, FMK or MKT courses		6

*Note: FBE majors require two ILC courses and have a total of 6 additional free electives.*

## Family Business and Entrepreneurship Major

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.

### Learning Goals and Objectives

**Goal 1:** Communication - Students will communicate effectively through written and oral modes of expression across academic, professional, and social contexts using appropriate technology

**Goal 2:** Critical Thinking and Inquiry – Students will think critically and construct reasoned arguments to support their positions using skills appropriate to the context, such as deductive reasoning, scientific inquiry,

quantitative reasoning, aesthetic judgment, or critical examination of form, style, content and meaning.

**Goal 3:** Ethics, Social Justice, and Ignatian Values – Students will assess ethical issues and social justice within the framework of Ignatian values and will articulate theoretically informed responses to these issues.

**Goal 4:** Diversity - Students will engage respectfully, in a local and global context, with diverse human beliefs, abilities, experiences, identities, or cultures

**Goal 5:** Discipline or Program Specific Competencies - Students will acquire the essential knowledge and skills to succeed and make well–# reasoned judgments personally, professionally, within the field of Family Business and Entrepreneurship.

*The traditional undergraduate programs include 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.*

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

### NOTES:

1. Check the current Academic Catalog for any pre-requisites to the courses. You are responsible to complete any necessary pre-requisites.
2. Check the Course Schedule for overlays as many ILCs are approved overlay courses.
3. Check with the appropriate department for course scheduling as not all courses are offered every semester.

## General Education Overlays

See this page about Overlays (p. ).

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

NOTE: In no case may an ILC course be double counted towards completing other requirements of the Family Business and Entrepreneurship major.

Code	Title	Hours
<b>Required of All HSB Students</b>		
ECN 102	Introductory Economics Macro	3
Select two from the following:		6

**Economics**

ECN 321	International Trade
ECN 322	International Macroeconomics
ECN 330	Economics of Labor
ECN 360	Industrial Organization
ECN 370	Economic Development
ECN 375	Environmental Economics
ECN 390	The Economics of Healthcare
ECN 410	Econometrics
ECN 415	Economic Forecasting
ECN 430	Modern Economic Systems
ECN 445	Econ of Multinatl Enterprises
ECN 460	African Economies
ECN 477	Chinese Economics
ECN 480	Econ of Poverty & Income Dist
ECN 485	Econ of Migration & Immigratr

**English**

ENG 206	Public Speaking & Presentation
ENG 263	Writing for Organizations

**Environmental Science**

ENV 102	Environ Theory & Ethics Sem
---------	-----------------------------

**Interdisciplinary Health Services Courses**

IHS 211	HlthCareSystem/ Responsibility
---------	--------------------------------

**Philosophy**

PHL 316	Food and Justice
PHL 326	Philosophy of Sports

**Political Science**

POL 111	Intro to American Politics
POL 113	Intro to Comparative Politics
POL 115	Intro to Global Politics
POL 117	Intro to Political Thought
POL 308	American Political Institution
POL 309	Advising the Presidency
POL 311	Const Law:Rights & Civil Lib
POL 313	Public Policy
POL 323	Women and American Politics
POL 324	Race & Ethnic Politics in U.S.
POL 326	Protesting Inequality
POL 327	Environmental Politics in Am
POL 331	Latin American Politics
POL 333	Asian Democ at the Crossroads
POL 334	Russian Politics
POL 338	Democracy: Perspect from Rome
POL 367	Ethics in Internation Affairs
POL 368	Women, Gender & World Politics

**Psychology**

PSY 100	Introductory Psychology
PSY 123	Psychology of Men and Women
PSY 200	Personality Psychology
PSY 212	Multicultural Psychology
PSY 230	Social Psychology
PSY 235	Psychology of Gender

**Sociology**

SOC 101	Intro to Sociology
SOC 102	Social Problems
SOC 205	Ethnic & Minority Relations
SOC 208	Sociology of Gender
SOC 211	Classical Sociological Theory
SOC 351	Gender and the Law
SOC 262	White Collar Crime
SOC 316	Fair Trade:Coffee-Co-Op to Cup
SOC 335	Classes and Power in US
SOC 345	Law and Social Policy
SOC 349	Poverty, Ethics & Soc.Policy
SOC 358	Consumr Cult & Globl Perspctve
SOC 363	Phila: In Black and White

**Free Electives**

Six courses

**Business Foundation**

Ten courses, including:

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
ACC 102	Managerial Accounting	3
DSS 100	Excel Competency	1
DSS 200	Intro to Information Systems	3
DSS 210	Business Statistics	3
DSS 220	Business Analytics	3
FIN 200	Intro to Finance	3
or FIN 225	Fund of Quantitative Finance	
MGT 110	Essent'ls of Organzational Beh	
or MGT 120	Essentials of Management	
MGT 360	Legal Environment of Business	3
MKT 201	Principles of Marketing	3
BUS 495	Business Policy	4

**Family Business and Entrepreneurship Major**

Six courses (four required, two elective)

Code	Title	Hours
<b>Required Courses</b>		
FBE 230	Intro:Entrepreneur/New Venture	3
FBE 231	Family Business	3
FBE 360	Bus Law-Entrepreneurial Firms	3
FBE 495	Family Bus &Entrepren Capstone (Senior standing)	3
<b>Phase Two</b>		
Select two of the following electives:		6
FBE 330	Social Enterprise & Soc Change	
FBE 270	Spec Topics: FBE	
or FBE 370	FBE Special Topics	
or FBE 470	FBE Special Topics	
FBE 490/491	FBE Internship I	
FBE 493/494	Family, Bus & EntrepResearch I	

FIN 303	Small Business Finance
FPL 200	Personal Financial Planning
FPL 301	Estate Planning
FMK 202	Overview of the Global Food Ind
FMK 302	Understanding Food Cult & Consumers
FMK 312	New Product Development
IBU 210	Intro Internat. Business
LEO 210	Business Stakeholders & Ethics
LEO 211	Perspectives on Leadership
LEO 212	Organizational Sustainability
MHC 220	Intro: Managing Human Capital
MHC 221	Diversity in the Workplace
MHC 222	Influence, Negotiation & Conflict
MHC 360	Employment and Labor Law
MKT 202	Marketing Research
RMI 301	Corporate Risk Management

## Family Business and Entrepreneurship Minor

Code	Title	Hours
<b>Required Courses</b>		
Select one of the following:		3
MGT 110	Essentials of Organizational Beh	
or MGT 120	Essentials of Management	
MGT 360	Legal Environment of Business	3
FBE 230	Intro: Entrepreneur/New Venture	3
FBE 231	Family Business	3
FBE 360	Bus Law-Entrepreneurial Firms	3
FBE 495	Family Bus & Entrepreneur Capstone	3

Note: Students are responsible for completing prerequisites to FBE 360 and FBE 495 outside the minor.

## International Business B.B.A.

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 Adult Learner General Education Program (GEP) applies to students who are completing a bachelor's degree through Professional and Liberal Studies Program (PLS) or through the Haub Degree Completion Program (HDC)

The Adult Learner GEP is comprised of Signature Core, Variable Core, Integrative Learning courses and Overlays.

## Signature Core

Code	Title	Hours
PHL 154	Moral Foundations	3
THE 154	Faith, Justice & the Cath Trad	3
or THE 221	Intro to the New Testament	
ENG 102	Texts & Contexts	3
HIS 154	Forging the Modern World	3
Any course certified as Faith & Reason		3
Adult Learning Seminar (any course numbered 140)		3

## Variable Core

- 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 (PLS majors require MAT 101 or higher; HDC programs require MAT 103 and MAT 123 or an alternate calculus course).
- Two courses in a Non-Native Language (e.g., SPA 111-SPA 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. Bilingual students may also be considered for a language exemption by the Department of Modern & Classical Languages.
- 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 certified as a Philosophical Anthropology course.
- One course from Religious Studies or Theology that is certified as a Religious Difference course.
- ENG 101 Craft of Language.

## Integrative Learning Course

(2 courses required)

- Courses approved for ILC requirements will vary by major. Some majors have specific courses that must be taken.

## Overlays

Students admitted Summer 2016 through Spring 2019 to an Adult Learner Program in PLS or HDC are required to complete at least one of the three GEP overlays. Students admitted Summer 2019 and later are required to complete two of the three GEP overlays:

1. Ethics Intensive
2. Writing Intensive, or
3. Diversity, Globalization, Non-Western Area Studies.

Please note that PLS and HDC students admitted prior to the Fall 2014 semester may have slightly different GEP curriculum requirements as communicated by the PLS and HDC Advising Offices at the time of admission. Students are encouraged to contact their Advising Office with any curriculum questions. PLS students who are completing degree requirements for a major offered through the Day School are required to complete the GEP for Day Students.

## Business Foundation

Ten courses, including:

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
ACC 102	Managerial Accounting	3
DSS 100	Excel Competency	1
DSS 200	Intro to Information Systems	3
DSS 210	Business Statistics	3
DSS 220	Business Analytics	3
FIN 200	Intro to Finance	3
or FIN 225	Fund of Quantitative Finance	
MGT 110	Essent'ls of Organizational Beh	
or MGT 120	Essentials of Management	
MGT 360	Legal Environment of Business	3
MKT 201	Principles of Marketing	3
BUS 495	Business Policy	4

## International Business Majors

Code	Title	Hours
IBU 210	Intro Internat. Business	3
IBU 310	Managing Foreign Direct Invest	3
IBU 495	Global Strategic Planning	3
Select three of the following:		9
ACC 430	International Accounting	
FIN 302	International Finance	
FMK 314	International Food Marketing	
IBU 363	International Business Law	
IBU 370	Intern'l Topics & Study Tour (or approved sub)	
LEO 212	Organizational Sustainability	
MHC 321	International Talent Mgt	
MKT 331	International Marketing	

*Note: International Business majors require two ILC courses and have a total of 6 additional free electives.*

## International Business Major

The International Business Major offers courses in international management, marketing, and finance, as well as a capstone course in global strategic planning. The design of the international business (IB) program at SJU is interdisciplinary in nature. Students enroll in a variety of courses exploring the international dimensions of business, as well as other courses in the College of Arts and Sciences that enhance knowledge about other countries and cultures. In addition, students are encouraged to study abroad or participate in a study tour to gain direct exposure to an international experience. This versatile major can be paired with minors in foreign languages, international relations,

economics or any other disciplines that will provide a well-rounded experience.

### Learning Goals and Objectives

**Goal 1:** Communication - Students in the IBU program will demonstrate competency in written and verbal communication aimed at facilitating, and reporting the results of, collaborative problem solving and decision making processes, using appropriate technology

**Goal 2:** Critical Thinking and Inquiry – Students will think critically and construct reasoned arguments to support their positions using skills appropriate to the context, such as deductive reasoning, scientific inquiry, quantitative reasoning, aesthetic judgment, or critical examination in evaluating how actions managing an international company affect its performance.

**Goal 3:** Ethics, Social Justice, and Ignatian Values – Students will assess ethical issues and social justice within the framework of Ignatian values and will articulate theoretically informed responses to these issues within the context of International Business.

**Goal 4:** Diversity - Students will engage respectfully, in a local and global context, with diverse human beliefs, abilities, experiences, identities, or cultures

**Goal 5:** Discipline or Program Specific Competencies - Students will acquire the essential knowledge and skills to succeed and make well–# reasoned judgments personally, professionally, within the field of International Business that incorporates several business disciplines.

*The traditional undergraduate programs include 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.*

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

## General Education Overlays

See this page about Overlays (p. ).

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

### Integrative Learning Courses

three courses

1. **ECN 102 Macroeconomics**

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:

Code	Title	Hours
POL 115	Intro to Global Politics	3
POL 113	Intro to Comparative Politics	3
ECN 321	International Trade	3

## Business Foundation

Ten courses, including:

## Business Foundation

Ten courses, including:

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
ACC 102	Managerial Accounting	3
DSS 100	Excel Competency	1
DSS 200	Intro to Information Systems	3
DSS 210	Business Statistics	3
DSS 220	Business Analytics	3
FIN 200	Intro to Finance	3
or FIN 225	Fund of Quantitative Finance	
MGT 110	Essent'ls of Organizational Beh	
or MGT 120	Essentials of Management	
MGT 360	Legal Environment of Business	3
MKT 201	Principles of Marketing	3
BUS 495	Business Policy	4

Electives

Six courses

## Major Requirements

### Major Concentration

Six required courses:

Code	Title	Hours
<b>Core Courses</b>		
Take three (3) required international business core courses, three IBU electives (one of which can be an International Exposure - See below)		
IBU 210	Intro Internat. Business	3
IBU 310	Managing Foreign Direct Invest (Junior status)	3
IBU 495	Global Strategic Planning (Senior status)	3
<b>International Business Electives</b>		
ACC 430	International Accounting	
FIN 302	International Finance	
FMK 202	Overview of the Globl Food Ind	
FMK 314	International Food Marketing	
IBU 363	International Business Law	

IBU 270	International Bus Spec Topics
or IBU 470	Spec Topics in Internat Busine
IBU 493/494	Internatnl Business Research I
LEO 212	Organizational Sustainability
MHC 321	International Talent Mgt
MKT 315	Mkt in a Multicultural World
MKT 331	International Marketing
IBU 490	International Bus Internship

### International Exposure <sup>1</sup>

Select one of the following:

IBU 370	Intern'l Topics & Study Tour (or an international study tour offered in HSB (other study tours required 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	

- <sup>1</sup> May only count 1 International Exposure towards satisfying the International Business Electives

## International Business Minor

6 courses

Code	Title	Hours
<b>Core Courses</b>		
MGT 110	Essent'ls of Organizational Beh	3
or MGT 120	Essentials of Management	
IBU 210	Intro Internat. Business	3
IBU 310	Managing Foreign Direct Invest (junior status)	3
IBU 495	Global Strategic Planning (senior status)	3

### Select one of the following: <sup>4</sup>

An approved international course in one of the SJU Summer abroad programs	
A pre-approved course with an international focus while studying abroad	
IBU 370	Intern'l Topics & Study Tour
International study tour offered in HSB (other study tours require pre-approval)	

### Select one of the following:

Advanced non-native language <sup>5</sup>	
POL 113	Intro to Comparative Politics
or POL 115	Intro to Global Politics
or ECN 321	International Trade
International Business elective	

### IBU Electives

ACC 430	International Accounting
FIN 302	International Finance
FMK 202	Overview of the Globl Food Ind
FMK 314	International Food Marketing
IBU 363	International Business Law
LEO 212	Organizational Sustainability
MHC 321	International Talent Mgt



MKT 331	International Marketing
IBU 490	International Bus Internship

Note: In no case may an ILC course be double counted towards completing other requirements of the International Business minor.

- <sup>1</sup> Only a maximum of two may double-count towards other requirements such as Integrated Learning Component or primary major or other minors
- <sup>2</sup> The advanced level starts with course 202 for Western Languages (FRE, GRM, ITA and SPA) and with course 201 for CHN and JPN
- <sup>3</sup> or other pre-approved course
- <sup>4</sup> May only count 1 International Exposure towards satisfying the International Business Electives
- <sup>5</sup> The advanced level starts with course 202 for Western Languages (FRE, GRM, ITA and SPA) and with course 201 for CHN, JPN and RUS. This course may be taken as part of the GEP non-native language requirement

## Leadership, Ethics and Organizational Sustainability Major

The Leadership, Ethics, and Organizational Sustainability (LEO) major develops thoughtful, ethically-grounded, and broad-minded leaders who enable businesses to serve the common good. The major includes several components, including leadership, social responsibility, ethics, justice, stakeholder management, and systems thinking; these aspects all focus on helping students learn how business and organizations can be forces for good in society. The LEO major helps students learn leadership for the greater good, which involves an awareness of and striving for success as defined by the the triple bottom line of people, planet, and profit. This triple bottom line encompasses the need for developing shared value that generates sustainable profit, provides for human well-being, and consciously stewards natural resources.

### Learning Goals and Objectives

**Goal 1:** Communication - Students will communicate effectively through written and oral modes of expression across academic, professional, and social contexts using appropriate technology

**Goal 2:** Critical Thinking and Inquiry – Students will think critically and construct reasoned arguments to support their positions using skills appropriate to the context, such as deductive reasoning, scientific inquiry, quantitative reasoning, aesthetic judgment, or critical examination of form, style, content and meaning.

**Goal 3:** Ethics, Social Justice, and Ignatian Values – Students will assess ethical issues and social justice within the framework of Ignatian values and will articulate theoretically informed responses to these issues.

**Goal 4:** Diversity - Students will engage respectfully, in a local and global context, with diverse human beliefs, abilities, experiences, identities, or cultures

**Goal 5:** Discipline or Program Specific Competencies - Students will acquire the essential knowledge and skills to succeed and make well–# reasoned judgments personally, professionally, within the business discipline of leadership, ethics, and organizational sustainability.

*The traditional undergraduate programs include 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.*

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

### NOTES

1. Check the current Academic Catalog for any pre-requisites to the courses. You are responsible to complete any necessary pre-requisites.
2. Check the Course Schedule for overlays as many ILCs are approved overlay courses.
3. Check with the appropriate department for course scheduling as not all courses are offered every semester.

## General Education Overlays

See this page about Overlays (p. ).

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). 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.

Code	Title	Hours
<b>Required of all HSB Students</b>		
ECN 102	Introductory Economics Macro	3
Select two from the following areas:		6
<b>Economics</b>		
ECN 321	International Trade	
ECN 322	International Macroeconomics	
ECN 330	Economics of Labor	
ECN 360	Industrial Organization	
ECN 365	Game Theory	
ECN 370	Economic Development	
ECN 375	Environmental Economics	
ECN 390	The Economics of Healthcare	
ECN 410	Econometrics	
ECN 415	Economic Forecasting	
ECN 430	Modern Economic Systems	
ECN 445	Econ of Multinatl Enterprises	
ECN 460	African Economies	

ECN 475	Asian Economies
ECN 477	Chinese Economics
ECN 480	Econ of Poverty & Income Dist
ECN 485	Econ of Migration & Immigratr
<b>English</b>	
ENG 206	Public Speaking & Presentation
ENG 263	Writing for Organizations
ENG 426	Nature Writing in America
<b>Environmental Science</b>	
ENV 102	Environ Theory & Ethics Sem
<b>Interdisciplinary Health Services Courses</b>	
IHS 211	HlthCareSystem/ Responsibility
<b>Philosophy</b>	
PHL 316	Food and Justice
PHL 326	Philosophy of Sports
<b>Political Science</b>	
POL 111	Intro to American Politics
POL 113	Intro to Comparative Politics
POL 115	Intro to Global Politics
POL 117	Intro to Political Thought
POL 308	American Political Institution
POL 309	Advising the Presidency
POL 311	Const Law:Rights & Civil Lib
POL 313	Public Policy
POL 323	Women and American Politics
POL 324	Race & Ethnic Politics in U.S.
POL 326	Protesting Inequality
POL 327	Environmental Politics in Am
POL 331	Latin American Politics
POL 333	Asian Democ at the Crossroads
POL 334	Russian Politics
POL 338	Democracy: Perspect from Rome
POL 367	Ethics in Internation Affairs
POL 368	Women, Gender & World Politics
<b>Psychology</b>	
PSY 100	Introductory Psychology
PSY 123	Psychology of Men and Women
PSY 200	Personality Psychology
PSY 212	Multicultural Psychology
PSY 230	Social Psychology
PSY 235	Psychology of Gender
<b>Sociology</b>	
SOC 101	Intro to Sociology
SOC 102	Social Problems
SOC 205	Ethnic & Minority Relations
SOC 208	Sociology of Gender
SOC 211	Classical Sociological Theory
SOC 253	Race and Social Justice
SOC 262	White Collar Crime
SOC 316	Fair Trade:Coffee-Co-Op to Cup
SOC 335	Classes and Power in US
SOC 345	Law and Social Policy

SOC 349	Poverty, Ethics & Soc.Policy
SOC 358	Consumr Cult & Globl Perspctve
SOC 363	Phila: In Black and White

## Free Electives

Six courses

## Business Foundation Business Foundation

Ten courses, including:

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
ACC 102	Managerial Accounting	3
DSS 100	Excel Competency	1
DSS 200	Intro to Information Systems	3
DSS 210	Business Statistics	3
DSS 220	Business Analytics	3
FIN 200	Intro to Finance	3
or FIN 225	Fund of Quantitative Finance	
MGT 110	Essent'ls of Organzational Beh	
or MGT 120	Essentials of Management	
MGT 360	Legal Environment of Business	3
MKT 201	Principles of Marketing	3
BUS 495	Business Policy	4

## Leadership, Ethics and Organizational Sustainability Major

Six courses (four required, two elective)

Code	Title	Hours
<b>Required Courses</b>		
LEO 210	Business Stakeholders & Ethics	3
LEO 211	Perspectives on Leadership	3
LEO 212	Organizational Sustainability	3
LEO 495	Applied Ldrshp & Sustain Capst	3
<b>Major Electives</b>		
Select two of the following:		6
FBE 230	Intro:Entrepreneur/New Venture	
FBE 330	Social Enterprise & Soc Change	
FIN 470	Advanced Topics in Finance	
FMK 351	Food and the Poor	
IBU 210	Intro Internat. Business	
LEO	LEO Special Topics	
270/370/470		
LEO 310	Breaking News in Bus. Ethics	
LEO 311	Leading Teams	
LEO 490	LEO Internship I	
LEO 493/494	LEO Research I	
MHC 220	Intro: Managing Human Capital	
MHC 221	Diversity in the Workplace	
MHC 222	Influence,Negotiation&Conflict	

MHC 321	International Talent Mgt
MHC 322	Decision Making w/ Analytics
MHC 360	Employment and Labor Law

## Leadership, Ethics and Organizational Sustainability Minor

Code	Title	Hours
MGT 110/120/121	Essent'ls of Organizational Beh (University Honors Students only) <sup>1</sup>	3
MGT 361 or MGT 360	Introduction to Law Honors (University Honors Students only) <sup>1</sup> Legal Environment of Business	3
LEO 210	Business Stakeholders & Ethics	3
LEO 211	Perspectives on Leadership	3
LEO 212	Organizational Sustainability	3
LEO 495	Applied Ldrshp & Sustain Capst	3

<sup>1</sup> Courses in the Haub School of Business core

Note: Students are responsible for completing prerequisites

## Leadership, Ethics, and Organizational Sustainability B.B.A.

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 Adult Learner General Education Program (GEP) applies to students who are completing a bachelor's degree through Professional and Liberal Studies Program (PLS) or through the Haub Degree Completion Program (HDC)

The Adult Learner GEP is comprised of Signature Core, Variable Core, Integrative Learning courses and Overlays.

## Signature Core

Code	Title	Hours
PHL 154	Moral Foundations	3
THE 154 or THE 221	Faith, Justice & the Cath Trad Intro to the New Testament	3
ENG 102	Texts & Contexts	3
HIS 154	Forging the Modern World	3

Any course certified as Faith & Reason	3
Adult Learning Seminar (any course numbered 140)	3

## Variable Core

- 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 (PLS majors require MAT 101 or higher; HDC programs require MAT 103 and MAT 123 or an alternate calculus course).
- Two courses in a Non-Native Language (e.g., SPA 111-SPA 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. Bilingual students may also be considered for a language exemption by the Department of Modern & Classical Languages.
- 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 certified as a Philosophical Anthropology course.
- One course from Religious Studies or Theology that is certified as a Religious Difference course.
- ENG 101 Craft of Language.

## Integrative Learning Course

(2 courses required)

- Courses approved for ILC requirements will vary by major. Some majors have specific courses that must be taken.

## Overlays

Students admitted Summer 2016 through Spring 2019 to an Adult Learner Program in PLS or HDC are required to complete at least one of the three GEP overlays. Students admitted Summer 2019 and later are required to complete two of the three GEP overlays:

1. Ethics Intensive
2. Writing Intensive, or
3. Diversity, Globalization, Non-Western Area Studies.

Please note that PLS and HDC students admitted prior to the Fall 2014 semester may have slightly different GEP curriculum requirements as communicated by the PLS and HDC Advising Offices at the time of admission. Students are encouraged to contact their Advising Office with any curriculum questions. PLS students who are completing degree requirements for a major offered through the Day School are required to complete the GEP for Day Students.

## Business Foundation

Ten courses, including:

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
ACC 102	Managerial Accounting	3
DSS 100	Excel Competency	1
DSS 200	Intro to Information Systems	3
DSS 210	Business Statistics	3
DSS 220	Business Analytics	3
FIN 200	Intro to Finance	3
or FIN 225	Fund of Quantitative Finance	
MGT 110	Essent'ls of Organizational Beh	
or MGT 120	Essentials of Management	
MGT 360	Legal Environment of Business	3
MKT 201	Principles of Marketing	3
BUS 495	Business Policy	4

## Leadership, Ethics, and Organizational Sustainability Majors

Code	Title	Hours
LEO 210	Business Stakeholders & Ethics	3
LEO 211	Perspectives on Leadership	3
LEO 212	Organizational Sustainability	3
LEO 495	Applied Ldrshp & Sustain Capst	3
Select two electives from approved LEO course listings		6

*Note: LEO majors require two ILC courses and have a total of 6 additional free electives.*

## Managing Human Capital B.B.A.

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 Adult Learner General Education Program (GEP) applies to students who are completing a bachelor's degree through Professional and Liberal Studies Program (PLS) or through the Haub Degree Completion Program (HDC)

The Adult Learner GEP is comprised of Signature Core, Variable Core, Integrative Learning courses and Overlays.

## Signature Core

Code	Title	Hours
PHL 154	Moral Foundations	3
THE 154	Faith, Justice & the Cath Trad	3
or THE 221	Intro to the New Testament	
ENG 102	Texts & Contexts	3
HIS 154	Forging the Modern World	3
Any course certified as Faith & Reason		3
Adult Learning Seminar (any course numbered 140)		3

## Variable Core

- 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 (PLS majors require MAT 101 or higher; HDC programs require MAT 103 and MAT 123 or an alternate calculus course).
- Two courses in a Non-Native Language (e.g., SPA 111-SPA 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. Bilingual students may also be considered for a language exemption by the Department of Modern & Classical Languages.
- 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 certified as a Philosophical Anthropology course.
- One course from Religious Studies or Theology that is certified as a Religious Difference course.
- ENG 101 Craft of Language.

## Integrative Learning Course

(2 courses required)

- Courses approved for ILC requirements will vary by major. Some majors have specific courses that must be taken.

## Overlays

Students admitted Summer 2016 through Spring 2019 to an Adult Learner Program in PLS or HDC are required to complete at least one of the three GEP overlays. Students admitted Summer 2019 and later are required to complete two of the three GEP overlays:

1. Ethics Intensive
2. Writing Intensive, or
3. Diversity, Globalization, Non-Western Area Studies.

Please note that PLS and HDC students admitted prior to the Fall 2014 semester may have slightly different GEP curriculum requirements as communicated by the PLS and HDC Advising Offices at the time of

admission. Students are encouraged to contact their Advising Office with any curriculum questions. PLS students who are completing degree requirements for a major offered through the Day School are required to complete the GEP for Day Students.

## Business Foundation

Ten courses, including:

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
ACC 102	Managerial Accounting	3
DSS 100	Excel Competency	1
DSS 200	Intro to Information Systems	3
DSS 210	Business Statistics	3
DSS 220	Business Analytics	3
FIN 200	Intro to Finance	3
or FIN 225	Fund of Quantitative Finance	
MGT 110	Essent'ls of Organizational Beh	
or MGT 120	Essentials of Management	
MGT 360	Legal Environment of Business	3
MKT 201	Principles of Marketing	3
BUS 495	Business Policy	4

## Managing Human Capital Major

Code	Title	Hours
MHC 220	Intro: Managing Human Capital	3
MHC 221	Diversity in the Workplace	3
or MHC 360	Employment and Labor Law	
MHC 322	Decision Making w/ Analytics	3
MHC 495	Manag Human Cap:Resrch/Appl	3
Select two major electives from approved MHC courses		6

## Managing Human Capital Major

The Managing Human Capital degree prepares students for careers in the human resources (HR) management field by not only teaching students the functional knowledge, but by developing the skills necessary for implementation of strategic and legally defensible HR practices in contemporary business organizations. Human resources management involves the attraction, retention, development, and deployment of an organization's most important asset: its human capital. There has never been a more exciting time to join this growing field as organizations increasingly differentiate themselves through their people. Students in the MHC program are well prepared to take HR roles as generalists, employee relations specialists, compensation specialists, human capital analysts, trainers, recruiting specialists, and other specialist and generalist roles in the human resources field. In addition, some of our alumni have chosen to follow a more general management track after graduation. Our curriculum is formally aligned with the guidelines published by the Society for Human Resource Management (SHRM), the world's largest Human Resources professional organization. SHRM provides education, research, advocacy, and certification. Our alignment with the SHRM Body of Knowledge was examined by SHRM prior to our certification as an aligned major, and demonstrates to future employers that they can rely on the fact that our students have been educated in all the areas considered essential for a human resources practitioner.

### Learning Goals and Objectives

**Goal 1:** Communication - Students will communicate effectively through written and oral modes of expression across academic, professional, and social contexts using appropriate technology

**Goal 2:** Critical Thinking and Inquiry – Students will think critically and construct reasoned arguments to support their positions using skills appropriate to the context, such as deductive reasoning, scientific inquiry, quantitative reasoning, aesthetic judgment, or critical examination of form, style, content and meaning.

**Goal 3:** Ethics, Social Justice, and Ignatian Values – Students will assess ethical issues and social justice within the framework of Ignatian values and will articulate theoretically informed responses to these issues.

**Goal 4:** Diversity - Students will engage respectfully, in a local and global context, with diverse human beliefs, abilities, experiences, identities, or cultures

**Goal 5:** Discipline or Program Specific Competencies - Students will acquire the essential knowledge and skills to succeed and make well--# reasoned judgments personally, professionally, within the business discipline of human resource management and people management in general.

*The traditional undergraduate programs include 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.

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

## General Education Overlays

See this page about Overlays (p. ).

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

NOTE: In no case may an ILC course be double counted towards completing other requirements of the Managing Human Capital major.

### NOTES

1. Check the current Academic Catalog for any pre-requisites to the courses. You are responsible to complete any necessary pre-requisites.



2. Check the Course Schedule for overlays as many ILCs are approved overlay courses.
3. Check with the appropriate department for course scheduling as not all courses are offered every semester.

Code	Title	Hours
<b>Required of All HSB Students</b>		
ECN 102	Introductory Economics Macro	3
Select two from the following areas:		6
<b>Economics</b>		
ECN 321	International Trade	
ECN 322	International Macroeconomics	
ECN 330	Economics of Labor	
ECN 360	Industrial Organization	
ECN 365	Game Theory	
ECN 370	Economic Development	
ECN 375	Environmental Economics	
ECN 390	The Economics of Healthcare	
ECN 410	Econometrics	
ECN 415	Economic Forecasting	
ECN 430	Modern Economic Systems	
ECN 445	Econ of Multinatl Enterprises	
ECN 460	African Economies	
ECN 475	Asian Economies	
ECN 480	Econ of Poverty & Income Dist	
ECN 485	Econ of Migration & Immigratr	
<b>English</b>		
ENG 206	Public Speaking & Presentation	
ENG 263	Writing for Organizations	
ENG 426	Nature Writing in America	
<b>Environmental Science</b>		
ENV 102	Environ Theory & Ethics Sem	
<b>Interdisciplinary Health Services Courses</b>		
IHS 211	HlthCareSystem/ Responsibility	
<b>Philosophy</b>		
PHL 316	Food and Justice	
PHL 326	Philosophy of Sports	
<b>Political Science</b>		
POL 111	Intro to American Politics	
POL 113	Intro to Comparative Politics	
POL 115	Intro to Global Politics	
POL 117	Intro to Political Thought	
POL 308	American Political Institution	
POL 309	Advising the Presidency	
POL 311	Const Law:Rights & Civil Lib	
POL 313	Public Policy	
POL 323	Women and American Politics	
POL 324	Race & Ethnic Politics in U.S.	
POL 326	Protesting Inequality	
POL 327	Environmental Politics in Am	
POL 331	Latin American Politics	
POL 333	Asian Democ at the Crossroads	
POL 334	Russian Politics	

POL 338	Democracy: Perspect from Rome
POL 367	Ethics in Internation Affairs
POL 368	Women, Gender & World Politics
<b>Psychology</b>	
PSY 100	Introductory Psychology
PSY 123	Psychology of Men and Women
PSY 200	Personality Psychology
PSY 212	Multicultural Psychology
PSY 230	Social Psychology
PSY 235	Psychology of Gender
<b>Sociology</b>	
SOC 101	Intro to Sociology
SOC 102	Social Problems
SOC 205	Ethnic & Minority Relations
SOC 208	Sociology of Gender
SOC 211	Classical Sociological Theory
SOC 253	Race and Social Justice
SOC 262	White Collar Crime
SOC 316	Fair Trade:Coffee-Co-Op to Cup
SOC 335	Classes and Power in US
SOC 345	Law and Social Policy
SOC 348	Consumer Culture in Global Per
SOC 349	Poverty, Ethics & Soc.Policy
SOC 358	Consumr Cult & Globl Perspctve
SOC 363	Phila: In Black and White

## Free Electives

Six courses

## Business Foundation

Ten courses, including:

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
ACC 102	Managerial Accounting	3
DSS 100	Excel Competency	1
DSS 200	Intro to Information Systems	3
DSS 210	Business Statistics	3
DSS 220	Business Analytics	3
FIN 200	Intro to Finance	3
or FIN 225	Fund of Quantitative Finance	
MGT 110	Essent'ls of Organzational Beh	
or MGT 120	Essentials of Management	
MGT 360	Legal Environment of Business	3
MKT 201	Principles of Marketing	3
BUS 495	Business Policy	4

## Managing Human Capital Requirements

Code	Title	Hours
<b>Managing Human Capital Required</b>		
MHC 220	Intro: Managing Human Capital	3
MHC 221	Diversity in the Workplace	3
or MHC 360	Employment and Labor Law	

MHC 495	Manag Human Cap:Resrch/Appl	3
---------	-----------------------------	---

### Major Elective

Select three of the following:	9
--------------------------------	---

ECN 330	Economics of Labor
FBE 230	Intro:Entrepreneur/New Venture
FBE 231	Family Business
FBE 330	Social Enterprise & Soc Change
IBU 210	Intro Internat. Business
LEO 210	Business Stakeholders & Ethics
LEO 211	Perspectives on Leadership
LEO 310	Breaking News in Bus. Ethics
LEO 311	Leading Teams
MGT 362	Legal Environ't of Business II
MHC 222	Influence,Negotiation&Conflict
MHC 320	Career Management
MHC 322	Decision Making w/ Analytics
MHC 321	International Talent Mgt
MHC 270/370/470	Manage Hum Capital Spec Topics
MHC 360	Employment and Labor Law
MHC 471/472	Practicum in Human Capital I
MHC 490/491	Manage Human Cap Internshp I
MHC 493/494	Manage Human Capital Research I
SOC 320	Sociology of Work

## Managing Human Capital Minor

Six courses

Code	Title	Hours
<b>Managing Human Capital Required</b>		
MHC 220	Intro: Managing Human Capital	3
MHC 221	Diversity in the Workplace	3
or MHC 360	Employment and Labor Law	
MHC 322	Decision Making w/ Analytics	3
MHC 495	Manag Human Cap:Resrch/Appl	3
<b>Electives</b>		
Select two of the following: <sup>1</sup>		6
MHC 221	Diversity in the Workplace (Added)	
MHC 222	Influence,Negotiation&Conflict	
MHC 320	Career Management	
MHC 321	International Talent Mgt	
MHC 360	Employment and Labor Law	
MHC 370/470	Special Topics	
MHC 490	Manage Human Cap Internshp I	
MHC 491	Manage Human Cap Internshp II	
MHC 493 & MHC 494	Manage Human Capital Research I and Manage Human Capital Research II	
FBE 230	Intro:Entrepreneur/New Venture	
FBE 231	Family Business	
IBU 210	Intro Internat. Business	
LEO 210	Business Stakeholders & Ethics	
LEO 211	Perspectives on Leadership	

LEO 310	Breaking News in Bus. Ethics
LEO 311	Leading Teams
ECN 330	Economics of Labor <sup>2</sup>
SOC 320	Sociology of Work
DSS 315	BIA Concepts & Practices

<sup>1</sup> Majors must select two courses from this list. Minors may select any course from this list, if substituting an elective for MHC 322.

<sup>2</sup> If counted as an ILC, this course may not be used as a major elective

NOTE: If HSB students have taken one of the following courses:

Code	Title	Hours
DSS 315	BIA Concepts & Practices	3
FMK 301	Food Marketing Research	3
MKT 202	Marketing Research	3

they may substitute any MHC major elective for MHC 322

NOTE: If CA&S students have taken one of the following courses:

Code	Title	Hours
PSY 211	Stats for the Social Sciences	4
SOC 312	Social Research Methods I	3

they may substitute any MHC major elective for MHC 322

## Strategic Human Resource Management M.S.

*Eric Patton, Ph.D., Chair, Management*

*Jeannine Lajeunesse, M.B.A., Program Director*

The MSSHRM Program is an online program that may be completed on a part-time basis only and is designed specifically for highly motivated individuals. Students complete the program fully online and each course is offered in an 8-week module, with the exception of MHC 797, the capstone course. The intent of the program is to accept only those students who have a high probability of successfully completing the graduate program. Students in the program benefit from weekly, synchronous online class sessions with classmates and their instructor.

The MSSHRM Program at Saint Joseph's University follows an online, cohorted course sequence and students can begin the program in the fall, spring or summer semester.

### 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.

## Curriculum

The MSSHRM online curriculum consists of 33 credits (11 courses) that are, designed to cover the common body of knowledge required in the field of human capital management. The depth and breadth of courses allow students to develop expertise that allows the leveraging of people assets within an organization.

The final core course in the program (MGT 797 Managing Human Capital: Strategy and Application) is the capstone of the MSSHRM 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 offered in a 16 week module.

## Program Course Schedule

Each of the 11 program courses is offered in an eight-week online module (with the exception of MHC 797).

Code	Title	Hours
Semester I		
MHC 560	Strategic Human Cap&Talent Mgt	
MHC 667	Human Resource Fundamentals	
Semesters II through V		
MHC 561	Human Cap Research Meas&Metric	
MHC 565	Managing Workforce Flow	
MHC 662	Total Rewards	
MHC 663	Talent-Selection & Retention	
MHC 562	Employment & Labor Law	
MHC 563	Human Resource Technology	
MHC 554	Ethical Practices in Business	
MHC 564	Finance & Acc for Managers	
Semester VI		
MHC 797	Manage Hum Cap:Strategy&App	

## Course Sequence

Core courses in the MSSHRM Program are designed to ensure that courses are integrated and build students' cumulative knowledge to achieve the overarching objective of the program - to create strategic leaders.

MHC 667 and MHC 560 are the first two courses completed in the program. MHC 797 is taken in the student's last, or second to last, semester. The remaining eight courses can be taken in any sequence throughout the program.

## Sequence of Synchronous Online Courses

The MSSHRM Program offers a sequenced, online curriculum that requires students to participate in live, online course sessions once a week, per module. These online sessions are typically held in the evening, after 6pm.

## Grading, Probation, Dismissal, and Failure

The grading system in effect at Saint Joseph's University will apply to courses in the Master of Science Program. As per University guidelines for graduate study, a student enrolled in a Master of Science program who receives 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. 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 Master of Science degree. Each candidate for graduation must have at least a 3.0 cumulative GPA, no more than two grades of C, and no F grades outstanding in order to be certified for graduation. All courses attempted/ completed remain on a student's transcript and each grade earned will calculate into a student's cumulative GPA. 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 M.S. in Strategic Human Resource Management 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.

## Transfer of courses

Students may transfer up to six credit hours (2 courses) towards the MSSHRM 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 MSSHRM Program. All transfer of credits requires approval by the Chair of the Management Department.

# Marketing Mission

The Marketing Department offers a rigorous education in the theory and practice of Marketing that provides students with the knowledge, skills and experience they need to stand out from the crowd 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 while making industry connections.

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. A Marketing degree from Saint Joseph's University opens the door to successful careers in communications, sales, consumer products, retail, sports, entertainment and health care to name a few. Many 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 way to start. The AMA hosts many Marketing-related events on campus, including networking panels,

industry guest speakers and service projects. Or 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.

SJU Marketing students interact with a diverse faculty comprised of world-renowned scholars, industry experts and corporate executives, all of whom are dedicated to developing our students both in and out of the classroom. Our strong industry ties offer ample “real world” experience via guest speakers, field trips, case studies and internships.

**Professor:** Brent Smith, Ph.D.; David Allan, Ph.D.; Diane M. Phillips, Ph.D.; John B. Lord, Ph.D.; Michael Solomon, Ph.D.; Natalie T. Wood, Ph.D.

**Associate:** Feng Shen, Ph.D.; Janée Burkhalter, Ph.D.

**Assistant:** Chan Y. Yoo; R. Batra; Stephanie A. Tryce, J.D.

**Visiting:** Donna Falgiatore, M.B.A.  
Edward Scott Harris

*Chair: David Allan, Ph.D.*

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. So whether one's goal is to be an advertising icon, an Internet Whiz, a team executive or a talent agent, the path to success starts here at Saint Joseph's Marketing Department.

## Undergraduate

- Entertainment Marketing (p. 222)
- Marketing (p. 227)
- Sports Marketing (p. 229)

## Undergraduate Minors

- Advertising and Promotions (p. 221)
- Entertainment Marketing (p. 224)
- Marketing (p. 228)
- Sports Marketing (p. 231)

## 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 (p. 78)
- Music Industry Minor (p. 141)

## Graduate

- Master of Science in Marketing (p. 226)

## Adult Undergraduate

- Entertainment Marketing (p. 221)
- Marketing (p. 225)
- Sports Marketing (p. 228)

## 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. Haub School of Business students are eligible for this program with some limitations. 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.

Code	Title	Hours
<b>Courses for HSB Students</b>		
MKT 301	Integrated Mktg Communications	
or PMK 351	Pharm Promotions Management	
or FMK 303	Food Marketing Communication	
MKT 321	Advertising	
MKT 324	Public Relations and Publicity	
Select three of the following:		3
MKT 312	Selling and Sales Management	
MKT 316	Digital Marketing	
MKT 324	Public Relations and Publicity	
MKT 327	Global Mkt Communications	
MKT 490	Internship in Marketing I	
<b>Courses for A&amp;S Students</b>		
MKT 201	Principles of Marketing	
MKT 303	MKT Communications (non-Bus)	
MKT 321	Advertising	
MKT 324	Public Relations and Publicity	
<b>Select two of the following:</b>		
MKT 312	Selling and Sales Management	
MKT 314	Social Media Marketing	
MKT 316	Digital Marketing	
MKT 327	Global Mkt Communications	
MKT 490	Internship in Marketing I	

## Entertainment Marketing B.B.A.

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 Adult Learner General Education Program (GEP) applies to students who are completing a bachelor's degree through Professional and Liberal Studies Program (PLS) or through the Haub Degree Completion Program (HDC)

The Adult Learner GEP is comprised of Signature Core, Variable Core, Integrative Learning courses and Overlays.

## Signature Core

Code	Title	Hours
PHL 154	Moral Foundations	3
THE 154 or THE 221	Faith, Justice & the Cath Trad Intro to the New Testament	3
ENG 102	Texts & Contexts	3
HIS 154	Forging the Modern World	3
Any course certified as Faith & Reason		3
Adult Learning Seminar (any course numbered 140)		3

## Variable Core

- 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 (PLS majors require MAT 101 or higher; HDC programs require MAT 103 and MAT 123 or an alternate calculus course).
- Two courses in a Non-Native Language (e.g., SPA 111-SPA 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. Bilingual students may also be considered for a language exemption by the Department of Modern & Classical Languages.
- 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 certified as a Philosophical Anthropology course.
- One course from Religious Studies or Theology that is certified as a Religious Difference course.
- ENG 101 Craft of Language.

## Integrative Learning Course

(2 courses required)

- Courses approved for ILC requirements will vary by major. Some majors have specific courses that must be taken.

## Overlays

Students admitted Summer 2016 through Spring 2019 to an Adult Learner Program in PLS or HDC are required to complete at least one of the three GEP overlays. Students admitted Summer 2019 and later are required to complete two of the three GEP overlays:

1. Ethics Intensive
2. Writing Intensive, or
3. Diversity, Globalization, Non-Western Area Studies.

Please note that PLS and HDC students admitted prior to the Fall 2014 semester may have slightly different GEP curriculum requirements as communicated by the PLS and HDC Advising Offices at the time of

admission. Students are encouraged to contact their Advising Office with any curriculum questions. PLS students who are completing degree requirements for a major offered through the Day School are required to complete the GEP for Day Students.

## Business Foundation

Ten courses, including:

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
ACC 102	Managerial Accounting	3
DSS 100	Excel Competency	1
DSS 200	Intro to Information Systems	3
DSS 210	Business Statistics	3
DSS 220	Business Analytics	3
FIN 200 or FIN 225	Intro to Finance Fund of Quantitative Finance	3
MGT 110 or MGT 120	Essent'ls of Organizational Beh Essentials of Management	3
MGT 360	Legal Environment of Business	3
MKT 201	Principles of Marketing	3
BUS 495	Business Policy	4

## Entertainment Marketing Majors

Code	Title	Hours
MKT 202	Marketing Research	3
MKT 302	Consumer & Buyer Behavior	3
MKT 342	Music and Entertainment Law	3
MKT 343	Entertainment Marketing	3
Select two approved Entertainment Marketing electives		6

*Note: Entertainment Marketing majors require two ILC courses and have a total of 6 additional free electives.*

## Entertainment Marketing Major

The Saint Joseph's University Marketing Department now offers 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 to develop a blockbuster campaign to promote a studio's latest film, a concert event or theater production.

The entertainment marketing major teaches students how traditional marketing practices are applied and often rewritten in the world of entertainment through specialized courses and interaction with industry entertainers and entertainment executives.

### Learning Goals and Objectives

#### Goal 1: Functional Marketing Skills:

**Objective 1.1:** Students will be able to develop and evaluate marketing plans intended to satisfy objectives for the entertainment industry.

**Objective 1.2:** Students will gather, analyze, and assess customer and industry data.

#### Goal 2: Critical Thinking Skills



**Objective 2.1:** Students will engage in critical analyses and discussions of real problems in the entertainment industry.

**Goal 3:** Communication Skills

**Objective 3.1:** Students will demonstrate clear and persuasive oral and written communication skills.

**Goal 4:** Ignatian Values

**Objective 4.1:** Students will understand the role of Ignatian values in entertainment marketing.

*The traditional undergraduate programs include 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.

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

## General Education Overlays

See this page about Overlays (p. ).

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

Code	Title	Hours
ECN 102	Introductory Economics Macro	3
Two additional courses from the following:		6
COM 200	Communication Theory/Practice	3
ECN 420	Sports Economics	3
ENG 201	Major American Writers <sup>Any ENG 200-499</sup>	3
ENG 202	Global English Literature	3
ENG 203	English Grammar	3
ENG 204	Drama	3
ENG 205	Cultural Diversity	3
ENG 206	Public Speaking & Presentation	3
ENG 208	Special Topics in Literature	3
ENG 209	Literature and Film	3
ENG 210	The Roaring Twenties	3
ENG 211	Black Popular Culture	3
ENG 215	Passing Narratives - Black Lit	3
ENG 216	Re-Reading the Sixties	3
ENG 217	Music & American Literature	3

ENG 218	Lesbian & Gay Narrative	3
ENG 222	SophSem:Critical App Lit Study	3
ENG 241	Creative Writing:Intro Wrkshop	3
ENG 261	News Reporting	3
ENG 263	Writing for Organizations	3
ENG 265	Writing for Public Relations	3
ENG 267	Negotiations, Writing&Conflict	3
ENG 268	Fact-checking and Fake News	3
ENG 269	Intro to Mass Communication	3
ENG 301	Middle English Literature	3
ENG 302	Renaissance Non-dramatic Lit	3
ENG 303	Renaissance Drama	3
ENG 305	Eighteenth Century English Lit	3
ENG 306	Nineteenth Century English Lit	3
ENG 307	Modernism: British & Irish Lit	3
ENG 310	20th Century Irish Literature	3
ENG 311	Contemporary Brit & Irish Lit	3
ENG 315	Literature of South Asia	3
ENG 317	Literature of South Africa	3
ENG 319	Postmodernism	3
ENG 320	Contexts of Faith in Modrn Lit	3
ENG 321	Early American Literature	3
ENG 322	Amer Romantic & Trancend Lit	3
ENG 323	American Literature 1865-1915	3
ENG 324	Twentieth Century American Lit	3
ENG 325	Contemporary American Lit	3
ENG 327	Southern Literature	3
ENG 328	African American Literature	3
ENG 329	Black Women's Literature	3
ENG 330	Caribbean Lit in English	3
ENG 331	Modern Drama	3
ENG 332	Playwriting	3
ENG 333	Read,Write,Adapt Thtre Drama	3
ENG 341	Poetry Workshop	3
ENG 342	Fiction Workshop	3
ENG 343	Nonfiction Workshop	3
ENG 344	Screenwriting	3
ENG 345	Tutor Prac, Writ Cntr Thry Pr	3
ENG 346	The Art of The Interview	3
ENG 350	Adv Tools for News Writing	3
ENG 360	Feature Writing	3
ENG 362	Photojournalism	3
ENG 363	Sports Journalism	3
ENG 364	Stunt Journalism	3
ENG 365	Multimedia Journalism	3
ENG 370	Independent Study:Jr. Level	3
ENG 383	Seminar in Rhetorical Theory	3
ENG 384	The Essay	3
ENG 401	Chaucer & the Medieval World	3
ENG 402	Shakespeare: Early Works	3
ENG 403	Shakespeare: Later Works	3
ENG 404	Eng,Irish,Anglophone Authors	3

ENG 405	Henry VIII Life & Literature	3	MTF 192	History of Narrative Film & TV	3
ENG 407	20thCenturyBritish/Irish Novel	3	MTF 251	Music Theory I	3
ENG 410	Irish Gothic Fiction	3	MTF 266	Theatre History	3
ENG 411	Black British Literature	3	MTF 281	Producing & Business of Film	3
ENG 415	Postcolonial Studies	3	MTF 282	Screenwriting I	3
ENG 416	Rebellious Women Writers	3	MTF 283	Scrnwrting: TV and Web Series	3
ENG 417	Post-Soul Black Literature	3	MTF 285	Short Film Production	3
ENG 420	American Authors	3	MTF 287	Commercial TV/Web Series Prod	3
ENG 421	American Novel, 19th 20th Cent	3	MTF 291	American Film	3
ENG 423	Amer.Poetry, 19th & 20th Cent.	3	MTF 292	European Cinemas	3
ENG 424	Contemporary American Poetry	3	MTF 293	Asian & Pacific Cinemas	3
ENG 425	American Drama	3	MTF 294	Global Cinemas	3
ENG 426	Nature Writing in America	3	MTF 295	Major Figures in Film	3
ENG 427	The Harlem Renaissance	3	MTF 381	Episodic TV/Web Series Prod	3
ENG 428	The Beat Rebellion	3	MTF 382	Screenwriting II	3
ENG 429	ReadingWritingCivil Right Move	3	SOC 252	Media & Popular Culture	3
ENG 431	Special Topics in Theater	3	<b>Free Electives</b>		
ENG 432	Theater Performance Practicum	3	Six courses		
ENG 433	Writing and Environmt Justice	3	<b>Business Foundation</b>		
ENG 441	Literacy as a Social Practice	3	<b>Business Foundation</b>		
ENG 443	Special Topics in Writing	3	Ten courses, including:		
ENG 444	Writing ThroughRaceClassGender	3	<b>Code</b>	<b>Title</b>	<b>Hours</b>
ENG 445	Gender & Narrative	3	ACC 101	Concepts of Financial Acct.	3
ENG 446	Writing the Grant Proposal	3	ACC 102	Managerial Accounting	3
ENG 450	Hospital Stories	3	DSS 100	Excel Competency	1
ENG 452	Writing and Reading Animals	3	DSS 200	Intro to Information Systems	3
ENG 460	Magazine Writing	3	DSS 210	Business Statistics	3
ENG 461	Food Writing	3	DSS 220	Business Analytics	3
ENG 462	Travel Writing	3	FIN 200	Intro to Finance	3
ENG 463	Literary Journalism	3	or FIN 225	Fund of Quantitative Finance	
ENG 465	Special Topics in Journalism	3	MGT 110	Essent'ls of Organzational Beh	
ENG 466	Journalism & Entrepreneurship	3	or MGT 120	Essentials of Management	
ENG 467	Communication and the Law	3	MGT 360	Legal Environment of Business	3
ENG 468	Media/Culture in South Africa	3	MKT 201	Principles of Marketing	3
ENG 469	The Art of Editing	3	BUS 495	Business Policy	4
ENG 470	Independent Study:Senior Level	3	<b>Entertainment Marketing Requirements</b>		
ENG 481	Literary Forms & Styles	3	The Entertainment Marketing major requirements are the same as the		
ENG 482	Literature & Culture	3	General Marketing major with respect to the Business Foundation		
ENG 483	Seminar in Narrative Form	3	courses and free electives. See the Entertainment Marketing course		
ENG 484	Spec Topics in Critical Theory	3	ladder for suggested ILC courses. The program requirements are:		
ENG 492	English Internship	3	<b>Code</b>	<b>Title</b>	<b>Hours</b>
ENG 493	Indep Research Project (Fall)	3,6	MKT 202	Marketing Research	3
ENG 494	Indep Research Project (SPR)	3	MKT 302	Consumer & Buyer Behavior	3
HIS 387	Popular Culture in the US	3	MKT 342	Music and Entertainment Law	3
MTF 142	History of Rock and Pop	3	MKT 343	Entertainment Marketing	3
MTF 151	Music Fundamentals	3	Select two Music or Sports Marketing electives		
MTF 156	Intro to World Music	3	6		
MTF 157	Westrn Music Hist: MidAge-1750	3	<b>Entertainment Marketing Minor</b>		
MTF 158	Western Music Hist: 1750-Pres	3			
MTF 161	Introduction to Theatre	3			
MTF 162	History of Broadway Musical	3			
MTF 191	Introduction to Film	3			

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.

Code	Title	Hours
MKT 201	Principles of Marketing	3
MKT 202	Marketing Research	3
MKT 302	Consumer & Buyer Behavior	3
MKT 342	Music and Entertainment Law	3
MKT 343	Entertainment Marketing	3
Select (1) Music or Sporting Marketing Course		

## Marketing B.B.A.

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 Adult Learner General Education Program (GEP) applies to students who are completing a bachelor's degree through Professional and Liberal Studies Program (PLS) or through the Haub Degree Completion Program (HDC)

The Adult Learner GEP is comprised of Signature Core, Variable Core, Integrative Learning courses and Overlays.

## Signature Core

Code	Title	Hours
PHL 154	Moral Foundations	3
THE 154 or THE 221	Faith, Justice & the Cath Trad Intro to the New Testament	3
ENG 102	Texts & Contexts	3
HIS 154	Forging the Modern World	3
Any course certified as Faith & Reason		3
Adult Learning Seminar (any course numbered 140)		3

## Variable Core

- 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 (PLS majors require MAT 101 or higher; HDC programs require MAT 103 and MAT 123 or an alternate calculus course).

- Two courses in a Non-Native Language (e.g., SPA 111-SPA 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. Bilingual students may also be considered for a language exemption by the Department of Modern & Classical Languages.
- 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 certified as a Philosophical Anthropology course.
- One course from Religious Studies or Theology that is certified as a Religious Difference course.
- ENG 101 Craft of Language.

## Integrative Learning Course

(2 courses required)

- Courses approved for ILC requirements will vary by major. Some majors have specific courses that must be taken.

## Overlays

Students admitted Summer 2016 through Spring 2019 to an Adult Learner Program in PLS or HDC are required to complete at least one of the three GEP overlays. Students admitted Summer 2019 and later are required to complete two of the three GEP overlays:

1. Ethics Intensive
2. Writing Intensive, or
3. Diversity, Globalization, Non-Western Area Studies.

Please note that PLS and HDC students admitted prior to the Fall 2014 semester may have slightly different GEP curriculum requirements as communicated by the PLS and HDC Advising Offices at the time of admission. Students are encouraged to contact their Advising Office with any curriculum questions. PLS students who are completing degree requirements for a major offered through the Day School are required to complete the GEP for Day Students.

## Business Foundation

Ten courses, including:

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
ACC 102	Managerial Accounting	3
DSS 100	Excel Competency	1
DSS 200	Intro to Information Systems	3
DSS 210	Business Statistics	3
DSS 220	Business Analytics	3
FIN 200	Intro to Finance	3
or FIN 225	Fund of Quantitative Finance	
MGT 110	Essent'ls of Organizational Beh	
or MGT 120	Essentials of Management	
MGT 360	Legal Environment of Business	3

MKT 201	Principles of Marketing	3
BUS 495	Business Policy	4

## Marketing Majors

Code	Title	Hours
MKT 202	Marketing Research	3
MKT 301	Integrated Mktg Communications	3
MKT 302	Consumer & Buyer Behavior	3
MKT 401	Marketing Strategy	3
Select two electives from approved MKT courses		6

*Note: Marketing majors require two ILC courses and have a total of 6 additional free electives.*

## Marketing M.S.

David B. Allan, Ph.D., Chair, Department of Marketing

Jeannine Lajeunesse, M.B.A., Director MBA and M.S. Programs  
Christine Anderson, M.B.A. and M.S., Associate Director  
Jacquelyn Panto, M.B.A., Program Manager  
Delicia Mack, M.B.A., Program Manager  
Maggie Oliver, M.Ed., Program Specialist

For Admission Procedures click here (<https://www.sju.edu/admission/graduate-business>)

## Mission

The Master of Science in Marketing program at Saint Joseph's University provides students with the tools, theory, and practical knowledge necessary for career advancement. The core curriculum is designed to develop essential marketing competencies in consumer behavior, analytics, research and strategy, and our specializations allow you to customize your degree.

### 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 inform, apply, and assess 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.

## Overview

The Master of Marketing 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 are met through acceptable undergraduate transfer credit or challenge exam. 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.

## Foundation Requirements

Students who have applied to the program and possess non-business undergraduate degrees are advised that under normal circumstances they must complete the following foundation courses prior to entering the program. Under exceptional circumstances, co-registration with specific core level courses will be considered.

Code	Title	Hours
ACC 500	Acct, Bus Analysis, Fin Rptg	3
FIN 500	Managerial Economics	3
FIN 503	Financial Management	3
MKT 501	Marketing Concepts	3

## Advanced Program Requirements

Master of Science in Marketing offers two academic specializations: (1) International Marketing and (2) Customer Analytics and Insights. Each specialization requires completion of ten courses. Students will select a specialization at the time of enrollment.

### International Marketing Courses

Code	Title	Hours
MKT 550	Marketing Strategy	3
MKT 609	Marketing Analytics	3
MKT 612	Global Cultures and Consumers <sup>3</sup>	3
or MKT 606	Consumer Behavior	
MKT 614	International Mktg Research <sup>3</sup>	3
or MKT 605	Research in Marketing	
MKT 613	International Channel Mgmt	3
MKT 616	Global Mktg Communications <sup>3</sup>	3
or MKT 602	Promotional Strategy	
MKT 618	Int'l Prod Develop & Brand Mgt	3
MKT 770	International Mktg Study Tour <sup>2</sup>	3
MKT 795	Seminar in International Mktg	3
Choose one (1) elective from MKT courses not within the Specialization <sup>1</sup>		

## Customer Analytics and Insights

Code	Title	Hours
MKT 550	Marketing Strategy	3
MKT 605 or MKT 614	Research in Marketing International Mktg Research	3
MKT 606 or MKT 612	Consumer Behavior <sup>3</sup> Global Cultures and Consumers	3
MKT 609	Marketing Analytics	3
MKT 610	Digital Mkt & Web Analytics	3
MKT 620	Customer Analytics	3
MKT 621	Qualitative Marketing Research	3
MKT 622	Advertising & Consumer Insight	3
MKT 623	Predictive Analytics for Mkt	3
Choose (1) elective from MKT courses not within the Specialization <sup>1</sup>		

<sup>1</sup> Students may petition to utilize their elective to complete a non marketing 600 or higher level course (e.g. DSS courses).

<sup>2</sup> MKT 770 Study Tour: The International Marketing Specialization culminates with a study tour to complete your international business education. In addition to tuition for the study tour course, students will also be charged an additional travel fee which averages \$4,000.

<sup>3</sup> Students may count either course option for degree requirement, but not both. International Marketing specialization students are advised to take MKT 612, MKT 614 & MKT 616 courses. Customer Analytics & Insights specialization students are advised to take MKT 605 and MKT 606 courses.

## Grading, Probation, Dismissal, and Failure

The grading system in effect at SJU will apply to the M.S. in Marketing 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 Master of Science in 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 of C or below, and no F grades outstanding in order to be certified for graduation. All courses attempted/completed remain on a student's transcript and each grade earned will calculate into a student's cumulative GPA. 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 Master of Science in Marketing Program have six years to complete their degree from Saint Joseph's University. 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 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.

## Transfer of Courses

Students may transfer up to six graduate credit hours (2 courses) towards the M.S. degree from an AACSB accredited college or university, provided a grade of B or better was earned in the course and content equivalency is approved. Approval by the Department Chairperson of the applicable academic department is required.

## 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.

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. Along the way, students get ample practice designing actual marketing plans, promotional campaigns and research projects that make them desirable candidates for internships and full-time employment.

### Learning Goals and Objectives

#### Goal 1: Functional Marketing Skills:

**Objective 1.1:** Students will be able to develop and evaluate marketing plans intended to satisfy objectives for-profit and not-for-profit organizations.

**Objective 1.2:** Students will be able to collect and analyze data to develop customer insights.

#### Goal 2: Communication Skills

**Objective 2.1:** Students will demonstrate clear and persuasive oral and written communication skills.

#### Goal 3: Critical Thinking Skills

**Objective 3.1:** Students will engage in critical analyses and discussions of real marketing problems.

#### Goal 4: Ignatian Values

**Objective 4.1:** Students will understand the role of Ignatian values in marketing.

*The traditional undergraduate programs include 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.*



## General Education Signature Courses

See this page about Signature courses (p.            ). Six courses

## General Education Variable Courses

See this page about Variable courses (p.            ). Six to Nine courses

## General Education Overlays

See this page about Overlays (p.            ).

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p.            ). Three courses:

Code	Title	Hours
ECN 102	Introductory Economics Macro	3
Select two additional courses from Economics, Psychology, Sociology or English (Writing Intensive only)		6

## Free Electives

Six courses

## Business Foundation

Ten courses, including:

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
ACC 102	Managerial Accounting	3
DSS 100	Excel Competency	1
DSS 200	Intro to Information Systems	3
DSS 210	Business Statistics	3
DSS 220	Business Analytics	3
FIN 200	Intro to Finance	3
or FIN 225	Fund of Quantitative Finance	
MGT 110	Essent'ls of Organzational Beh	
or MGT 120	Essentials of Management	
MGT 360	Legal Environment of Business	3
MKT 201	Principles of Marketing	3
BUS 495	Business Policy	4

## Core Marketing Courses

Code	Title	Hours
Required of all Marketing majors to be taken in the following sequence:		
MKT 302	Consumer & Buyer Behavior	3
MKT 202	Marketing Research	3
MKT 301	Integrated Mktg Communications	3
MKT 401	Marketing Strategy	3
Students are strongly advised to take DSS 210 and DSS 220 prior to taking MKT 202.		
Select two MKT electives from 300-400 level courses <sup>1</sup>		6

## 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.

Code	Title	Hours
<b>Advertising and Promotions Courses</b>		
MKT 312	Selling and Sales Management	3
MKT 314	Social Media Marketing	3
MKT 316	Digital Marketing	3
MKT 321	Advertising	3
MKT 324	Public Relations and Publicity	3
MKT 325	Fundamentals of Design	3
MKT 327	Global Mkt Communications	3
<b>Entertainment Marketing Courses</b>		
MKT 341	Music Marketing	3
MKT 342	Music and Entertainment Law	3
MKT 343	Entertainment Marketing	3
MKT 344	Business of Recorded Music	3
MKT 350	Event Marketing	3
<b>Sports Marketing Courses</b>		
MKT 351	Business of Sports	3
MKT 352	Sports Law	3
MKT 353	Sports Marketing	3
MKT 355	Sports, Selling, & Sales	3
MKT 362	Digital Media in Sports	3
MKT 370	Spec Topics:Sports Marketing	3

<sup>1</sup> It is strongly suggested that one of these courses is MKT 490.

## 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. Note that students should follow the suggested course sequence as well as adhere to individual course prerequisites as outlined in the catalog course descriptions.

Code	Title	Hours
MKT 201	Principles of Marketing	3
MKT 302	Consumer & Buyer Behavior	3
MKT 202	Marketing Research <sup>1</sup>	3
MKT 301	Integrated Mktg Communications	3
MKT 401	Marketing Strategy	3
One MKT course at the 300 level or higher		

<sup>1</sup> Students are strongly advised to take DSS 210 and DSS 220 prior to taking MKT 202

## Sports Marketing B.B.A.

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 Adult Learner General Education Program (GEP) applies to students who are completing a bachelor's degree through Professional and Liberal Studies Program (PLS) or through the Haub Degree Completion Program (HDC)

The Adult Learner GEP is comprised of Signature Core, Variable Core, Integrative Learning courses and Overlays.

## Signature Core

Code	Title	Hours
PHL 154	Moral Foundations	3
THE 154 or THE 221	Faith, Justice & the Cath Trad Intro to the New Testament	3
ENG 102	Texts & Contexts	3
HIS 154	Forging the Modern World	3
Any course certified as Faith & Reason		3
Adult Learning Seminar (any course numbered 140)		3

## Variable Core

- 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 (PLS majors require MAT 101 or higher; HDC programs require MAT 103 and MAT 123 or an alternate calculus course).
- Two courses in a Non-Native Language (e.g., SPA 111-SPA 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. Bilingual students may also be considered for a language exemption by the Department of Modern & Classical Languages.
- 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 certified as a Philosophical Anthropology course.
- One course from Religious Studies or Theology that is certified as a Religious Difference course.
- ENG 101 Craft of Language.

## Integrative Learning Course

(2 courses required)

- Courses approved for ILC requirements will vary by major. Some majors have specific courses that must be taken.

## Overlays

Students admitted Summer 2016 through Spring 2019 to an Adult Learner Program in PLS or HDC are required to complete at least one of the three GEP overlays. Students admitted Summer 2019 and later are required to complete two of the three GEP overlays:

1. Ethics Intensive
2. Writing Intensive, or
3. Diversity, Globalization, Non-Western Area Studies.

Please note that PLS and HDC students admitted prior to the Fall 2014 semester may have slightly different GEP curriculum requirements as communicated by the PLS and HDC Advising Offices at the time of admission. Students are encouraged to contact their Advising Office with any curriculum questions. PLS students who are completing degree requirements for a major offered through the Day School are required to complete the GEP for Day Students.

## Business Foundation

Ten courses, including:

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
ACC 102	Managerial Accounting	3
DSS 100	Excel Competency	1
DSS 200	Intro to Information Systems	3
DSS 210	Business Statistics	3
DSS 220	Business Analytics	3
FIN 200 or FIN 225	Intro to Finance Fund of Quantitative Finance	3
MGT 110 or MGT 120	Essent'ls of Organizational Beh Essentials of Management	
MGT 360	Legal Environment of Business	3
MKT 201	Principles of Marketing	3
BUS 495	Business Policy	4

## Sports Marketing Majors

Code	Title	Hours
MKT 351	Business of Sports	3
MKT 352	Sports Law	3
MKT 353	Sports Marketing	3
MKT 355	Sports, Selling, & Sales	3
MKT 362	Digital Media in Sports	3
Select approved Sports Marketing elective		3

*Note: Sports Marketing majors require two ILC courses and have a total of 6 additional free electives.*

## Sports Marketing Major

Sports Marketing began as a track within the marketing major; however, due to the exceedingly high quality of education and popularity of the courses, Sports Marketing has evolved into its own major. There are few better places to study sports marketing than a sports city like

Philadelphia, which boasts four major sports franchises, as well as, a number of smaller private teams like the Philadelphia Union, the Philadelphia Soul and the Camden River Sharks.

The Marketing Department at Saint Joseph's University provides a rigorous education in the theory and practice of marketing while also providing opportunities to investigate more thoroughly the sports-related aspect of the field so that students can succeed and thrive in today's ever-changing and competitive global marketplace.

Sports Marketing courses at SJU are taught by industry experts, with guest lectures by current industry professionals. In addition to comprehensive courses in Business of Sports, Sports Marketing and Sports Analytics, each Sports Marketing major is encouraged to have an internship, as internships are essential to breaking into this highly competitive industry. Internships help students to gain real-world experience and contacts before they graduate so they are best prepared to anticipate and meet the needs of this exciting and dynamic industry.

Learning Goals and Objectives

Goal 1: Functional Sports Marketing Skills:

**Objective 1.1:** Students will gain knowledge of specialized terminology, 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 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

**Objective 3.1:** Students will gain knowledge of and develop proficiencies for utilizing compelling and ethical techniques for selling sports as a product.

Goal 4: Communication Skills

**Objective 4.1:** Students will demonstrate clear and persuasive oral and written communication skills.

*The traditional undergraduate programs include 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.

General Education Signature Courses

See this page about Signature courses (p. ). Six courses

General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

General Education Overlays

See this page about Overlays (p. ).

General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

Code	Title	Hours
ECN 102	Introductory Economics Macro	3
ECN 420	Sports Economics	3
Select one additional course from ECN (except ECN 101, ECN 102 and ECN 420), PSY or SOC or PHL 326.		3
PHL 326	Philosophy of Sports	

Free Electives

Six courses

Business Foundation Business Foundation

Ten courses, including:

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
ACC 102	Managerial Accounting	3
DSS 100	Excel Competency	1
DSS 200	Intro to Information Systems	3
DSS 210	Business Statistics	3
DSS 220	Business Analytics	3
FIN 200	Intro to Finance	3
or FIN 225	Fund of Quantitative Finance	
MGT 110	Essent'ls of Organzational Beh	
or MGT 120	Essentials of Management	
MGT 360	Legal Environment of Business	3
MKT 201	Principles of Marketing	3
BUS 495	Business Policy	4

Sports Marketing

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:

Code	Title	Hours
MKT 202	Marketing Research	3
MKT 351	Business of Sports	3
MKT 352	Sports Law	3
MKT 353	Sports Marketing	3
MKT 355	Sports, Selling, & Sales	3
Select one(1) upper level Sports MKT courses		9

## Sports Marketing Minor

The Sports Marketing minor is directed at students who have an interest in pursuing employment in the sports industry.

Marketing majors who wish to complete the Sports Marketing minor cannot use Sports Marketing courses as their two upper-level Marketing electives. You must choose Marketing electives outside of MKT 351, MKT 352, MKT 353 & MKT 355.

Code	Title	Hours
MKT 201	Principles of Marketing	
MKT 202	Marketing Research	
MKT 351	Business of Sports	
MKT 352	Sports Law	
MKT 353	Sports Marketing	
MKT 355	Sports, Selling, & Sales	

Students are strongly advised to take DSS 210 and DSS 220 prior to taking MKT 202.

## Pharmaceutical & Healthcare Marketing

**Professor:** William Trombetta, Ph.D.

**Associate:** George P. Sillup, Ph.D.; Thani Jambulingam, Ph.D.

**Visiting:** Anthony DelConte, M.D.

Christopher M Blanchette

## Undergraduate Major

- Pharmaceutical & Healthcare Marketing (p. 231)

## Adult Undergraduate B.B.A.

- Pharmaceutical Marketing (p. 232)

## Pharmaceutical & Healthcare Marketing Major

### 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.

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

## General Education Overlays

See this page about Overlays (p. ).

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

Code	Title	Hours
ILC #1		
ILC #3 & ILC #3		
ECN 102	Introductory Economics Macro	3
Recommendations are the following:		
PSY 100	Introductory Psychology	
PSY 122	Abnormal Psychology/Non-Majors	
PSY 200	Personality Psychology	
PSY 210	Research Methods	
ART 173	Digital Photography I	
THE 366	Christian Medical Ethics	

## Free Electives

Six Courses

Please consult your advisor. Recommended: PMK 190 Healthcare Delivery Alternatives (ethics intensive, service-learning course)

## Business Foundation

Ten courses, including:

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
ACC 102	Managerial Accounting	3
DSS 100	Excel Competency	1
DSS 200	Intro to Information Systems	3
DSS 210	Business Statistics	3
DSS 220	Business Analytics	3
FIN 200	Intro to Finance	3
or FIN 225	Fund of Quantitative Finance	
MGT 110	Essent'ls of Organizational Beh	
or MGT 120	Essentials of Management	
MGT 360	Legal Environment of Business	3
MKT 201	Principles of Marketing	3
BUS 495	Business Policy	4

## Pharmaceutical & Healthcare Marketing Major

Code	Title	Hours
PMK 211	Pharmaceutical Mkt Environment	3
PMK 221	Pharmaceutical Mkt Research	3
PMK 331	Pharm Sales Management	3
PMK 341	Pharm Channels & Pricing	3
PMK 351	Pharm Promotions Management	3
PMK 461	Pharm Mkt Strat & Plan I	3

## Pharmaceutical Marketing B.B.A.

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 Adult Learner General Education Program (GEP) applies to students who are completing a bachelor's degree through Professional and Liberal Studies Program (PLS) or through the Haub Degree Completion Program (HDC)

The Adult Learner GEP is comprised of Signature Core, Variable Core, Integrative Learning courses and Overlays.

## Signature Core

Code	Title	Hours
PHL 154	Moral Foundations	3
THE 154	Faith, Justice & the Cath Trad	3
or THE 221	Intro to the New Testament	
ENG 102	Texts & Contexts	3
HIS 154	Forging the Modern World	3
Any course certified as Faith & Reason		3
Adult Learning Seminar (any course numbered 140)		3

## Variable Core

- 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 (PLS majors require MAT 101 or higher; HDC programs require MAT 103 and MAT 123 or an alternate calculus course).
- Two courses in a Non-Native Language (e.g., SPA 111-SPA 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. Bilingual students may also be considered for a language exemption by the Department of Modern & Classical Languages.
- 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 certified as a Philosophical Anthropology course.
- One course from Religious Studies or Theology that is certified as a Religious Difference course.
- ENG 101 Craft of Language.

## Integrative Learning Course

(2 courses required)

- Courses approved for ILC requirements will vary by major. Some majors have specific courses that must be taken.

## Overlays

Students admitted Summer 2016 through Spring 2019 to an Adult Learner Program in PLS or HDC are required to complete at least one of the three GEP overlays. Students admitted Summer 2019 and later are required to complete two of the three GEP overlays:

1. Ethics Intensive
2. Writing Intensive, or
3. Diversity, Globalization, Non-Western Area Studies.

Please note that PLS and HDC students admitted prior to the Fall 2014 semester may have slightly different GEP curriculum requirements as communicated by the PLS and HDC Advising Offices at the time of



admission. Students are encouraged to contact their Advising Office with any curriculum questions. PLS students who are completing degree requirements for a major offered through the Day School are required to complete the GEP for Day Students.

## Business Foundation

Ten courses, including:

Code	Title	Hours
ACC 101	Concepts of Financial Acct.	3
ACC 102	Managerial Accounting	3
DSS 100	Excel Competency	1
DSS 200	Intro to Information Systems	3
DSS 210	Business Statistics	3
DSS 220	Business Analytics	3
FIN 200	Intro to Finance	3
or FIN 225	Fund of Quantitative Finance	
MGT 110	Essent'ls of Organizational Beh	
or MGT 120	Essentials of Management	
MGT 360	Legal Environment of Business	3
MKT 201	Principles of Marketing	3
BUS 495	Business Policy	4

## Pharmaceutical Marketing Majors

Code	Title	Hours
PMK 211	Pharmaceutical Mkt Environment	3
PMK 221	Pharmaceutical Mkt Research	3
PMK 331	Pharm Sales Management	3
PMK 341	Pharm Channels & Pricing	3
PMK 351	Pharm Promotions Management	3
PMK 461	Pharm Mkt Strat & Plan I	3

*Note: PMK majors require two ILC courses and have a total of 6 additional free electives.*

## Pharmaceutical & Healthcare Marketing MBA

Natalie Wood, Ph.D., **Chair, Pharmaceutical & Healthcare Marketing**

Terese W. Waldron, **Director**

Kathleen Klarich, **Program Manager, Onground**

Jonathan Dart, **Program Manager, Online**

Jeannine Kinney, **Administrative Assistant**

## Mission Statement

The mission of Saint Joseph's Pharmaceutical & Healthcare Marketing MBA 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.

## Location and Time of Courses for the On-ground Program

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. Students in this program are also permitted to take online courses as desired.

Courses are offered on the Saint Joseph's University campus. Each course is completed in a Friday/Saturday classroom session, along with a pre- and post-assignments. The Capstone course, MPE 795/MPE 795, is a three-day course offered on a Thursday, Friday and Saturday either on campus or at an offsite conference center.

## Location and Time of Courses for the Online Program

The online course format accommodates the personal and professional demands of individual students. Courses are delivered over one calendar month, with weekly meetings held via web conferencing. Students may attend as often as their schedule permits, completing the degree requirements within six years. The Capstone residency course, MPE 795, is a three-day course offered on a Thursday, Friday and Saturday either on campus or at an offsite conference center. Students in this online program are also permitted to take courses in the two-day format as desired.

In-person courses are offered on the Saint Joseph's University campus. Each course is completed in a Friday/Saturday classroom session, along with a pre- and post-assignments.

### 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 and healthcare industries and provide alternative strategies evaluating the pros and cons of those approaches.

The Pharmaceutical & Healthcare Marketing MBA requires the completion of 24 courses. All courses are 2.0 credits each for a total of 48 credits. The core business courses are designed to ensure that all students in the program have that common body of knowledge necessary for advanced study in business. The following courses are required.

Code	Title	Hours
<b>Foundation Courses</b>		
MGT 520	Empowering Individuals & Grps	2
ACC 510	Accounting Foundation	2
FIN 501	Economics Foundation	2
FIN 504	Finance Foundation	2
MPE 530	Marketing Foundation	2
<b>Core Courses</b>		
FIN 551	Managerial Finance	2
ACC 560	Managerial Accounting	2
MGT 581	Leadership & Development	2
BUS 582	Business Ethics	2
DSS 592	Business Statistics	2
DSS 593	Forecasting	2
DSS 594	Data Analytics	2
<b>Specialized Pharmaceutical &amp; Healthcare Marketing Courses</b>		
MPE 610	Drug, Device Regulations	2
MPE 620	Supply Chain Management	2
MPE 630	Marketing Research	2
MPE 640	Pharmacoeconomics	2
MPE 650	Competitive Analysis	2
MPE 660	Sales Management	2
MPE 670	Pricing	2
MPE 700	Strategies for Managed Markets	2
MPE 710	Product Management	2
MPE 720	Global Corporate Strategy	2
MPE 795	Capstone <sup>1</sup>	2
<b>Elective</b>		
Select one of the following:		2
MPE 625	Creating Effective R & D	
MPE 711	Pharmaceutical Strategy	
MPE 715	New Product Launch	
MPE 770	Independent Study	
MPE 780	Future Issues	
MPE 781	Health Policy	

Code	Title	Hours
------	-------	-------

## Pharmaceutical & Healthcare Marketing Post Master's Certificate

Natalie Wood, Ph.D., **Chair, Pharmaceutical & Healthcare Marketing**

Terese W. Waldron, **Director**

Kathleen Klarich, **Program Manager, Onground**

Jonathan Dart, **Program Manager, Online**

Jeannine Kinney, **Administrative Assistant**

## Mission Statement

The mission of Saint Joseph's Pharmaceutical & Healthcare Marketing Post MBA/Masters and Advanced Certificates 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.

## Location and Time of Courses for Onground and Online Program

The two-day course format accommodates the personal and professional demands of individual students. Students have the flexibility to take courses onground, online or a combination of both. 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.

Onground courses are offered on the Saint Joseph's University 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 either on the SJU campus or at an offsite conference center.

Courses in our online format are delivered over one calendar month, with weekly meetings held via web conferencing. If an online student chooses to take MPE 795, our Capstone course, as one of the certificate options, he/she would need to come to Philadelphia for a Thursday, Friday, Saturday session, held either on the SJU campus or at an offsite conference center.

### Learning Goals and Objectives

The objectives of the Pharmaceutical & Healthcare Marketing Post MBA/ Masters and Advanced Certificates 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

Code	Title	Hours
------	-------	-------

# SCHOOL OF HEALTH STUDIES AND EDUCATION

## School of Health Studies and Education Leadership:

**Dean:** Angela Rowe McDonald, Ph.D.

**Interim Associate Dean for Health Studies and Education:** *Frank M. Bernt, Ph.D.*

## Mission

Grounded in the Jesuit commitment of being “men and women with and for others” and the Ignatian tradition of the importance of a rigorous liberal arts core, the School of Health Studies and Education aspires to prepare current and future students as exemplary education, leadership development, and health professionals who understand the implications of their field of studies and practices and who see themselves as transformative leaders in these fields by:

- Promoting long-lasting and ethically rooted local, national and international partnerships with education, health, and organizations committed to improving the social conditions of the communities and people they serve.
- Providing educational experiences and programs for our undergraduate, graduate, and doctoral candidates that promote a sense of professionalism rooted in a deep commitment to collaboration, interdisciplinarity, social advocacy, critical thinking and community engagement, both within and beyond Saint Joseph's University.
- Fostering a professional identity that draws in the liberal arts tradition of rigor, discernment and the education of the whole person to help candidates see themselves as reflective practitioners who engage in research and critical inquiry to improve their practices and the communities in which they work.
- Engaging in educational, health and organizational policy issues that affect our surrounding communities, whether locally, nationally or internationally, and advocating for policy changes that promote social equality.

## 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 Bachelor's

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.

**Professor:** *Ajoa A. Abrokwa, Frank Bernt, Ph.D.; Lucia Paccione, M.B.A.; M. Michelle Rowe, Ph.D.; Sally Kuykendall, PhD*

**Assistant:** *Anne Fetherston, Ph.D., BCBA-D; Eileen L. Sullivan, Pharm.D.; Nene Okunna, Ph.D.; Thomas Robert Martin, PhD*

**Visiting:** *Elizabeth B. Fong; Thomas L. Heron, MBA, FHFMA  
Louis D. Horvath, M.A., FACHE; Sheila Mitchell-Green MHA, LSSGB*

## Undergraduate

- Bachelor of Science in Autism Behavioral Studies (p. 235)

## Undergraduate Minor

- Autism Studies (p. 237)

## Undergraduate Certificate

- Autism Studies Post-Baccalaureate Certificate (p. 238)

## Autism Behavioral Studies Major

### Learning Goals and Outcomes

**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.

*The traditional undergraduate programs include 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.

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

Code	Title	Hours
Required Natural Science GEP course for the ABS major:		
One Biology or Chemistry Course with Lab		

## General Education Overlays

See this page about Overlays (p. ).

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

Code	Title	Hours
PSY 101	Intro Psychology Seminar	
MAT 118	Introduction to Statistics	
Psychology Course		

## Major Requirements

Students may choose to pursue the Community-Based Research/Advocacy track or the Board Certified Assistant Behavioral Analyst (BCaBA) track. If pursuing the BCaBA track, the coursework and fieldwork requirements prepare students to be eligible to sit for the BCaBA certifying exam.

### Core Requirements

Code	Title	Hours
IHS 100	Intro:Autism Spectrum Disorder	3
IHS 200	Applied Behav Anlysis & Autism	3
IHS 201	Skill Assess&Instruc: ABA&Aut	3
IHS 331	Statistics & Research Methods	3

### Advanced Track Courses

Choose either Community-based Research and Advocacy sequence or BCaBA Certification:

Code	Title	Hours
Community-based Research and Advocacy		
IHS 468	Resources &Advocacy for Autism	3



IHS 469	Adult/Transition Autism Serv	3
IHS 470	Senior Seminar	3

#### BCaBA Certification

Please note that if you intend on sitting for the BCaBA exam, you must earn a C or better in IHS 100, IHS 200, IHS 201 and each of the following advanced track courses. Fieldwork Experience Courses (IHS300, 301, 400, and 401) expand from core content to application via an intensive concentrated supervised fieldwork at the Kinney Center, where students obtain 18 hours per week of experience toward certification.

IHS 300	Behav Assess&Interv ABA&Aut	4
IHS 301	Ethics&Profess: ABA&Aut	4
IHS 400	Appld Resrch Dsgn: ABA&Aut	4
IHS 401	Behav Consult: ABA&Aut	4

## Area Studies

**Code**                      **Title**    **Hours**

Select four courses from the following (at least two courses must be from Health Services):

#### Health Services Courses

IHS 110	Psyc Aspcts Illness & Disab	3
IHS 248	Hlth and the School aged Child	3
IHS 468	Resources & Advocacy for Autism	3
IHS 469	Adult/Transition Autism Serv	3
IHS 471	Special Topics in Autism	3
IHS 490	Internship in IHS	3
IHS 491	Internship in Autism Studies	3

#### Linguistics Courses:

LIN 150	Langua, Linguis, & Real Wld	3
LIN 320	Phonetics	3

#### Psychology Courses:

PSY 120	Lifespan Development	3
PSY 122	Abnormal Psychology/Non-Majors (or Psychology majors course)	3
PSY 201	Biological Bases of Behavior	3
PSY 222	Neuropsychology	3
PSY 226	Psychology of Emotion	3
PSY 237	Abnormal Child Psychology	3

#### Philosophy Courses:

PHL 286	Philosophy of Mental Illness	3
---------	------------------------------	---

#### Education and Special Education Courses:

EDU 121	Child Development	3
EDU 241	Soc/Emo Dev/Lrn: Erly Chld	3
SPE 160	Intro to Special Education	3
SPE 200	Teaching in Inclusive Environ	3
SPE 369	Ed Stds w/Emot-Social Beh Disb	3
SPE 379	Fam School & Comm:Diverse Soc	3

\*If you complete the Community-based Research and Advocacy track, you must take two other Area Studies courses in Health Services (IHS468 and IHS469 will count toward your Advanced Track Courses)

## Autism Studies Minor

### Learning Goals and Objectives

**Goal 1:** Graduates of the Autism Studies Minor 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 Studies Minor will know and understand the specific behavioral needs of individuals with Autism Spectrum Disorders as well as behavior-based and alternative interventions to behaviors frequently displayed by individuals with Autism Spectrum Disorders.

**Objective 2.1:** Identify the behavioral excesses and deficits frequently displayed by children and adults with Autism Spectrum Disorders and demonstrate understanding of approaches to treating behaviors using interventions grounded in Applied Behavior Analysis as well as medically related therapeutic services.

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

**Goal 3:** Graduates of the Autism Studies Minor will understand, follow and demonstrate the ethical 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:** Demonstrate understanding of ethical guidelines in working with individuals with autism.

**Goal 4:** Graduates of the Autism Studies Minor will identify and understand the difficulties that families face in coping with Autism Spectrum Disorders.

**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.

**Goal 5:** Graduates of the Autism Studies Minor will demonstrate how to collect behavioral data using Applied Behavior Analysis; to measure the progress and to develop behavior intervention plans for individuals with Autism Spectrum Disorders.

**Objective 5.1:** Collect data on the progress of individuals with Autism Spectrum Disorders and develop behavior plans.

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



Code	Title	Hours
<b>Core Courses</b>		
IHS 100	Intro:Autism Spectrum Disorder	3
IHS 200	Applied Behav Anlysis & Autism	3
IHS 201	Skill Assess&Instruc: ABA&Aut	3
<b>Required Electives</b>		
Select three of the following:		
EDU 121	Child Development	3
EDU 241	Soc/Emo Dev/Lrn: Erly Chld	3
IHS 110	Psyc Aspcts Illness & Disab	3
IHS 248	Hlth and the School aged Child	3
IHS 468	Resources &Advocacy for Autism	3
IHS 469	Adult/Transition Autism Serv	3
IHS 471	Special Topics in Autism	3
IHS 490	Internship in IHS	3
IHS 491	Internship in Autism Studies	3
LIN 150	Langua, Linguis, & Real Wld	3
LIN 320	Phonetics	3
PHL 286	Philosophy of Mental Illness	3
PSY 120	Lifespan Development	3
PSY 222	Neuropsychology	3
PSY 226	Psychology of Emotion	3
PSY 237	Abnormal Child Psychology	3
SPE 160	Intro to Special Education	3
SPE 200	Teaching in Inclusive Environ	3
SPE 369	Ed Stds w/Emot-Social Beh Disb	3
SPE 379	Fam School & Comm:Diverse Soc	3

## Autism Studies Post-Baccalaureate Certificate

### Learning Goals and Objectives

**Goal 1:** Students 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 1a.** Demonstrate knowledge of the current theories on the causes of autism spectrum disorders.

**Objective 1b.** Demonstrate knowledge of the frequency, characteristics, symptoms, and diagnostic criteria of individuals with autism spectrum disorders.

**Objective 1c.** Demonstrate knowledge of the nature of stereotypes, stigma, and discrimination of individuals with autism spectrum disorders.

**Goal 2:** Students 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 2a.** 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 2b.** 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:** Students will understand, follow and demonstrate the ethics guidelines and professional codes of conduct for working with individuals with autism.

**Objective 3a.** 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 3b.** Graduates will act as responsible citizens, embracing personal and career objectives that honor and serve individuals with autism and their families.

**Goal 4:** Students 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 4a.** 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 4b.** Identify the impact of political issues, including funding and approval of services, around autism spectrum disorders.

**Goal 5:** Students 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 5a.** 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 5b.** Identify and demonstrate methods to empirically assess and evaluate the progress of individuals with autism spectrum disorders for the purpose of developing intervention plans.

Code	Title	Hours
IHS 100	Intro:Autism Spectrum Disorder	3
IHS 101	Intro to App Behavior Analysis	3
IHS 102	Ethics& Professionalism in ABA	3
IHS 202	Single Single Research in ABA	3
IHS 302	Advan.App. Behavior Analysis	3
IHS 402	Assessment in ABA	3
IHS 403	Consultation & Supervis in ABA	3

### Concentrated Fieldwork Requirements

Code	Title	Hours
IHS 404	Concentrated Field Experience1	3
IHS 405	Concentrated Field Experience2	3
IHS 406	Concentrated Field Experience3	3

If pursuing the Board Certified Assistant Behavioral Analyst (BCaBA) credential, the Behavioral Analyst Certification Board (BACB) requires a grade of "C" or better in the behavioral analysis lecture courses (IHS 101, IHS 102, IHS 202, IHS 302, IHS 402, IHS 403) and supervised concentrated

field experience courses(IHS 404,IHS 405 and IHS 406). Lecture courses must be completed in sequence. Students may begin the concentrated fieldwork courses after successfully completing IHS 101.

## Experience Requirement for Board Certified Assistant Behavioral Analyst (BCaBA) Credential.

Students who plan to pursue the the BCaBA credential must complete an experience requirement under the supervision of a Behavioral Analyst Credential Board (BACB) approved supervisor. For additional information on options for completing this experience requirement, please see BACB website at [www.bacb.com](http://www.bacb.com).

The SJU adult learner program offers a concentrated field experience (5th Ed) to meet the BACB experience requirement. This includes three (3) fieldwork courses (IHS 404,IHS 405 and IHS 406) which require 19+ hours per week on site, supervised by a BACB approved supervisor.

## Education

### Education Mission

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

### Department of Teacher Education

**Professor:** Althier Lazar, Ph.D.; Frank Bernt, Ph.D.

**Associate:** Ailing Kong, Ph.D.; Janine M. Firmender, Ph.D.; John Vacca, Ph.D.; Nina Nilsson, Ph.D.; Suniti Sharma, Associate Professor

**Assistant:** Kaitlin K. Moran, Ph.D.; Monica A. Belfatti, Ph.D.; Stacy Olitsky, Ph.D.

### Department of Special Education

**Professor:** Virginia Goulding Johnson, Ph.D.

**Assistant:** Cheryl L. George, Ph.D.; Mary E. Sheppard  
Todd A. Fay

### Department of Education Leadership

**Professor:** Encarna Rodríguez, Ph.D.

**Associate:** Aimee LaPointe Terosky, Ed.D.; Aubrey Wang, Ph.D.; Robert Palestini, Ed.D.

**Assistant:** Chris Heasley, Ed.D.; James C. Coviello, Ed.D.

**Visiting:** Delores L. Mason, M.A.; Dr. Kathy Garrett  
Felice Tilin, Ph.D.; Todd A. Fay

### Department of Teacher Education

Dr. Suniti Sharma, Professor, and Chair Teacher Education Department

Frank M. Bernt, Ph.D., Professor Teacher Education Department

Kenneth Rovine, Director, Graduate Teacher Education Programs

## Undergraduate Majors

- Elementary Education PK-4
- Middle Years Education: 4-8
- Art Education PK-12
- Secondary Education 7-12
- Foreign Language Education PK-12

## Adult Undergraduate

- Early Childhood/Elementary Education Pre-kindergarten-4th grade

## Undergraduate Minors

- Educational Studies

## Graduate

- Early Childhood Education (PK-4) Graduate Teacher Certification Program
- Elementary/Middle Education (4-8) Graduate Teacher Certification Program
- Master of Science in Education in Early Childhood Education PK-4
- Master of Science in Education in Elementary Middle Years Education 4-8 Certification
- Master of Science in Education in Secondary Education: 7-12 Certification
- Master of Science in Education in Foreign Language K-12
- Master of Science with Reading Specialist Certification
- M.S. with Program Specialist Endorsement in English as a Second Language
- Online Accelerated Teacher Certification

## Department of Special Education

Dr. Virginia G. Johnson, Chair

### Department of Special Education

#### Graduate Programs

Dr. Samuel B. Slike

#### Director of Online Graduate Programs

Dr. James Johnson, Graduate Advisor

## Undergraduate Major

- Special Education: PK-8

## Undergraduate Minor

- Special Education Studies

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 PK-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.

- Autism Spectrum Disorder Specialist Endorsement
- Education of the Deaf and Hard of Hearing Program (with PK-12 Hearing Impaired Certification)
- Master of Science in Special Education without certification
- M.S. in Special Education - Teacher Scholar Low Incidence
- M.S. in Special Education - Teacher Scholar High Incidence
- Special Education: 7-12 Certification
- Special Education: PK-8 Certification
- Supervisor of Special Education Certification

Encarnacion Rodriguez, *Chair*

## The Department of Educational Leadership

Guided by the values of discernment, continuous improvement, care of the whole person, social justice, democratic ideals, and service to others, the Educational Leadership Department is dedicated to cultivating future scholar practitioners.

Our program graduates as a community of learners aspire to hold key positions in which they can engage in reform and transformational leadership by informing practical experience with theoretical knowledge in a variety of settings, including but not limited to local, national, and international schools and organizations. Our future leaders are committed to leading with mind, hope, and heart. Our mission inspires living our best self in alignment with Jesuit ideals.

The Department of Educational Leadership offers programs at the **graduate and post-graduate levels only** in the following areas:

### Interdisciplinary Doctor of Education Program for Educational Leaders (IDPEL)

The Doctor of Education (Ed.D.) Program is designed for both K-12 educators and individuals from fields other than education who already possess a master's or equivalent professional degree. The coursework is interdisciplinary and promotes a broad, theoretical understanding of topics such as contemporary curriculum; fiscal resources; human resources management; policy, politics and community relations; ethics in education; educational environments; educational planning and evaluation; communication and public relations; and administering to dynamic institutions.

### M.S. in Educational Leadership and Administration

The M.S. in Educational Leadership and Administration program is a master's program for aspiring education leaders that can be pursued in conjunction with one or more of the following PA certifications. Through the lens of equity, program participants learn to lead with their mind and heart to solve the complex educational challenges of the 21<sup>st</sup> Century. Candidates will understand the role of theory in transforming practice, communicating effectively, fostering school-community collaboration, and understanding schools as professional communities.

Students in this program can pursue one of the following four concentrations:

- General (30 credits)
- Principal and Curriculum and Instruction PA Certification (30 credits)

- Supervisor of Special Education PA Certification (30 credits)
- Principal, Curriculum and Instruction and Supervisor of Special Education PA Certification (39 credits)

### M. S. in Organization Development and Leadership

The M.S. in Organization Development and Leadership at Saint Joseph's University is designed for students interested in leadership, organizational change, adult education and training, organizational psychology, organization development, and personal self-development. The experiential learning format allows students to immediately apply their classroom learning in the workplace.

Students in this program can pursue one of the following three concentrations:

- Adult Learning and Training (ALT)
- Organizational Psychology and Development (OPD)
- Organization Dynamics and Leadership (ODL)

### Applying to the SJU Teacher Certification Program (Undergraduate Day)

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 with information regarding the application process. The candidate must complete the application and requirements for admission by January 31<sup>st</sup> of his/her sophomore year. **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 and
- Must have completed 6 mathematics credits
- Must have a B- average (2.7) or better in all major courses taken:
- Must have P in accompanying field experiences to all Education/ Special Education courses taken
- Must have a minimum cumulative GPA of at least 3.0
- Must meet Basic Skills Testing Requirements iReading, Writing, and Mathematics in any of the approved assessments. Candidates may combine results from the following different assessments:
  - Qualifying PAPA scores
  - Qualifying SAT scores
  - Qualifying ACT scores
  - Qualifying ETS Academic Core scores

## Professional Testing Requirements

Current information on testing requirements in Pennsylvania may be located at:

<http://www.education.pa.gov/Teachers%20-%20Administrators/Certifications/Pages/Certification-Testing.aspx#tab-1>

**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. This does not apply to SAT and ACT scores. SJU will submit SAT and ACT scores to PDE after candidates present evidence of their scores to the Office of Certification and Compliance (Merion Hall Suite 220).

### 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. All students will be expected to demonstrate completion of all prerequisite courses and pass all appropriate Praxis tests.

Middle school (4-8) and secondary (7-12) certification candidates must have a 3.0 GPA for all courses related to their content field. Effective June 1, 2015, all Secondary (7-12) certification candidates are required to complete the appropriate Praxis tests PRIOR TO APPLYING for student teaching.

### Test/Licensure Requirements

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.

## Applying to the SJU Teacher Certification Program (Adult Undergraduate PLS)

All Education majors must apply to the SJU Teacher Certification Program to be eligible for PA Teacher Certification upon completion of their degree. This separate application process and the admission requirements are explained below. The application process for admission into the SJU Teacher Certification Program begins when a student is nearing completion of 45 credits towards his/her degree. The advisor will provide the student with information regarding the application process. The candidate must complete the application and requirements for admission before earning 60 credits. Transfer students entering with more than 45 transfer credits must complete the application and requirements for admission to the SJU Teacher Certification Program in their first semester at SJU. Completed applications for admission into the SJU Teacher Certification Program will be reviewed by the Education Transition Committee and submitted to the Teacher Education Department Chair. Students will be notified in regards to the acceptance decision.

## Basic Skills Testing

According to ACT 168 (effective August 1, 2015), all undergraduate teacher certification candidates must achieve qualifying scores for one of the accepted tests of Basic Skills (Reading, Writing, and Math) in order to be admitted to a teacher certification program. Candidates must apply to a teacher certification program after they have completed a minimum of 48 undergraduate credits.

Candidates who have not satisfied the Basic Skills Test requirement may not register for education courses beyond 60 undergraduate credits, nor are they permitted to register for upper-level professional education courses:

Code	Title	Hours
EDU 240	Reading Literature II	3
EDU 362	Social Studies Thru Arts PK-4	3
EDU 363	Science Methods PK-4	3
EDU 365	Math & Technology (PreK-4)	3
EDU 495	ECE Student Teaching	12
Any 300-level SPE course or above		3

Candidates must satisfy the Basic Skills Testing requirement in order to apply any transfer credits to a teacher certification program.

## Professional Testing Requirements

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.

## Pedagogy and Content Exams

Candidates must earn qualifying scores in the following pedagogy and/or content exams:

- PreK-4 Pearson Module 1: Child Dev, Prof., Assessment
- PreK-4 Pearson Module 2: Language Arts & Social Studies
- PreK-4 Pearson Module 3: Science, Math & Health

## Certification Requirements (Graduate)

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, Hearing Impaired k-12, 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](mailto: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.

## Master of Science 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 (12 courses); this does NOT include the special one-credit field labs associated with specific courses. Requirements for PDE Level 1 certification vary according to the specific certification being earned (see "List of Courses" under each certification area below). Students enrolled in the Teacher Education Program may be certified to teach the following areas and grade levels:

- Early Childhood Education (PK 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 (2D0 Social Studies and Math, (2E0 Social Studies and Science
- Secondary Education (7 to 12)
  - Sciences: General Science, Chemistry, Biology, Physics
  - Mathematics

- Citizenship Education
- English
- Foreign Languages (K to 12): French, Latin, German, Spanish, Italian

Important Note: effective August 15, 2015, ACT 168 states that graduate certification candidates may only apply undergraduate education courses to Level 1 certification requirements if they have satisfied the PDE Basic Skills Requirement. For more information, visit [http://www.education.pa.gov/Documents/Teachers-Administrators/Certification Preparation Programs/Framework Guidelines and Rubrics/Entry into Certification Programs Guidelines.pdf](http://www.education.pa.gov/Documents/Teachers-Administrators/Certification%20Preparation%20Programs/Framework%20Guidelines%20and%20Rubrics/Entry%20into%20Certification%20Programs%20Guidelines.pdf)

## Teacher Intern Program

*Joe Cifelli, Ph.D.*

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.

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.

Teacher Certification Program

All inquiries regarding certification should be directed to:

Office of Certification, Accreditation, and Partnerships  
Director: Joseph K. Cifelli, Ed.D.

## Available certifications in Teacher Education Level I PA Certification Elementary Education (4-8) Major

Learning Goals and Outcomes(INTASC)

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she



teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*The traditional undergraduate programs include 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.*

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

Code	Title	Hours
	One Science Course with Lab	

## Major Requirements

**F indicates that course includes a field component**

Code	Title	Hours
EDU 150/150F	Schools in Society-Fr Seminar (GEP First Year Seminar)	3
EDU 151/151F	Develop, Cognition, & Learning (GEP)	3
EDU 157/157F	Adolescent Development	3
EDU 231	Assessment and Evaluation	3
EDU 242/242F	Tech Enhncd Curr & Instrs PK-8	3
EDU 246/246F	Literacy, Language and Culture	3
EDU 247/247F	Literacy in the Content Areas	3
EDU 412/412F	Instruct Techniques: Soc Stud	3
EDU 416/416F	Instructional Techniques -Math	3
EDU 418/418F	Instruct Techniques: Science	3
SPE 160/160F	Intro to Special Education	3
SPE 203/203F	Tchg Adolescents Inclus Envir	3
SPE 379	Fam School & Comm:Diverse Soc	3
EDU 496	4-8 Student Teaching	12
EDU 471	Writing in the Classroom	3

## 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

Code	Title	Hours
Option 1A: English/Language Arts/Reading		
Option 1B: Mathematics		
Option 1C: Science		
Option 1D: Social Studies		

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 2: Concentration in two content areas

Code	Title	Hours
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		
2E: Social Studies and Science		

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.

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.

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.

## Elementary Education (4-8) Graduate

### Learning Goals and Outcomes

**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.

## List of Courses

Required for PA Certification 4-8 (39 credits)

Code	Title	Hours
EDU 550/550F	Hist & Contemp Perspect Educ	3
EDU 551/551F	Psych Teaching: Develop Perspec	3
EDU 557/557F	Adolescent Psychology	3
EDU 612/612F	Instruct Techniques: Soc Stud	3
EDU 616/616F	Instruct Techniques: Math	3
EDU 618/618F	Instruct Techniques: Science	3
EDU 646/646F	Language and Culture	3
EDU 647/647F	Literacy & Learn Across Curric	3
SPE 600/600F	Found & Current Issues: Sp Edu	3
SPE 601/601F	Educ Assessment & Prog Monitoring	3
SPE 615/615F	Tching Inclsve Adol Envrnmnts	3
EDU 696	4-8 Student Teaching	6

## 4-8 Major Additional Content Requirements

Students who complete the 4-8 program can be certified to teach all subjects in grades 4-6. 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.

Code	Title	Hours
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.

Code	Title	Hours
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 Graduate Teacher Certification program is a non-degree granting certification program for students interested in earning 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).

Code	Title	Hours
EDU 550/550F	Hist & Contemp Perspect Educ	3
EDU 551/551F	Psych Teaching:Develop Perspec	3
EDU 646/ EDU 646 F	Language and Culture	3
SPE 612	Inclusive Classroom Practices	3
SPE 602	DiagnosticAsses/ProgressMon	3

## Elementary Education (Pre K-4) Major

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.

### Learning Goals and Objectives (INTASC)

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to

authentic local and global issues.

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*The traditional undergraduate programs include 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.*

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

Code	Title	Hours
One Science Course with Lab		

## General Education Overlays

See this page about Overlays (p. ).

Code	Title	Hours
<b>Diversity Intensive</b>		
EDU 150	Schools in Society-Fr Seminar	3
EDU 246	Literacy, Language and Culture	3
<b>Writing Intensive</b>		
EDU 151	Develop, Cognition, & Learning	3

**Ethics Intensive**

SPE 160	Intro to Special Education	3
---------	----------------------------	---

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

Code	Title	Hours
HIS 201 or HIS 202	History of the United States	3
MAT 111 or MAT 118	The Mathematics of Patterns Introduction to Statistics	3
SPE 160	Intro to Special Education	3

## GEP Electives (for PK-4 major only)

Six courses

## Major Requirements

### List of Courses

F indicates that course includes a field component

Code	Title	Hours
EDU 121	Child Development	3
EDU 150/150F	Schools in Society-Fr Seminar (GEP First Year Seminar)	3
EDU 151/151F	Develop, Cognition, & Learning (GEP)	3
EDU 155/155F	Foundations of Early Childhood	3
EDU 231	Assessment and Evaluation	3
EDU 232/232F	Reading Literature I	3
EDU 240/240F	Reading Literature II	3
EDU 242/242F	Tech Enhncd Curr & Instrs PK-8	3
EDU 246/246F	Literacy, Language and Culture	3
EDU 362/362F	Social Studies Thru Arts PK-4	3
EDU 363/363F	Science Methods PK-4	3
EDU 365/365F	Math & Technology (PreK-4)	3
SPE 160/160F	Intro to Special Education (Also GEP ILC)	3
SPE 200/200F	Teaching in Inclusive Environ	3
SPE 379	Fam School & Comm:Diverse Soc	3
EDU 495	ECE Student Teaching	12

## Elementary Education (Pre K-4) BLS

Frank M. Bernt, PhD., Professor and Chair  
Teacher Education Department

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.

### Learning Goals and Outcomes

**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.

**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 will 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.

## General Education Program Courses

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 Adult Learner General Education Program (GEP) applies to students who are completing a bachelor's degree through Professional and Liberal Studies Program (PLS) or through the Haub Degree Completion Program (HDC)

The Adult Learner GEP is comprised of Signature Core, Variable Core, Integrative Learning courses and Overlays.

## Signature Core

Code	Title	Hours
PHL 154	Moral Foundations	3
THE 154 or THE 221	Faith, Justice & the Cath Trad Intro to the New Testament	3
ENG 102	Texts & Contexts	3
HIS 154	Forging the Modern World	3
Any course certified as Faith & Reason		3
Adult Learning Seminar (any course numbered 140)		3

## Variable Core

- 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 (PLS majors require MAT 101 or higher; HDC programs require MAT 103 and MAT 123 or an alternate calculus course).
- Two courses in a Non-Native Language (e.g., SPA 111-SPA 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. Bilingual students may also be considered for a language exemption by the Department of Modern & Classical Languages.
- 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 certified as a Philosophical Anthropology course.
- One course from Religious Studies or Theology that is certified as a Religious Difference course.
- ENG 101 Craft of Language.

## Integrative Learning Course

(2 courses required)

- Courses approved for ILC requirements will vary by major. Some majors have specific courses that must be taken.

## Overlays

Students admitted Summer 2016 through Spring 2019 to an Adult Learner Program in PLS or HDC are required to complete at least one of the three GEP overlays. Students admitted Summer 2019 and later are required to complete two of the three GEP overlays:

1. Ethics Intensive
2. Writing Intensive, or
3. Diversity, Globalization, Non-Western Area Studies.

Please note that PLS and HDC students admitted prior to the Fall 2014 semester may have slightly different GEP curriculum requirements as communicated by the PLS and HDC Advising Offices at the time of admission. Students are encouraged to contact their Advising Office with any curriculum questions. PLS students who are completing degree requirements for a major offered through the Day School are required to complete the GEP for Day Students.

Code	Title	Hours
<b>Social Science</b>		
EDU 151	Develop, Cognition, & Learning	3

## GEP Integrative Learning Component

Two courses

Code	Title	Hours
SPE 160	Intro to Special Education	3
HIS 201 or HIS 202	History of the United States History of the United States	3

## Major Requirements

List of Courses: "F" courses are those that have a field assignment

Code	Title	Hours
EDU 121	Child Development	3
EDU 151/151F	Develop, Cognition, & Learning <sup>1</sup>	3
EDU 155/155F	Foundations of Early Childhood	3
EDU 160 & 160F	Schools in Society and FE Schools in Soc(preK-4/4-8) <sup>2</sup>	3
EDU 231	Assessment and Evaluation	3
EDU 232/232F	Reading Literature I	3
EDU 240/240F	Reading Literature II	3
EDU 242/242F	Tech Enhncd Curr & Instrs PK-8	3
EDU 246/246F	Literacy, Language and Culture	3
EDU 362/362F	Social Studies Thru Arts PK-4	3
EDU 363/363F	Science Methods PK-4	3
EDU 365/365F	Math & Technology (PreK-4) <sup>3</sup>	3
SPE 160	Intro to Special Education <sup>3</sup>	3
SPE 200	Teaching in Inclusive Environ	3
EDU 495	ECE Student Teaching	12



<sup>1</sup> Also satisfies the GEP Social/Behavioral Science requirement

<sup>2</sup> EDU 140 Public Schools & Social Equality in Urban Environments may substitute for this course

<sup>3</sup> Also satisfies the GEP Integrative Learning Course requirement

# Elementary Education (Pre K-4) Graduate

## Learning Goals and Outcomes

**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

## List of Courses

Required courses for PA Certification PK-12 (42 credits):

Code	Title	Hours
EDU 550/550F	Hist & Contemp Perspect Educ	3
EDU 551/551F	Psych Teaching:Develop Perspec	3
EDU 642/642F	Perspectives in Early Child Ed	3
EDU 632/632F	Reading Literature I	3
EDU 646/646F	Language and Culture	3
SPE 600	Found & Current Issues: Sp Edu	3
SPE 612	Inclusive Classroom Practices	3
SPE 601	EducAssessment& ProgMonitoring	3
EDU 663/663F	Science Methods PK - 4	3
EDU 665/665F	Interscip Teach Math,Sci&Tech	3
EDU 667/667F	Teach Soc Stud Thru Arts PK-4	3
EDU 640/640F	Reading Literature II	3
EDU 695	PK-4 Student Teaching	6

## Autism Spectrum Disorder Specialist Endorsement

(12 credits) - Online

Code	Title	Hours
SPE 720/720F	Intro ASD: Caus Diag & Advoc	3
SPE 721/721F	Aug & Alt Com & Soc Stratg	3
SPE 722/722F	Evid Based Prac: AI&I Method	3
SPE 723/723F	Autism: Behv Manag Approaches	3

## Education of the Deaf and Hard of Hearing

Code	Title	Hours
SPE 600 & 600F	Found & Current Issues: Sp Edu and FE: CurrentIssuesSPED:PracProc	3
SPE 608 & 608F	FamiliesSchls&Cmnty:CommCollab and FE Families/SchoolsCommunities	3
SPE 612 & 612F	Inclusive Classroom Practices and FE:Teach Inclusive Environment	3
SPE 730 & 730F	Ed Found - Deaf & Hard of Hear and FE Foundations-Deaf Hard of He	3
SPE 731 & 731F	Lang, Lit & Comm Dev-Deaf & HH and FE Lang/Lit/Comm For DHH	3
SPE 732 & 732F	Curr, Inst & Lrn Env-Deaf & HH and FE Curric/Instruct/ DHH	3
SPE 733 & 733F	List & Spk Skills - Deaf & HH and FE Listen/Speak Skills DHH	3

SPE 734 & 734F	Sign Comm in Instruct Settings and FE Sign Comm in Instr Setting	3
SPE 739	Student Teach & Prof Seminar	6

## Specialist Endorsement in English as a Second Language

The English as a Second Language Program Specialist-ESL Endorsement Program requires 16 credits plus field experience hours

Code	Title	Hours
EDU 646	Language and Culture	3
EDU 710	English Linguistics	3
EDU 712	Topics in Language Acquisition	3
15 hours of field experience		
EDU 713	Method Teach English Sec Lang	3
EDU 713F	FE:Meth Teach English Sec Lang	0
EDU 714	Intnshp-ESL/Bilingual Programs (30 contact hours)	4

The Graduate Teacher Certification program is a non-degree granting certification program for students interested in earning 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).

Code	Title	Hours
EDU 550/550F	Hist & Contemp Perspect Educ	3
EDU 551/551F	Psych Teaching:Develop Perspec	3
EDU 642/642F	Perspectives in Early Child Ed	3
EDU 646/646F	Language and Culture	3
SPE 600	Found & Current Issues: Sp Edu	3
SPE 612	Inclusive Classroom Practices	3
SPE 602	DiagnosticAsses/ProgressMon	3
EDU 663/663F	Science Methods PK - 4	3
EDU 667	Teach Soc Stud Thru Arts PK-4	3
EDU 640/640F	Reading Literature II	3
EDU 695	PK-4 Student Teaching	6

## Educational Leadership and Administration

The Master of Science degree with a concentration in Educational Leadership and Administration is a **30-credit** master's program for aspiring education leaders that can be pursued in conjunction with one or more of the following PA certifications: Administrative I Principal PK-12, Curriculum and Instruction Supervisor PK-12, and/or Supervisory I Special Education PK-12. Through the lens of equity, program participants learn to lead with their mind and heart to solve the complex educational challenges of the 21<sup>st</sup> Century. Candidates will understand the role of theory in transforming practice, communicating effectively, fostering school-community collaboration, and understanding schools as professional communities.

Courses can be taken entirely online, face-to-face, or a combination of both - with the exception of the Special Education courses and the fieldwork, which are offered in a hybrid format. The curriculum and program requirements are the same for all online and face-to-face students.

Prospective and current students are encouraged to contact the Educational Leadership Graduate Advisor ([edlgraduate.advising@sju.edu](mailto:edlgraduate.advising@sju.edu)) before enrolling in courses every semester.

### Learning Goals and Outcomes

**Goal 1:** Students will demonstrate knowledge of Educational Leadership content, theory and practices.

**Goal 2:** Students will demonstrate knowledge of and professional leadership skills in developing a strong, positive school culture to ensure PK-12 student success.

**Goal 3:** Students will demonstrate the ability to manage democratically the school organization, operations and resources for effective results.

**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.

## M.S. Educational Leadership & Administration (no certification)

The **30-credits M.S. in Educational Leadership and Administration without PA certification** program is designed for aspiring education leaders interested in leading educational organizations or programs affiliated with schools or simply interested in learning more about educational leadership. This program does not lead toward PA certification and does not involve fieldwork. Students completing this program, however, can apply most of these courses toward the Principal certification, the Curriculum and Instruction Supervisor certification and/or the Special Education Supervisor certification. Application to this program does not require a valid teaching certification.

This program requires the completion of the following eight (8) 3-credit courses and two (2) 3-credit electives (any EDL, EDU, SPE or ODL graduate course approved by the director of the program).

Code	Title	Hours
EDL 600	Leadership for Social Justice	3
EDL 660	Data-Informed Assessment	3
EDL 665	Transformational Leadership	3
EDL 670	Human Resources & Prof Growth	3
EDL 680	School Law, Policy, and Ethics	3
EDL 685	Leading School Curriculum	3
EDL 690	Equitable Fiscal Allocation	3
SPE 622	Admin & Supv.Spec Ed Progs	3
ELECTIVE		3
ELECTIVE		3

## M.S. Educational Leadership & Administration (with Administrative I Principal PK-12 & Curriculum and Instruction Supervisor PK-12 certifications)

The 30-credit M.S. in Educational Leadership and Administration with PA certification with Administrative I Principal PK-12 & Curriculum and Instruction Supervisor PK-12 certifications program is designed for aspiring school administrators interested in becoming equity-minded transformative educational leaders in the PK-12 settings.

Upon completion of the program, students can apply to the Pennsylvania Department of Education to obtain the Administrative I Principal PK-12 & Curriculum and Instruction Supervisor PK-12 certifications.

This program requires the completion of eight (8) 3-credit courses and two (2) 3-credit internships:

Code	Title	Hours
EDL 600	Leadership for Social Justice	3
EDL 660	Data-Informed Assessment	3
EDL 665	Transformational Leadership	3
EDL 670	Human Resources & Prof Growth	3
EDL 680	School Law, Policy, and Ethics	3
EDL 685	Leading School Curriculum	3
EDL 690	Equitable Fiscal Allocation	3
EDL 695	Internship I: Leaders/Action	3
EDL 696	Internship II: Leaders/Action	3
SPE 622	Admin & Supv:Spec Ed Progs	3

## M.S. Educational Leadership & Administration (with Supervisory I Special Education PK-12 Certification)

The 30-credit MS in Educational Leadership and Administration with PA Supervisor I Special Education PK-12 certification is designed for special education teachers interested in becoming supervisors of special education in PK-12 settings.

Upon completion of the program, students can apply to the Pennsylvania Department of Education to obtain the Supervisor I Special Education PK-12 certification.

This program requires the completion of the following eight (8) 3-credit courses and two (2) 3-credit fieldworks:

Code	Title	Hours
EDL 600	Leadership for Social Justice	3
EDL 660	Data-Informed Assessment	3
EDL 665	Transformational Leadership	3
EDL 670	Human Resources & Prof Growth	3
EDL 685	Leading School Curriculum	3
EDL 690	Equitable Fiscal Allocation	3
SPE 621	Law, Pol & Proced for SE Sup	3
SPE 622	Admin & Supv:Spec Ed Progs	3

SPE 623	Advanced Fieldwork/Seminar	3
SPE 624	Adv Super & Curr Fieldwk/Sem	3

## M.S. Educational Leadership & Administration (with Administrative I Principal PK-12 Certification, Curriculum and Instruction Supervisor PK-12 Certification & Supervisor I Special Education PK-12 Certification)

The 39-credit MS in Educational Leadership and Administration with Administrative I Principal PK-12, Curriculum and Instruction Supervisor PK-12 & Supervisor I Special Education PK-12 is a program designed for aspiring educational leaders interested in becoming school administrators, curriculum and instruction supervisors and supervisors of special education in PK-12 settings.

This program requires the completion of the following nine (9) 3-credit courses and four (4) 3-credit internship/fieldworks:

Code	Title	Hours
EDL 600	Leadership for Social Justice	3
EDL 660	Data-Informed Assessment	3
EDL 665	Transformational Leadership	3
EDL 670	Human Resources & Prof Growth	3
EDL 680	School Law, Policy, and Ethics	3
EDL 685	Leading School Curriculum	3
EDL 690	Equitable Fiscal Allocation	3
EDL 695	Internship I: Leaders/Action	3
EDL 696	Internship II: Leaders/Action	3
SPE 621	Law, Pol & Proced for SE Sup	3
SPE 622	Admin & Supv:Spec Ed Progs	3
SPE 623	Advanced Fieldwork/Seminar	3
SPE 624	Adv Super & Curr Fieldwk/Sem	3

## Educational 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.

Code	Title	Hours
<b>Required Core</b>		
EDU 150/150F	Schools in Society-Fr Seminar	3
EDU 246/246F	Literacy, Language and Culture	3
SPE 160/160F	Intro to Special Education	3
<b>Developmental Course</b>		
Select one of the following:		
EDU 151/151F	Develop, Cognition, & Learning	
EDU 121	Child Development	
EDU 157/157F	Adolescent Development	
<b>Additional Course</b>		
Select two of the following:		
EDU 155/155F	Foundations of Early Childhood	
EDU 231	Assessment and Evaluation	

EDU 232/232F Reading Literature I

EDU 247 Literacy in the Content Areas

SPE 200/200F Teaching in Inclusive Environ

SPE 203/203F Tchng Adolescents Inclus Envir

Substitutions may be made only with the advance approval of the Chair of the Teacher Education Department. Undergraduates are not permitted to enroll in upper level courses (300- and 400 level) without having satisfied the basic skills requirement.

## Foreign Language (K-12)

Subject Areas:

- French,
- German,
- Italian,
- Latin, and
- Spanish.

### Learning Goals and Outcomes

**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.

## List of Courses

Required for PA Certification (30 credits)

Code	Title	Hours
EDU 550/550F	Hist & Contemp Perspect Educ	3
EDU 557/557F	Adolescent Psychology	3
EDU 646/646F	Language and Culture	3
EDU 647/647F	Literacy & Learn Across Curric	3
EDU 614/614F	Instruct Techniques: Lang	3
SPE 600/600F	Found & Current Issues: Sp Edu	3
SPE 615/615F	Tching Inclsve Adol Envrnmnts	3
EDU 691	Secondary Student Teaching	6
<b>Prescribed Electives for MS degree</b>		
EDL 600	Leadership for Social Justice	3
EDL 605	Critical Contemp Ed Issues	3
EDL 680	School Law, Policy, and Ethics	3
SPE 630	Design&Tech Differentiated Ins	3
Other electives may be substituted with the permissoin of the Gradutae Director		

## Interdisciplinary EDD for Educational Leaders

**Interim Director,** Raymond Horn, Jr., Ph.D.

### Program Description

The specific aim of the Interdisciplinary Doctor of Education Program for Educational Leaders (IDEPEL) 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.

### Learning Goals and Outcomes

**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.

The following courses are required for the Ed. D. degree:

Code	Title	Hours
EDL 800	Professional Seminar	3
EDL 805	Principles Quant Research	3
EDL 810	Quant Research Design	3
EDL 815	Social Change Culture & Ed	3
EDL 820	Ethics in Ed Leadership	3
EDL 825	Fiscal Resources	3
EDL 830	Contemporary Curriculum	3
EDL 835	Principles Qual Research	3
EDL 840	Qualitative Research Design	3
EDL 845	Policy & School Law	3
EDL 850	Educational Environment	3
EDL 855	Human Resource Management	3
EDL 860	Ed Planning & Evaluation	3
EDL 865	Communication & Public Relatns	3
EDL 870	Diss Sem & Proposal Writing	3
EDL 875	Administer Dynamic Institution	3
EDL 893	Dissertation Study	12
EDL 894	Dissertation Study	0
EDL 899	Dissertation Study	0

## Program Dismissal

It is expected that cohort members will demonstrate exemplary scholarship. A cohort member whose scholarship and written work does not meet the standards expected in the IDEPEL program, the cohort

member is required to schedule a conference with the Program Director, the academic advisor, and other faculty, as necessary, to discuss the cohort member's ability to complete the program. This review might result in dismissal from the program. A cohort member must maintain a GPA of 3.5 to remain in the IDEPEL program. During the three years of course work, in the event that a 3.5 GPA cannot be attained by the end of the three years of course work, the student will be dismissed from the program at that time.

## Leaves of Absence

It is expected that each cohort member will remain with the cohort in all activities and experiences during the four-year period. In the event a short-term (less than one year) illness or personal crisis forces a cohort member to be physically absent from cohort experiences, if the cohort member is in good academic standing (i.e., a 3.5 GPA and completion of all practicum projects), then that individual may construct a leave of absence plan in concert with the Program Director. In the event the plan is not approved, the individual will be dismissed from the cohort. However, if the individual leaves the cohort in good academic standing, an opportunity will be provided to enroll in the next cohort a year from the date of the granting of the leave of absence. During the leave of absence, the cohort member will be excused from tuition costs for the leave of absence semesters.

## Course Registration

All active cohort members must be registered in the appropriate course(s) while matriculating in the program. After the fourth year of course work, the Program Director will register the cohort members in EDL 899. However, after the fourth year of study, cohort members will not be charged tuition in the semester in which they successfully defend their dissertation. For this to occur, the cohort member is responsible for notifying the Program Director of the pending final defense prior to the Registrar's drop/add period in the given semester. In the event of an unsuccessful final defense, the cohort member will have to pay tuition for the ensuing semesters.

## Years to Complete the Program

Each cohort member has a total of ten years to complete the program. This includes the required four years of course work and six years of additional study. If unsuccessful in completing the program by the end of the tenth year, the cohort member will be dismissed from the program. In addition, if there are two semesters of non-payment of the tuition, the cohort member will be dismissed from the program.

## Graduation Process

All students must fill out a graduation application on the Nest. After a successful defense of the final dissertation and before there is a grade change on the student's transcript, all graduation requirements must be met. This includes completion of the following: Registrar Requirements, Signature Pages, Approved and Completed Manuscript, IRB Protocol, the Library Dissertation Requirements for Graduation (i.e., Bindery and ProQuest processes), Bound Dissertation Copies, and Final Approval to Graduate.

## Reading Specialist

Kenneth Rovine, Director  
Graduate Teacher Education Programs

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. Non-certified 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.

### Learning Goals and Outcomes

**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.

**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.

**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.

**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:

Code	Title	Hours
<b>Reading Component</b>		
EDU 646/646F	Language and Culture	3
EDU 671	Writing in the Classroom	3
EDU 700	Psychology of Literacy	3
EDU 701	Assess & Instr in Liter K-3	3
EDU 702	Assess & Instr in Liter 4-12 <sup>1</sup>	3
EDU 703	Literacy Research	3
EDU 704	Plng & Org a Literacy Program	3
EDU 705	Literacy Practicum <sup>2</sup>	6

<sup>1</sup> Meets SPE 602; Diagnostic Assessment and Progress Monitoring

<sup>2</sup> Practicum runs last week in June and 4 weeks in July

PDE Chapter 49 regulation courses is not completed as part of undergraduate program:

Code	Title	Hours
SPE 600/600F	Found & Current Issues: Sp Edu	3
SPE 612/612F	Inclusive Classroom Practices	3

### Elective Option One: Program Specialist Certificate in ESL:

Code	Title	Hours
EDU 710	English Linguistics	3
EDU 712	Topics in Language Acquisition	3
EDU 713	Method Teach English Sec Lang	3
EDU 714/714F	Intnshp-ESL/Bilingual Programs	4

## Need Info Secondary Education (7-12) Graduate

Subject Areas:

- Biology,
- Chemistry,
- Physics,
- General Science,
- English,
- Mathematics,
- Citizenship Education and
- Social Studies.

Prerequisite coursework to meet certification standards may be required. Elective coursework listed is required for M.S. degree, but not for certification.

### Learning Goals and Outcomes

**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):

## List of Courses

Required courses for PA Certification (30 credits)

Code	Title	Hours
EDU 550/550F	Hist & Contemp Perspect Educ	3
EDU 557/557F	Adolescent Psychology	3
EDU 646/646F	Language and Culture	3
EDU 647/647F	Literacy & Learn Across Curric	3
EDU 612-EDU 618/F: Instructional Techniques (in content area discipline)		
SPE 600/600F	Found & Current Issues: Sp Edu	3
EDU 601 & SPE 601F	Field Experience Cert I and FE: EducAssess&ProgMonitoring	1
SPE 615/615F	Tching Inclsve Adol Envrnmnts	3
EDU 691	Secondary Student Teaching	6
<b>Prescribed Electives for MS degree</b>		
EDL 600	Leadership for Social Justice	3
EDL 605	Critical Contemp Ed Issues	3
EDL 680	School Law, Policy, and Ethics	3
SPE 630	Design&Tech Differentiated Ins	3

Other electives may be substituted with the permission of the Department Chair or Graduate Advisor.

## Special Education Graduate

The Masters of Education in Special Education without certification requires 36 hours of coursework aimed at preparing educators and practitioners in the foundations of Special Education without state teaching certification.

### Learning Goals and Outcomes

**Initial Preparation Standard 1:** Learner Development and Individual Learning Differences

**1.0** Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Key Elements

1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

**Initial Preparation Standard 2:** Learning Environments

2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self-determination.

Key Elements

2.1 Beginning special education professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

**Initial Preparation Standard 3:** Curricular Content Knowledge

3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Key Elements

3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.

3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across

curricular content areas to individualize learning for individuals with exceptionalities.

3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

#### **Initial Preparation Standard 4: Assessment**

4.0 Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions

##### **Key Elements**

4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.3 Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

#### **Initial Preparation Standard 5: Instructional Planning and Strategies**

##### **Key Elements**

5.1 Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.

5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.

5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

5.6 Beginning special education professionals teach to mastery and promote generalization of learning.

5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

#### **Initial Preparation Standard 6: Professional Learning and Ethical Practice**

6.0 Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and

practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

##### **Key Elements**

6.1 Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.

6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

#### **Initial Preparation Standard 7: Collaboration**

7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

##### **Key Elements**

7.1 Beginning special education professionals use the theory and elements of effective collaboration.

7.2 Beginning special education professionals serve as a collaborative resource to colleagues.

7.3 Beginning special education professionals use collaboration to promote the well being of individuals with exceptionalities across a wide range of settings and collaborators.

The course of study consists of:

<b>Code</b>	<b>Title</b>	<b>Hours</b>
<b>Core Requirements</b>		
SPE 630	Design&Tech Differentiated Ins	3
SPE 700	SpecialEducation Law/Policy	3
SPE 701	Cog Proc: Resrch Brain Studies	3
SPE 702	Culturally Responsive Teaching	3
Choose 8 electives as approved by the graduate director or advisor. These can be drawn from Special Education courses including those leading to:		
Autism Endorsement		
SPE 720 & 720F	Intro ASD: Caus Diag & Advoc and FE Intro to ASD	
SPE 721 & 721F	Aug & Alt Com & Soc Stratg and FE Aug & Alt Com & Soc Stratg	
SPE 722 & 722F	Evid Based Prac: AI&I Method and FE Evid Based Prac AI&I Method	

SPE 723 & 723F	Autism: Behv Manag Approaches and FE Aut: Behv Manag Approaches	
Wilson Reading Certificate		
SPE 710	WRP: Intro Multisens Lang Inst	
SPE 711	WRP: Int Instr- NonRepsRdr 1-3	
SPE 712	WRP: Int Instr- NonRepsRdr 4-6	
SPE 713	WRP: Int Instr- NonRepsRdrPrac	
Applied Behavioral Analysis Concentration <sup>1</sup>		
ABA 601	Concepts & Prin of Behav Analys	
ABA 602	Ethics & Prof in Behav Analys	
ABA 603	Measuring Eval Behav Change	
ABA 604	Behavior Assessment	
ABA 605	Behavior Change Procedures	
ABA 606	Collab, Superv, & Mgmt in BA	
ABA 607	Science and Philosophy of BA	
Social, Emotional and Behavioral Wellness of PK-12 Students Endorsement		
SPE 611	SPED Lab & Seminar	
SPE 606	ThryInstrPract:Emot/Soc/Behav	
SPE 608	FamiliesSchls&Cmnty:CommCollab	
SPE 614		
One elective from Special Education Courses		3

\* Note: The Wilson Reading Certificate and the Applied Behavior Analysis track require either a practicum or extensive clinical hours.

<sup>1</sup> The seven (7) ABA courses are necessary, but not sufficient, for ABA certification. Upon completion of these seven (7) ABA courses, a candidate for ABA certification must fulfill the practicum/internship hours and then sit for the BCBA examination as prescribed by the Behavior Analyst Certification Board.

<sup>2</sup> For ABA Goals and Learning Objectives click here (<https://www.bacb.com/wp-content/uploads/BACB-bcbabcaba-Experience-Standards.pdf>)

## Autism Spectrum Disorder Specialist Endorsement

Code	Title	Hours
SPE 720 & 720F	Intro ASD: Caus Diag & Advoc and FE Intro to ASD	3
SPE 721 & 721F	Aug & Alt Com & Soc Stratg and FE Aug & Alt Com & Soc Stratg	3
SPE 722 & 722F	Evid Based Prac: AI&I Method and FE Evid Based Prac AI&I Method	3
SPE 723 & 723F	Autism: Behv Manag Approaches and FE Aut: Behv Manag Approaches	3

## Education of the Deaf and Hard of Hearing

Code	Title	Hours
SPE 600 & 600F	Found & Current Issues: Sp Edu and FE: CurrentIssuesSPED:PracProc	3
SPE 608 & 608F	FamiliesSchls&Cmnty:CommCollab and FE Families/SchoolsCommunities	3

SPE 612 & 612F	Inclusive Classroom Practices and FE:Teach Inclusive Environment	3
SPE 730 & 730F	Ed Found - Deaf & Hard of Hear and FE Foundations-Deaf Hard of He	3
SPE 731 & 731F	Lang, Lit & Comm Dev-Deaf & HH and FE Lang/Lit/Comm For DHH	3
SPE 732 & 732F	Curr, Inst & Lrn Env-Deaf & HH and FE Curric/Instruct/ DHH	3
SPE 733 & SPE 734F	List & Spk Skills - Deaf & HH and FE Sign Comm in Instr Setting	3
SPE 739	Student Teach & Prof Seminar	6

This endorsement at Saint Joseph's University is designed to prepare teachers who have a valid PA Instructional I or II to obtain the PA Endorsement in Social-Emotional-Behavioral Wellness. The program aims to prepare candidates to develop the theoretical and pedagogical knowledge and skills needed in working with all students.

Code	Title	Hours
SPE 611	SPED Lab & Seminar	3
SPE 606	ThryInstrPract:Emot/Soc/Behav	3
SPE 608	FamiliesSchls&Cmnty:CommCollab	3
SPE 614		

## Wilson Reading Program Certification

Code	Title	Hours
SPE 710	WRP: Intro Multisens Lang Inst	1
SPE 711	WRP: Int Instr- NonRepsRdr 1-3	3
SPE 712	WRP: Int Instr- NonRepsRdr 4-6	3
SPE 713	WRP: Int Instr- NonRepsRdrPrac	3

## Five Year M.S. in Special Education-Urban Teaching Residents. Teacher Scholars High Incidence/Low Incidence

James Johnson, Ph.D., **Graduate Advisor**,

The graduate students are placed in a clinical experience based on their concentration. They work in the same school for a full year. Graduate students teach a modified schedule with time for their graduate coursework, spending 2/3 of each school day teaching. The school where they are placed utilizes 1) a research-based approach to instruction, 2) ongoing assessments to differentiate and individualize instruction, and 3) leadership and school culture that support teaching every child at his/her own level.

### The focus of each concentration/program of study:

#### The Urban Teaching Residency Program (UTR):

Candidates earn a special accreditation:

- the International Dyslexia Association (IDA)
- the Wilson Language Program
- Social – Justice focus – including a series of Social-Justice seminars

#### The Teacher Scholar High Incidence Program (TSHI):

Candidates earn a special accreditation:

- the International Dyslexia Association (IDA)
- the Wilson Language Program
- work in small groups with private school students with language-based learning disabilities.

#### The Teacher Scholar Low Incidence Program (TSLI):

Candidates earn:

- the Autism Specialist endorsement
- work with special behavior plans (often ABA)
- work with private school students with physical, mental and/or behavioral disabilities.

Graduate students in any of the concentrations are expected to have obtained their Pennsylvania Instructional I certification prior to admission. They have the option of attaining their Special Education certification upon completion of the program of study.

## Five Year M.S. for Urban Teaching Residency and Teacher Scholar High Incidence

Requires a total of 30 credits:

Code	Title	Hours
SPE 603	Thry&InstrPracticeStdntHighInc	3
SPE 603F	FE Stdnts W/High Disabilities	0
SPE 604	RsrchBsedModel:Lit,WritOrLang	3
SPE 604F	FE Reading in Content Area	0
SPE 605	RsrchBasedModel:MathSciencePro	3
SPE 605F	FE Math & Science Procedures	0
SPE 609	SPED Clinical Practicum I	3
SPE 610	SPED Clinical Practicum II *	3
SPE 700	SpecialEducation Law/Policy	3
SPE 701	Cog Proc: Resrch Brain Studies	3
SPE 710	WRP: Intro Multisens Lang Inst	1

## The M.S. 5 year degree for Teacher Scholar Low Incidence

Requires a total of 30 credits:

Code	Title	Hours
SPE 609	SPED Clinical Practicum I	3
SPE 607	ThryInstrPractStdntsw/LowIncid	3
SPE 610	SPED Clinical Practicum II	3
SPE 700	SpecialEducation Law/Policy	3
SPE 720	Intro ASD: Caus Diag & Advoc	3
SPE 721	Aug & Alt Com & Soc Stratg	3
SPE 722	Evid Based Prac: AI&I Method	3
SPE 723	Autism: Behv Manag Approaches	3

Take two SPE courses as electives

## Special Education (Pre K-8) Major

### 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. .

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.

**Special Education PK-8 must be a double major with Elementary PK-4.**

#### Learning Goals and Outcomes

**Goal 1:** Students will demonstrate knowledge of PK-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 PK-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.

*The traditional undergraduate programs include 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.

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

## General Education Overlays

See this page about Overlays (p. ).

Code	Title	Hours
<b>Diversity Intensive</b>		
EDU 150	Schools in Society-Fr Seminar	3
EDU 246	Literacy, Language and Culture	3
<b>Writing Intensive</b>		
EDU 151	Develop, Cognition, & Learning	3
<b>Ethics Intensive</b>		
SPE 160	Intro to Special Education	3

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

Code	Title	Hours
HIS 201 or HIS 202	History of the United States	3
MAT 111 or MAT 118	The Mathematics of Patterns Introduction to Statistics	3
SPE 160	Intro to Special Education	3

## GEP Electives (for PK-4 major only)

Six courses

## BS in Education with Special Education PK-8 Certification

(Special Education PK-8 must be a double major with Elementary PK-4)

### Double Major: PK-4 and Special Education PK-8 List of Courses

"F" courses are those that have field assignments

Code	Title	Hours
EDU 121	Child Development	3
EDU 150/150F	Schools in Society-Fr Seminar	3
EDU 151/151F	Develop, Cognition, & Learning	3
EDU 155/155F	Foundations of Early Childhood	3
EDU 231/231F	Assessment and Evaluation	3
EDU 232/232F	Reading Literature I	3
EDU 240/240F	Reading Literature II	3
EDU 242/242F	Tech Enhncd Curr & Instrs PK-8	3
EDU 246/246F	Literacy, Language and Culture	3
EDU 362/362F	Social Studies Thru Arts PK-4	3
EDU 363/363F	Science Methods PK-4	3
EDU 365/365F	Math & Technology (PreK-4)	3
SPE 160/160F	Intro to Special Education	3
SPE 200/200F	Teaching in Inclusive Environ	3
SPE 319/319F	Assessment:Ident & Progr Monit	3
SPE 329	Educ Stds w/High Incid Disabil	3
SPE 339/339F	Educ Stds w/Low Incid Disabil	3
SPE 349/349F	Literacy & Intervention Strat	3
SPE 359/359F	Math & Content Area Interv Str	3
SPE 369/369F	Ed Stds w/Emot-Social Beh Disb	3
SPE 379/379F	Fam School & Comm:Diverse Soc	3
SPE 495	Special Ed. Student Teaching	6
EDU 498	Dual Major Student Teaching	6

## Special Education Studies Minor

A minor in Special Education Studies is available for undergraduates who are interested in building a foundation in special education without pursuing PDE certification.

Six courses are required for the minor:

Code	Title	Hours
<b>Required Core</b>		
SPE 160	Intro to Special Education	3
SPE 200 or SPE 203	Teaching in Inclusive Environ Tchng Adolescents Inklus Envir	3
SPE 379	Fam School & Comm:Diverse Soc	3
Select three other courses from the list below:		
SPE 319	Assessment:Ident & Progr Monit	
SPE 329	Educ Stds w/High Incid Disabil	
SPE 339	Educ Stds w/Low Incid Disabil	

SPE 349	Literacy & Intervention Strat
SPE 359	Math & Content Area Interv Str
SPE 369	Ed Stds w/Emot-Social Beh Disb

## Special Education (7-12 and Pre K-8) Graduate

### Learning Goals and Outcomes

#### Initial Preparation Standard 1: Learner Development and Individual Learning Differences

**1.0** Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

##### Key Elements

**1.1** Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

**1.2** Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

#### Initial Preparation Standard 2: Learning Environments

**2.0** Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self-determination.

##### Key Elements

**2.1** Beginning special education professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

**2.2** Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

**2.3** Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

#### Initial Preparation Standard 3: Curricular Content Knowledge

**3.0** Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

##### Key Elements

**3.1** Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.

**3.2** Beginning special education professionals understand and use general and specialized content knowledge for teaching across

curricular content areas to individualize learning for individuals with exceptionalities.

**3.3** Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

#### Initial Preparation Standard 4: Assessment

**4.0** Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions

##### Key Elements

**4.1** Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

**4.2** Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

**4.3** Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities.

**4.4** Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

#### Initial Preparation Standard 5: Instructional Planning and Strategies

##### Key Elements

**5.1** Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.

**5.2** Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

**5.3** Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

**5.4** Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.

**5.5** Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

**5.6** Beginning special education professionals teach to mastery and promote generalization of learning.

**5.7** Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

#### Initial Preparation Standard 6: Professional Learning and Ethical Practice

**6.0** Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and

practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

#### Key Elements

6.1 Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.

6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

#### Initial Preparation Standard 7: Collaboration

7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

#### Key Elements

7.1 Beginning special education professionals use the theory and elements of effective collaboration.

7.2 Beginning special education professionals serve as a collaborative resource to colleagues.

7.3 Beginning special education professionals use collaboration to promote the well being of individuals with exceptionalities across a wide range of settings and collaborators.

## 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 PK-8 or 7-12

- GPA
- Pass ES Pearson Spec Ed PK-8 Module 1 (8011) and Spec Ed PK-8 Module 2 (8012) ([www.pa.nesinc.com](http://www.pa.nesinc.com) (<http://www.pa.nesinc.com>))

Code	Title	Hours
SPE 600/600F	Found & Current Issues: Sp Edu	3
SPE 602/602F	DiagnosticAsses/ProgressMon	3
SPE 603/603F	Thry&InstrPracticeStdntHighInc	3

SPE 604/604F	RsrchBsedModel:Lit,WritOrLang	3
SPE 605/605F	RsrchBasedModel:MathSciencePro	3
SPE 606	ThryInstrPract:Emot/Soc/Behav	3
SPE 607/607F	ThryInstrPractStdntsw/LowIncid	3
SPE 608/608F	FamiliesSchls&Cmnty:CommCollab	3

Select one of the following:

SPE 638/638F	Incl Prac/Stud Teach PK-8	
SPE 639/639F	Incl Prac/Stud Teach 7-12	

#### Special Education Elective Tracks

##### Autism Spectrum Disorders Endorsement

SPE 720 & 720F	Intro ASD: Caus Diag & Advoc and FE Intro to ASD	3
SPE 721 & 721F	Aug & Alt Com & Soc Stratg and FE Aug & Alt Com & Soc Stratg	3
SPE 722 & 722F	Evid Based Prac: AI&I Method and FE Evid Based Prac AI&I Method	3
SPE 723 & 723F	Autism: Behv Manag Approaches and FE Aut: Behv Manag Approaches	3

##### Education of the Deaf and Hard of Hearing

SPE 730 & 730F	Ed Found - Deaf & Hard of Hear and FE Foundations-Deaf Hard of He	3
SPE 731 & 731F	Lang, Lit & Comm Dev-Deaf & HH and FE Lang/Lit/Comm For DHH	3
SPE 732 & 732F	Curr, Inst & Lrn Env-Deaf & HH and FE Curric/Instruct/ DHH	3
SPE 733 & 733F	List & Spk Skills - Deaf & HH and FE Listen/Speak Skills DHH	3

##### Wilson Reading Program Certification

SPE 710	WRP. Intro Multisens Lang Inst	1
SPE 711	WRP. Int Instr- NonRepsRdr 1-3	3
SPE 712	WRP. Int Instr- NonRepsRdr 4-6	3
SPE 713	WRP. Int Instr- NonRepsRdrPrac	3

## Supervisor of Special Education

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 Outcomes

**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.

#### Certification Requirements

- Pass PRAXIS Test 10410: Supervisor-Principal-Educational Leadership ([www.ets.org/praxis](http://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

Code	Title	Hours
<b>Required Certification Courses</b>		
EDL 665	Transformational Leadership	3
EDL 670	Human Resources & Prof Growth	3
EDL 685	Leading School Curriculum	3
EDL 690	Equitable Fiscal Allocation	3
SPE 621	Law, Pol & Proced for SE Sup	3
SPE 622	Admin & Supv:Spec Ed Progs	3
SPE 690		
<b>Required Fieldwork</b>		
SPE 623	Advanced Fieldwork/Seminar	3
SPE 624	Adv Super & Curr Fieldwk/Sem	3

## Health Services

### Department Overview

Health care is one of the most rapidly growing career fields in the United States. Aging baby boomers, new medical technology and interest in maintaining healthy lifestyles created demand for committed and compassionate professionals with a strong understanding of the bio psychosocial aspects of health and wellness. The B.S. in Interdisciplinary Health Services (IHS) prepares students for health care positions in

hospitals, public health departments, human service agencies, clinical research and the healthcare 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 representatives, and patient care technicians.

The IHS program offers comprehensive education in the natural sciences, public health, health care systems, and social sciences. Students are introduced to a broad array of medical issues such as heart disease, diabetes, stroke, addictions, injuries, violence, autism, and adverse childhood experiences. Courses address the socio-cultural influences of health, health behaviors, health care systems, legal and ethical concerns, nutrition, mental health, integrative medicine, epidemiology and health promotion. 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, study abroad or minor in biology, chemistry, psychology, sociology or business. Consistent with our Jesuit mission of cura personalis and social justice, the department encourages majors to learn inside and outside of the classroom. Volunteering with local service agencies interning in a local hospital, or participating in summer scholars, allows students to experience different healthcare careers and to build professional portfolios. The Department models interdisciplinary, collaborative approaches, encouraging students learn to partner with patients, family members, community organizations and colleagues in other disciplines to face the challenges of emerging and re-emerging diseases.

## Mission Statement

Consistent with our Jesuit roots and Ignatian goals of education, the graduate programs in Health Services are built on a liberal arts foundation with an emphasis on ethics, social justice, and professional competency. By enhancing skills in verbal communication, writing, critical thinking, quantitative analysis, globalization, and diversity, health services graduate programs prepare graduates to confront current and emerging issues in healthcare.

**Professor:** Ajoa A. Abrokwa, Ph.D.; Frank Bernt, Ph.D.; Lucia Paccione, M.B.A.; M. Michelle Rowe, Ph.D.; Sally Kuykendall, PhD

**Assistant:** Anne Fetherston, Ph.D., BCBA-D; Eileen L. Sullivan, Pharm.D.; Nene Okunna, Ph.D.; Thomas Robert Martin, PhD

**Visiting:** Elizabeth B. Fong; Thomas L. Heron, MBA, FHFMA  
Louis D. Horvath, M.A., FACHE; Sheila Mitchell-Green MHA, LSSGB

**Chair:** Frank Bernt, Ph.D.

## Undergraduate Majors

- Interdisciplinary Health Services (p. 266)

## Undergraduate Minors

- Interdisciplinary Health Services (p. 268)

## Graduate Degree

- Master of Science in Health Administration (p. 263)
- Master of Science in Health Education (p. 265)

## Adult Undergraduate B.L.S.

- Health Administration (p. 262)

## Health Administration B.L.S.

*Frank Bernt, Ph.D., Interim Chair, Department of Health Services*

### Program Overview

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 Liberal Studies in health administration empowers students with the professional knowledge and skills needed to lead and enact best practices in healthcare organizations and communities.

Courses cover various areas of health administration, such as health administration, finance, marketing, healthcare law and ethics, health policy and health information management. Industry-focused coursework equips students for positions as health administrators in hospitals, clinics, and non-profit organizations. The major builds on foundational coursework in biology, history, philosophy and economics, equipping graduates to be well-informed leaders. The program culminates in a professional capstone seminar

#### Learning Goals and Outcomes

**Goal 1:** Graduates 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 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 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 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.

## General Education Program Courses

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 Adult Learner General Education Program (GEP) applies to students who are completing a bachelor's degree through Professional and Liberal Studies Program (PLS) or through the Haub Degree Completion Program (HDC)

The Adult Learner GEP is comprised of Signature Core, Variable Core, Integrative Learning courses and Overlays.

### Signature Core

Code	Title	Hours
PHL 154	Moral Foundations	3
THE 154 or THE 221	Faith, Justice & the Cath Trad Intro to the New Testament	3
ENG 102	Texts & Contexts	3
HIS 154	Forging the Modern World	3
Any course certified as Faith & Reason		3
Adult Learning Seminar (any course numbered 140)		3

### Variable Core

- 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 (PLS majors require MAT 101 or higher; HDC programs require MAT 103 and MAT 123 or an alternate calculus course).
- Two courses in a Non-Native Language (e.g., SPA 111-SPA 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. Bilingual students may also be considered for a language exemption by the Department of Modern & Classical Languages.

- 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 certified as a Philosophical Anthropology course.
- One course from Religious Studies or Theology that is certified as a Religious Difference course.
- ENG 101 Craft of Language.

## Integrative Learning Course

(2 courses required)

- Courses approved for ILC requirements will vary by major. Some majors have specific courses that must be taken.

## Overlays

Students admitted Summer 2016 through Spring 2019 to an Adult Learner Program in PLS or HDC are required to complete at least one of the three GEP overlays. Students admitted Summer 2019 and later are required to complete two of the three GEP overlays:

1. Ethics Intensive
2. Writing Intensive, or
3. Diversity, Globalization, Non-Western Area Studies.

Please note that PLS and HDC students admitted prior to the Fall 2014 semester may have slightly different GEP curriculum requirements as communicated by the PLS and HDC Advising Offices at the time of admission. Students are encouraged to contact their Advising Office with any curriculum questions. PLS students who are completing degree requirements for a major offered through the Day School are required to complete the GEP for Day Students.

Code	Title	Hours
<b>Natural Science</b>		
Any Biology course		
<b>Social Science</b>		
PSY 100	Introductory Psychology	3

## GEP Integrative Learning Component

Two courses

Code	Title	Hours
PSY 120 or PSY 231	Lifespan Development Developmental Psychology	3
BIO 161 or BIO 260	Human Organism Anat&Physiol Nurs/Al Hlth I	3-4

## Major Concentration

Code	Title	Hours
MGT 110 or MGT 120	Essent'ls of Organizational Beh Essentials of Management	3
HAD 101	Intro to Health Administration	3
HAD 110	Prin Publ Hlth & Epiderm	3
HAD 115	Research Methods in HAD	3
HAD 120	Fin Mgt Hlth Care Organization	3
HAD 200	Health Care Law & Ethics	3
HAD 210	Plan & Mktg Health Care Org	3
HAD 220	Health Policy	3
HAD 301	Health Info Mgmt Systems	3
HAD 310	Seminar in Hlth Administration	3

## Health Administration M.S.

*Louis D. Horvath, MA, FACHE*

**Graduate Director Campus and Online Programs**  
**Department of Health Services**

The M.S. in Health Administration curriculum is designed to enhance knowledge, technical skills and professional competencies for those seeking advancement or entry into management of health care organizations. Program goals and objectives reflect the professional competencies defined by the American College of Healthcare Executives. The M.S. Health Administration also offers concentrations in Health Informatics, and Organizational Development and Leadership.

### Mission statement

The graduate program in health services has been conceived, developed, and implemented to prepare adult students for positions of management requiring disciplined leadership and emotional intelligence in all administrative arenas such as acute care, ambulatory care, long term care, rehabilitation services, health promotion and community health industries.

### Vision statement

The graduate program in health services offers a competency-driven educational experience reflecting and rooted in recognized quality standards of performance and achievement as benchmarked by these leading professional organizations in the health care field: American College of Healthcare Executives, Commission on the Accreditation of Health Management Education, and the National Commission for Health Education Accreditation.

### Values statement

The values of the graduate health services program are based in the University's rich Jesuit history and tradition. They reflect the core human principles espoused by St. Ignatius.

1. Practice the Magis in all endeavors that asks the question how and in what way can I do better and live greater in mind, body and spirit?
2. Practice Cura Personalis meaning the commitment for caring for all aspects of your person: mental, emotional, physical, and spiritual.
3. Practice service to and for others that asks individuals to always seek opportunities to help and assist others in ways that enhance the lives of those around you.

4. Practice a commitment to social justice in all public and social environments that supports fair and equitable treatment and engagement of all.

#### **Area 1: HLA/ACHE Competency Component (Health Leadership Alliance/American College of Healthcare Executives)**

HLA/ACHE 1: Leadership - Ability to inspire individual and organizational excellence that demonstrate mature, ethical conduct and decision making.

*Students will demonstrate the ability to develop and apply key leadership skills and behaviors that respect the values of others, follow legal principles and practices, and take responsibility for actions.*

HLA/ACHE 2: Communications/relationship management - Ability to communicate clearly and concisely in maintaining relationships that support and serve others.

*Students will demonstrate the ability to apply and practice effective communication skills for complex interpersonal relationships which recognize the needs of individuals and groups in their service to them.*

HLA/ACHE 3: Professionalism - Ability to align conduct with ethical and professional standards of best practices in all business and management operations.

*Students will be able to evaluate and critique both personal and professional accountability in terms of accepted ethical conduct and values.*

HLA/ACHE 4: Knowledge of Healthcare environment – Has an understanding of the healthcare system, its operations and environment both as a specific industry and as it relates to the larger U.S. society.

*Students will be able to analyze the organization and operations of healthcare companies in terms of their service to communities and individuals.*

HLA/ACHE 5: Business skills and knowledge - Ability to apply ethical and legal business practices in healthcare organizations and operations.

*Students will apply significant business principles in any of the following disciplines depending on its relevance to the course: general management, financial management, strategic planning, information management or risk management.*

#### **Area 2: CAHME Competency Component (Commission on Accreditation of Healthcare Management Education)**

CAHME 1: Knowledge of the healthcare sector and its management understanding mission defined healthcare.

*Students will analyze and evaluate healthcare operations based on a mission defined focus and execution that stresses equitable treatment of all within a framework of social justice.*

CAHME 2: Giving and receiving verbal/non-verbal information that develops effective working relationships.

*Students will develop and analyze communication for its effectiveness in conveying information and meaning that enhances service to others for greater benefit and value.*

CAHME 3: Applying critical thinking, analysis and problem solving.

*Students will apply behaviors and practices that demonstrate responsible critical thinking, results-driven problem analysis and resolution that supports the values of social justice and service.*

CAHME 4: Pursuing goals through and in collaboration with others.

*Students will apply management and interpersonal leadership skills that demonstrate a commitment of shared values, respect for all, and a desire to improve the lives of those being served.*

CAHME 5: Applying high ethical and professional standards that reflect accountability, integrity, achievement orientation, self-confidence, and life-long learning.

*Students will apply professional standards of behavior that demonstrate the commitment to enhance their performance in all endeavors and their personal goals for mind, body, and spirit.*

**(For Health Education - please refer to respective Learning Objectives)**

The M.S. in Health Administration consists of three tracks:

1. General track of 12 courses (36 credits-including two electives);
2. Informatics track of 14 courses (42 credits);
3. Organizational Development and Leadership track of 14 courses (42 credits).

## **General Health Administration Curricular Requirements**

Code	Title	Hours
<b>Core Courses</b>		
HAD 552	Health Administration	3
HAD 553	Health Care Organization	3
HSV 550	Health Services Research	3
HAD 554	Health Care Law	3
HAD 555	Acc for Health Care Organiztns	3
HAD 556	Fin Manag of Health Care Org.	3
HAD 560	Health Care Informatics	3
HSV 551	Managed Health Care	3
HAD 600	Ethics of Health Care	3
HSV 700	Integ Capstne Crs in Hlth Serv	3
<b>Health Care Administration Electives</b>		
Select two of the following electives:		3
HED 552	Epidemiology and Com Health	3
HAD 559	Health Policy	
HAD 561	Health Care and the Internet	
HAD 564	Computer-Based Patient Record	
HAD 601	Fieldwork in Health Admin	

<sup>1</sup> Other HAD/HED/GRG/ODL/SOC courses as approved by the Director

## **Health Informatics Concentration**

The Informatics Concentration trains health care professionals in the strategic use of information technology (IT) so they may lead planning, design, integration, implementation, and evaluation of clinical, financial and administrative information systems in various healthcare

organizations. The Informatics concentration consists of 14 courses (42 credits):

the required courses from the HAD curriculum (10 courses) plus Health Informatics courses (4 courses).

Code	Title	Hours
HAD 561	Health Care and the Internet	3
HAD 562	Hlth Info Mgt Sys Data & Infra	3
HAD 563	Hlth Info Mgt Syst Appl	3
HAD 564	Computer-Based Patient Record	3

## Organization Development and Leadership Concentration

The concentration in Organization Development and Leadership (ODL) is designed to enhance skills in managing and developing healthy organizational culture. The Organization Development and Leadership Concentration requires completion of 14 courses (42 credits):

the required courses from the HAD curriculum (10 courses) plus ODL courses (4 courses).

Code	Title	Hours
ODL 650	Organizational Leadership	3
ODL 655	Org Change & Culture	3
ODL 665	Leading Teams	3
ODL 700	Org Dev Theory & App	3

## Health Education M.S.

Graduate Director Campus and Online Programs - Department of Health Services - *Louis D. Horvath, MA, FACHE*

### Health Education Mission

The mission of the Health Education Program 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 match 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).

### Learning Goals and Outcomes

**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.

**(For Health Administration - please refer to respective Learning Objectives)**

The M.S. in Health Education consists of TWO Concentrations;

1. Concentration in Health Promotion and Wellness requires completion of twelve courses (36 credits hours): Core Health Education courses (6) and electives in Health Studies-Health Promotion and Wellness (6 courses).

2. Concentration in Applied Behavior Analysis (ABA) is a 36-credit course sequence approved by the Behavior Analyst Certification Board (BCBA); 6 Core Health Education courses AND 6 ABA Courses.

Code	Title	Hours
<b>Core Courses</b>		
HED 551	Map Hlth Res, Pln, Pol Dev&Mkt	3
HED 552	Epidemiology and Com Health	3
HED 553	Program Planning for Wellness	3
HED 554	Curric Strat for Hlth Educatrs	3

HSV 550	Health Services Research	3
HSV 700	Integ Capstne Crs in Hlth Serv	3
<b>Health Studies Electives</b>		
Six Health Promotion and Wellness courses OR Six ABA courses		18

## Health Education M.S. with Concentration in Health Promotion and Wellness

The M.S. in Health Education concentration in Health Promotion and Wellness requires completion of twelve courses (36 credits hours): Core Health Education courses (6) and electives in health studies-Health Promotion and Wellness (6 courses). Core courses should be completed early in the program.

Code	Title	Hours
<b>Core Courses</b>		
HED 551	Map Hlth Res, Pln, Pol Dev&Mkt	3
HED 552	Epidemiology and Com Health	3
HED 553	Program Planning for Wellness	3
HED 554	Curric Strat for Hlth Educatrs	3
HSV 550	Health Services Research	3
HSV 700	Integ Capstne Crs in Hlth Serv	3
<b>Health Studies Electives</b>		
Select six of the following:		18
HED 555	Essentials: Population Health	3
HED 556	Foundations of Global Health	3
HED 557	Determinants: Health-Behavior	3
HED 574	Concepts of Nutrition & Health	3
HED 558	Mental Illness and Addictions	3
HED 559	Human Aging and Dying	3

## Health Education M.S. with Concentration in Applied Behavior Analysis

The U.S. Bureau of Labor and Statistics projects that ABA and healthcare will steady increase over the next ten years and beyond. The Masters of Arts in Health Education with a concentration in Applied Behavior Analysis (ABA) is a 36-credit course sequence approved by the Behavior Analyst Certification Board (BCBA). This degree prepares highly educated and trained students for careers as Board Certified Behavior Analysts. Students completing this graduate degree will be uniquely positioning for a rewarding career in behavior analysis and the ability to work within the entire United States and other areas around the World. This coursework is specifically designed to expose students to the world of health care and behavior analysis simultaneously. Once complete, students work in a variety of setting in the field such as general and special education, mental health, behavioral health, geriatrics, disability, business, and institutions of higher learning.

Topics covered include: GIS Mapping and health patterns, Epidemiology, Program Planning for Wellness, Curriculum Strategies, Health Services Research, Capstone, Principles of Behavior, Applied Behavior Analysis as well as consulting, behavioral development, clinical behavior analysis and ethics in behavior analysis.

Code	Title	Hours
<b>Core Courses</b>		
HED 551	Map Hlth Res, Pln, Pol Dev&Mkt	3

HED 552	Epidemiology and Com Health	3
HED 553	Program Planning for Wellness	3
HED 554	Curric Strat for Hlth Educatrs	3
HSV 550	Health Services Research	3
HSV 700	Integ Capstne Crs in Hlth Serv	3
<b>Health Studies Electives</b>		
ABA 601	Concpts & Prin of Behav Analys	3
ABA 602	Ethics & Prof in Behav Analys	3
ABA 603	Measuring Eval Behav Change	3
ABA 604	Behavior Assessment	3
ABA 605	Behavior Change Procedures	3
ABA 606	Collab, Superv, & Mgmt in BA	3

## Interdisciplinary Health Services Major

### 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.

#### Learning Goals and Outcomes

**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.

*The traditional undergraduate programs include 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.*

## General Education Signature Courses

See this page about Signature courses (p. ). Six courses

## General Education Variable Courses

See this page about Variable courses (p. ). Six to Nine courses

Code	Title	Hours
CHM 125/125L	General Chemistry II	5
PHL 250	Philosophy of Death	3

## General Education Overlays

See this page about Overlays (p. ).

## General Education Integrative Learning Component

See this page about Integrative Learning Component (p. ). Three courses:

Code	Title	Hours
<b>Chemistry</b>		
CHM 120	General Chemistry I	3
CHM 120L	General Chemistry Lab I	2

<b>Biology</b>		
BIO 101	Bio I: Cells	4
BIO 101L	Bio I: Cells Lab	0
<b>Mathematics</b>		
MAT 118	Introduction to Statistics	3

## GEP Electives

Eleven courses

## Major Requirements

Code	Title	Hours
<b>IHS Core Requirements</b>		
IHS 110	Psyc Aspcts Illness & Disab	3
IHS 211	HlthCareSystem/ Responsibility	3
IHS 323	Health and Society	3
IHS 331	Statistics & Research Methods	3
IHS 495	Seminar in Inter Health Svc	3
BIO 102/102L	Bio II: Genetics	4

### Area Studies Courses

Select five courses from list below (at least 2 courses must be from the Health Services course group)

### Area Studies Courses

Code	Title	Hours
<b>Health Services</b>		
IHS 216	Alcohol, Drugs & Society	3
IHS 217	Mental Health & Society	3
IHS 244	Health Care Administration	3
IHS 248	Hlth and the School aged Child	3
IHS 251	Healthcare Law and Ethics	3
IHS 252	Health Care Policy	3
IHS 253	Nutrition:Health & Disease	3
IHS 255	Human Sexuality and Disease	3
IHS 256	HIV/AIDS	3
IHS 263	Theory:AddictionAddictiveBehav	3
IHS 270	ViolenceAggression:Deconstruct	3
IHS 276	The Continuum of Adult Health	3
IHS 285	Med Terminology & Health Comm	3
IHS 325	Theories:Disease Prevent Mgmt	3
IHS 343	HelpHealing:EthicsCommPersonal	3
IHS 345	DyingWell:The Hospice Movement	3
IHS 349	Managed Health Care	3
IHS 354	Diversity Ldrship in Hlth Care	3
IHS 359	PlanningEvaluatingHealthPromo	3
IHS 360	TherapRolesAnimals in Hlthcare	3
IHS 368	Just Hlth Care Dev Nations	3
IHS 370	Special Topics in Health Servi	3
IHS 441	Alt Med/Non TraditionalTherapy	3
IHS 458	Public Health & Epidemiology	3
IHS 466	ABA and Autism Treatment	3
IHS 467	Social Skills Dev. and Autism	3
IHS 468	Resources &Advocacy for Autism	3



IHS 469	Adult/Transition Autism Serv	3
IHS 470	Senior Seminar	3
IHS 471	Special Topics in Autism	3
IHS 472	Seminar in Autism	4
IHS 473	Advanced Principles of ABA	4
IHS 474	Functional Analysis and Ethics	4
IHS 490	Internship in IHS	3
IHS 491	Internship in Autism Studies	3
IHS 493 & IHS 494	Independent Study and Independent Study	6
<b>Social Sciences</b> <sup>1</sup>		
PSY 122	Abnormal Psychology/Non-Majors	3
PSY 222	Neuropsychology	3
PSY 223	Health Psychology	3
PSY 224	Drugs, the Brain, & Behavior	3
SOC 217	Mental Health & Society	3
<b>Natural Sciences</b>		
BIO 201	Bio III: Organismic Biology	4
BIO 260	Anat&Physiol Nurs/Al Hlth I	4
BIO 261	Anat&Physiol Nurs/Al Hlth II	4
BIO 404	Biochemistry	3
BIO 406	Comparative Anatomy	4
BIO 408	Histology	4
BIO 416	Microbiology	4
BIO 417	Systemic Physiology	4
CHM 210 & 210L	Organic Chemistry I and Organic Chemistry Lab I	4
CHM 215 & 215L	Organic Chemistry II and Organic Chemistry Lab II	4
ENV 270	Special Topics	3
<b>Economics</b>		
ECN 390	The Economics of Healthcare	3
<b>English</b>		
ENG 450	Hospital Stories	3
<b>Linguistics</b>		
LIN 270	Topics in Linguistics	3
LIN 320	Phonetics	3
<b>Theology</b>		
THE 349	Theology of Disability	3

<sup>1</sup> The Social Sciences Courses listed do not count towards GEP requirements and some Social Sciences may require pre-requisites

<sup>2</sup> Topics courses only count when certain subjects are discussed.

<sup>3</sup> Students planning graduate study in allied health are strongly encouraged to minor in biology or chemistry.

## Interdisciplinary Health Services Minor

### Learning Goals and Outcomes

**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.

Students may minor in Interdisciplinary Health Services by taking four core courses<sup>1</sup> and two IHS elective courses.

Code	Title	Hours
IHS 110	Psyc Aspcts Illness & Disab	3
IHS 211	HlthCareSystem/ Responsibility	3
IHS 323	Health and Society	3
IHS 331	Statistics & Research Methods <sup>1</sup>	3

Select two IHS elective courses from the Health Services course group

<sup>1</sup> 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.

## Organizational Development and Leadership

*Felice Tilin, Ph.D. Graduate Program Director*

### Program Mission Statement

The mission of the Saint Joseph's University Master's of Science in Organization Development and Leadership is to educate adult 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 research in the fields of organization development, adult learning, organizational psychology and organizational dynamics.

### Adult Undergraduate Degree

Organizational Development & Leadership B.L.S. (p. 272)

### Graduate Degrees

Organizational Development and Leadership M.S. (p. 269)

## Organizational Development and Leadership M.S.

### Learning Goals and Outcomes

**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 and 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

The Adult Learning and Training Concentration (ALT) focuses on Talent Development and Leadership. This enhances career development and is designed for leaders who are building careers in Organizational Change and for Adult Educators, Talent Managers, Trainers Facilitators, Curriculum Designers, Instructional Designers, Technical Trainers, Consultants, Health Education Professionals, and individuals in career transitions. Students will develop skills and knowledge in designing and facilitating talent development and training programs and utilizing experiential and adult learning methods to lead others and facilitate learning experiences. Learning objectives for the Master's Degree Concentration in Adult Learning and Training are to:

- Learn how to lead others by developing competencies such as self-awareness, self- management, communication, organizational awareness and managing others.
- Analyze learning and performance needs
- Consult with employers and clients to develop talent by implementing learning strategies, training programs, coaching programs 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

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:

Code	Title	Hours
<b>Foundation Courses</b>		
ODL 600	Adult Learning:Theory &App	3
ODL 605	Performance Consulting	3
ODL 610	Adult Learning	3
ODL 615	Learning Design & Implem	3

Code	Title	Hours
<b>Electives</b>		
These courses help students develop expertise in a specific area of interest. Students select four 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 Organization Psychology Concentration can be taken as electives.)		
ODL 618	e-Learning Design	3
ODL 620	Psych Assessments	3
ODL 625	Psych of Executive Coaching	3
ODL 630	Ldshp & Team Development	3
ODL 635	Positive Org Psyc& Scholarship	3

ODL 645	Leadership Principles	3
ODL 646	Career Dev Theory & Practice	3
ODL 647	Appreciative Inquiry	3
ODL 650	Organizational Leadership	3
ODL 655	Org Change & Culture	3
ODL 665	Leading Teams	3
ODL 668	Social Media & Learning	3
ODL 675	Implementing Change	3
ODL 680	Coaching Leader	3
ODL 685	Sem in Global Organ Issues	3
ODL 686	Global Leadership	3
ODL 690	Creative Problem Solving	3
ODL 695	Org Change: A Gestalt Approach	3
ODL 700	Org Dev Theory & App	3
HED 575	Stress and Crisis Management	3
EDL 655	Interpersonal Relations	3

Code	Title	Hours
<b>Advanced Courses</b>		
The Advanced Courses are designed to provide students with advanced facilitation, influence, consulting and intervention skills.		
ODL 705	Facilitating Org Development	3
ODL 710	Interven Skills: Strat & Desgn	3
ODL 780	Research Design & Eval	3
ODL 785	Advanced Seminar	3

## Concentration in Organizational Dynamics and Leadership

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.

The Master of Science in Organizational 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:

The Master of Science in Organizational 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:

Code	Title	Hours
<b>Foundation Courses</b>		

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 660	Strategic Leadership	3
ODL 705	Facilitating Org Development	3
ODL 710	Interven Skills: Strat & Desgn	3

Code	Title	Hours
<b>Elective Courses</b>		

Elective courses explore 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 &App	3
ODL 615	Learning Design & Implem	3
ODL 618	e-Learning Design	3
ODL 620	Psych Assessments	3
ODL 625	Psych of Executive Coaching	3
ODL 630	Ldshp & Team Development	3
ODL 645	Leadership Principles	3
ODL 646	Career Dev Theory & Practice	3
ODL 647	Appreciative Inquiry	3
ODL 650	Organizational Leadership	3
ODL 655	Org Change & Culture	3
ODL 665	Leading Teams	3
ODL 668	Social Media & Learning	3
ODL 675	Implementing Change	3
ODL 680	Coaching Leader	3
ODL 685	Sem in Global Organ Issues	3
ODL 686	Global Leadership	3
ODL 690	Creative Problem Solving	3
ODL 695	Org Change: A Gestalt Approach	3
ODL 700	Org Dev Theory & App	3
HED 575	Stress and Crisis Management	3
EDL 655	Interpersonal Relations	3

## Concentration in Organizational Psychology and Development

The Organizational Dynamics and Leadership Concentration is designed to enhance the capability of executives, 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. 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.

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:

Code	Title	Hours
<b>Foundation Courses (four courses)</b>		
ODL 605	Performance Consulting	3
ODL 620	Psych Assessments	3
ODL 660	Strategic Leadership	3
Choose one of the following (Coaching Block):		
ODL 625 or ODL 680	Psych of Executive Coaching Coaching Leader	3
Choose one of the following (Team Block):		
ODL 630 or ODL 665	Ldshp & Team Development Leading Teams	3
Choose one of the following (Current Methods Block):		
ODL 635 or ODL 647 or ODL 695	Positive Org Psyc& Scholarship Appreciative Inquiry Org Change: A Gestalt Approach	3

Code	Title	Hours
<b>Elective Courses</b>		
ODL 600	Adult Learning:Theory &App	3
ODL 615	Learning Design & Implem	3
ODL 618	e-Learning Design	3
ODL 625	Psych of Executive Coaching	3
ODL 630	Ldshp & Team Development	3
ODL 635	Positive Org Psyc& Scholarship	3
ODL 645	Leadership Principles	3
ODL 646	Career Dev Theory & Practice	3
ODL 647	Appreciative Inquiry	3
ODL 650	Organizational Leadership	3
ODL 655	Org Change & Culture	3
ODL 665	Leading Teams	3
ODL 668	Social Media & Learning	3
ODL 675	Implementing Change	3
ODL 680	Coaching Leader	3
ODL 685	Sem in Global Organ Issues	3
ODL 686	Global Leadership	3
ODL 690	Creative Problem Solving	3
ODL 695	Org Change: A Gestalt Approach	3
ODL 700	Org Dev Theory & App	3

HED 575	Stress and Crisis Management	3
EDL 655	Interpersonal Relations	3

Code	Title	Hours
<b>Advanced Courses</b>		
ODL 705	Facilitating Org Development	3
ODL 710	Interven Skills: Strat & Desgn	3
ODL 780	Research Design & Eval	3
ODL 785	Advanced Seminar	3

## ODL Elective Option: Health Administration

An option exists for selected students working in the health care industry who require more knowledge and skills in the Organizational Development and Leadership field. Students who wish to pursue graduate courses in Health Administration and who enrolled in the Master of Science program in Organizational 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.

Code	Title	Hours
HSV 550	Health Services Research	3
HAD 552	Health Administration	3
HAD 553	Health Care Organization	3
HAD 600	Ethics of Health Care	3
HSV 551	Managed Health Care	3
ODL 650 or ODL 660	Organizational Leadership Strategic Leadership	3
ODL 665 or ODL 705	Leading Teams Facilitating Org Development	3
ODL 665 or ODL 710	Leading Teams Interven Skills: Strat & Desgn	3

## Concentration in Organizational Leadership - Online

The Concentration in Organizational Development and Leadership (Online) is designed to enhance the capability of executives, 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. 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 Organization Development and Leadership Master's Degree Online are to:

- Emphasize leadership competencies such as self-awareness, inspirational leadership, influence and manage 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.

Code	Title	Hours
<b>Foundation Courses</b>		
ODL 650	Organizational Leadership	3
ODL 655	Org Change & Culture	3
ODL 665	Leading Teams	3
ODL 700	Org Dev Theory & App	3
ODL 750	Change Leader:Facilitating Chg *	6

Code	Title	Hours
<b>Elective Courses</b>		
These courses help students develop expertise in a specific area of interest. Students select four elective courses. The courses below are a sample of electives that can be taken. Substitution is permissible with permission of your advisor.		
ODL 600	Adult Learning:Theory &App	3
ODL 646	Career Dev Theory & Practice	3
ODL 647	Appreciative Inquiry	3
ODL 670	Strategic Leader Ethics&Values	3
ODL 680	Coaching Leader	3
ODL 685	Sem in Global Organ Issues	3
ODL 686	Global Leadership	3
ODL 695	Org Change: A Gestalt Approach	3

Code	Title	Hours
<b>Advanced Courses</b>		
The Advanced Courses are designed to provide students with advanced facilitation, influence, consulting and intervention skills.		
ODL 780	Research Design & Eval	3
ODL 785	Advanced Seminar	3

\* A six-credit course with a face to face residency component

## Organizational Development & Leadership B.L.S.

### Learning Goals and Outcomes

**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.

## General Education Program Courses

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 Adult Learner General Education Program (GEP) applies to students who are completing a bachelor's degree through Professional and Liberal Studies Program (PLS) or through the Haub Degree Completion Program (HDC)

The Adult Learner GEP is comprised of Signature Core, Variable Core, Integrative Learning courses and Overlays.

## Signature Core

Code	Title	Hours
PHL 154	Moral Foundations	3
THE 154 or THE 221	Faith, Justice & the Cath Trad Intro to the New Testament	3
ENG 102	Texts & Contexts	3
HIS 154	Forging the Modern World	3



Any course certified as Faith & Reason	3
Adult Learning Seminar (any course numbered 140)	3

## Variable Core

- 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 (PLS majors require MAT 101 or higher; HDC programs require MAT 103 and MAT 123 or an alternate calculus course).
- Two courses in a Non-Native Language (e.g., SPA 111-SPA 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. Bilingual students may also be considered for a language exemption by the Department of Modern & Classical Languages.
- 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 certified as a Philosophical Anthropology course.
- One course from Religious Studies or Theology that is certified as a Religious Difference course.
- ENG 101 Craft of Language.

## Integrative Learning Course

(2 courses required)

- Courses approved for ILC requirements will vary by major. Some majors have specific courses that must be taken.

## Overlays

Students admitted Summer 2016 through Spring 2019 to an Adult Learner Program in PLS or HDC are required to complete at least one of the three GEP overlays. Students admitted Summer 2019 and later are required to complete two of the three GEP overlays:

1. Ethics Intensive
2. Writing Intensive, or
3. Diversity, Globalization, Non-Western Area Studies.

Please note that PLS and HDC students admitted prior to the Fall 2014 semester may have slightly different GEP curriculum requirements as communicated by the PLS and HDC Advising Offices at the time of admission. Students are encouraged to contact their Advising Office with any curriculum questions. PLS students who are completing degree requirements for a major offered through the Day School are required to complete the GEP for Day Students.

Code	Title	Hours
<b>Social Science</b>		
PSY 100	Introductory Psychology	3

## GEP Integrative Learning Component

Two Courses

Code	Title	Hours
SOC 101 or SOC 102	Intro to Sociology Social Problems	3
ENG 263	Writing for Organizations	3

## Major Concentration

Code	Title	Hours
PSY 200	Personality Psychology	3
PSY 190	Intro Research Method Soc Sci	3
Note: PSY 190 also meets the writing-intensive overlay		
PSY 191	Applied Stats for Social Sci	3
Select any 100-200 level PSY course		3
ODL 200	Career & Personal Development	3
ODL 300	Organizational Development	3
ODL 310	Group & Team Dynamics	3
ODL 320	Leadership & Development	3
ODL 330	Issues in Organiztnl Develop	3
ODL 340	Coaching & Consulting	3
ODL 400	Cap Proj - Org Development	3

# COURSE DESCRIPTIONS

---

## A

- Accounting (ACC) (p. 275)
- Actuarial Science (ASC) (p. 278)
- Aerospace Studies (AER) (p. 278)
- American Sign Language (ASL) (p. 279)
- Applied Behavioral Analysis (ABA) (p. 280)
- Art (ART) (p. 281)

## B

- Biology (BIO) (p. 288)
- Business (BUS) (p. 295)

## C

- Chemistry (CHM) (p. 296)
- Chinese (CHN) (p. 299)
- Classics (CLA) (p. 300)
- Communications (COM) (p. 302)
- Computer Science (CSC) (p. 303)
- Criminal Justice (CRJ) (p. 311)

## D

- Decision & System Sciences (DSS) (p. 315)

## E

- Economics (ECN) (p. 320)
- Education (EDU) (p. 323)
- Education Leadership (EDL) (p. 334)
- English (ENG) (p. 336)
- English as Second Lang (ESL) (p. 349)
- Environmental Science (ENV) (p. 350)

## F

- Family Busn & Entrepreneurship (FBE) (p. 350)
- Finance (FIN) (p. 351)
- Financial Planning (FPL) (p. 355)
- Food Marketing (FMK) (p. 356)
- French (FRE) (p. 361)

## G

- Gender Studies (GEN) (p. 364)
- German (GRM) (p. 365)
- Graduate Gerontology (GRG) (p. 367)
- Greek (GRK) (p. 368)

## H

- Health Administration (HAD) (p. 368)
- Health Care Ethics (HCE) (p. 370)
- Health Education (HED) (p. 371)
- Health Services (HSV) (p. 373)

- History (HIS) (p. 373)
- Honors (HON) (p. 380)

## I

- Interdisciplinary (INT) (p. 382)
- Interdisciplinary Health Serv (IHS) (p. 382)
- International Business (IBU) (p. 390)
- Italian (ITA) (p. 391)
- Italian Studies (IST) (p. 395)

## J

- Japanese (JPN) (p. 396)

## L

- Latin (LAT) (p. 396)
- Ldrshp/Ethics & Org Sustainab (LEO) (p. 398)
- Linguistics (LIN) (p. 400)
- Literature in Translation (LAN) (p. 404)
- Literature in Translation (LTT) (p. 404)

## M

- Management (MGT) (p. 404)
- Managing Human Capital (MHC) (p. 408)
- Marketing (MKT) (p. 411)
- Marketing Pharmaceutical Ex (MPE) (p. 416)
- Math Education (MED) (p. 418)
- Mathematics (MAT) (p. 420)
- Modern and Classical Cultures (MCC) (p. 424)
- Music, Theatre & Film (MTF) (p. 425)

## N

- Non-Credit Course (NON) (p. 430)

## O

- Org Development & Leadership (ODL) (p. 430)

## P

- Pharmaceutical Marketing (PMK) (p. 433)
- Philosophy (PHL) (p. 435)
- Physics (PHY) (p. 445)
- Political Science (POL) (p. 448)
- Psychology (PSY) (p. 457)
- Public Safety & Environ Prot (PSE) (p. 466)

## R

- Real Estate Finance (REF) (p. 467)
- Religious Studies (REL) (p. 468)
- Risk Management & Insurance (RMI) (p. 474)
- Russian (RUS) (p. 475)

## S

- Sociology (SOC) (p. 476)
- Spanish (SPA) (p. 484)
- Special Education (SPE) (p. 491)

## T

- Theology (also see REL crses) (THE) (p. 501)

# Accounting (ACC)

## ACC 101 Concepts of Financial Acct. (3 credits)

An introduction to the discipline of accounting from a user's perspective. Emphasis is on how accounting information and financial statements are used in business decisions, particularly in decisions by people outside the organization. Students will access corporate websites to retrieve and analyze externally published financial information of publicly traded companies.

*Attributes:* Undergraduate

## ACC 101EC Excel Competency (1 credit)

## 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.

*Prerequisites:* (DSS 100 or ACC 101EC) ACC 101

*Attributes:* Undergraduate

## ACC 150 Business in China (3 credits)

## ACC 205 Fin Acc Info Sys 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 102

*Attributes:* Undergraduate

## ACC 206 Fin Acc Info Sys 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.

*Prerequisites:* ACC 205

*Attributes:* Undergraduate

## ACC 212 Management Acc Info 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.

*Prerequisites:* ACC 102

*Attributes:* Undergraduate

## ACC 307 Fin Acc Info Sys 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.

*Prerequisites:* ACC 206

*Attributes:* Undergraduate

## ACC 312 Acct & Consult w/ ERP (3 credits)

This course is designed so that students can develop an understanding of accounting information as a strategic financial management resource. Students will learn how accounting technology supports business processes. Emphasis is on learning to control integrated business processes by applying data analytics techniques. Students will gain an appreciation for the role of enterprise systems in efficiently managing processes from various functional perspectives. The course includes hands-on application of ERP and HANA S4.

*Prerequisites:* ACC 102

*Attributes:* Undergraduate

## 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.

*Prerequisites:* ACC 101

*Attributes:* Undergraduate

## ACC 317 Auditing & 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.

*Prerequisites:* ACC 206

*Attributes:* Undergraduate

## ACC 320 Mutual Fund Accounting (3 credits)

In this course, students study the accounting, reporting and operating practices of mutual funds. The history, growth, and current role of the mutual fund industry in the investment environment are covered. The impact of regulations and the industry oversight responsibility of the Securities and Exchange commission are discussed. An introduction is provided to the distinct taxation and auditing issues faced by mutual fund entities.

*Prerequisites:* ACC 102 and FIN 200

*Attributes:* Undergraduate

## ACC 407 Contemp Topics: Financial Acct (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.

*Prerequisites:* ACC 206

*Attributes:* Undergraduate

**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.

*Prerequisites:* ACC 206

*Attributes:* Undergraduate

**ACC 412 Acc Tech and Financial Mngmt (3 credits)**

This course is designed to engage students with a wide range of technologies that enhance private and public consultancy practice. Students will learn useful Excel skills for application in accounting, finance, and business planning. In addition, the course will present the project management function as a foundation for managing business processes and information systems. Students can be expected to develop an understanding of the strategic role of technology in obtaining competitive advantage, shortening periodic financial report preparation, and improving managerial decision making. The class environment will be experiential in nature, with a strong focus on Microsoft Excel, Microsoft Access, planning systems, and reporting software applications.

*Prerequisites:* ACC 102

*Attributes:* Undergraduate

**ACC 415 Special Topics in Fed 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.

*Prerequisites:* ACC 315

*Attributes:* Undergraduate

**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.

*Prerequisites:* ACC 317

*Attributes:* Undergraduate

**ACC 418 Cont Topics Audit & Assur Svcs (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.

*Prerequisites:* ACC 317

*Attributes:* Undergraduate

**ACC 419 Contemporary Accounting Topics (3 credits)****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.

*Prerequisites:* ACC 205

*Attributes:* Undergraduate

**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.

*Prerequisites:* ACC 317

*Attributes:* Undergraduate

**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.

*Prerequisites:* ACC 102

*Attributes:* Globalization Course (New GEP), Undergraduate

**ACC 470 Special Topics in Accounting (3 credits)**

*Prerequisite:* Permission of Department Chair.

*Attributes:* Undergraduate

**ACC 490 Accounting Internship (3 credits)**

*Prerequisites:* Non-native language requirement satisfied, and must have no more than 16 courses to complete before graduating.

*Prerequisites:* ACC 206 and ACC 212

*Attributes:* Undergraduate

**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:* declared Accounting major, and permission of the instructor.

*Prerequisites:* ACC 206 and ACC 212

*Attributes:* Undergraduate

**ACC 493 Accounting Research (1-3 credits)**

*Prerequisite:* Permission of Department Chair.

*Attributes:* Undergraduate

**ACC 500 Acct, Bus Analysis, Fin Rptg (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**ACC 509 Curricular Practical Training (1 credit)****ACC 510 Accounting Foundation (2 credits)**

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.

**ACC 511 Accounting Foundation (2 credits)**

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.

*Restrictions:* Enrollment is limited to Graduate level students.

**ACC 520 Accounting Foundation (2 credits)****ACC 530 Accounting Concepts (2 credits)**

This course is designed to introduce students to the language of business. They will learn the conceptual foundation of financial accounting and financial reporting of business entities. This, in turn, will help students gain insight about accounting in terms of measuring, recording, reporting, and interpreting economic transactions. Topics include the full and fair reporting model and cash-based measurement of profitability, along with the financing, investing, and operating activities of businesses. This course emphasizes the importance of accounting for decision making and provides a rationale as to why ethics are important for business and accounting.

*Restrictions:* Enrollment limited to students in the MBAEX program.

**ACC 545 Cook the Books: Lessons Bus Eth (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.

*Restrictions:* Enrollment is limited to Graduate level students.

*Attributes:* Gateway Course (Grad HSB)

**ACC 550 Creat & Meas 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 or HSB Waiver with a score of AC500 or ACC 500 Waiver Score with a score of 1) and (FIN 503 or HSB Waiver with a score of FN503 or FIN 500 Waiver Score with a score of 1)

*Restrictions:* Enrollment is limited to Graduate level students.

**ACC 560 Managerial Accounting (2 credits)**

Major topics covered include: costing, budgeting, segment reporting, profitability, and decentralization. Other topics include relevant costs for decision making and service department costing. This course builds upon ACC 510 Accounting Foundation.

*Prerequisites:* ACC 510 or HSB Waiver with a score of AC510

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Food Marketing or Pharmaceutical Marketing. Enrollment is limited to Graduate level students.

**ACC 561 Managerial Accounting (2 credits)****ACC 570 Creat&Meas Share Value (2 credits)**

This course is designed to help students understand the role of managerial accounting in creating value for the organization. It shows how internally generated accounting information is used as a basis for managerial decision making. Topics covered include the balanced scorecard, activity-based costing systems, performance evaluation, and cost-volume-profit analysis. The course also emphasizes how behavioral and ethical factors impact both the organization and its managers.

**ACC 580 Managerial Accounting I (2 credits)****ACC 581 Managerial Accounting II (2 credits)****ACC 585 Accounting Info Management (2 credits)****ACC 601 Tax Planning (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.

*Prerequisites:* ACC 550

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Prerequisites:* ACC 550

*Restrictions:* Enrollment is limited to Graduate level students.

**ACC 609 Curricular Practical Training (1 credit)****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.

*Prerequisites:* ACC 550

*Restrictions:* Enrollment is limited to Graduate level students.

**ACC 620 Fin Statement Analysis (1 credit)**

This course provides a study of how to analyze, understand, and interpret the operating, investing, and financing activities of a publicly traded company using its various external financial disclosures. In addition, students learn how to apply analytical tools for credit and equity assessment, generate financial forecasts, and develop the residual operating income model to arrive at the intrinsic value of the firm.

**ACC 730 International Acc 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.

*Prerequisites:* ACC 550



**ACC 793 Research in Accounting (3 credits)**

By permission of Chair

*Prerequisites:* ACC 550

## Actuarial Science (ASC)

**ASC 150 First Year Seminar (3 credits)**

This first year seminar course provides an introduction to the techniques actuaries use to forecast the future and quantify risk. Selected topics include time series analysis and statistical correlation, credibility theory, pricing insurance products and risk load, portfolio theory and asset allocation management. Students are also required to make a presentation on a topic of current interest in actuarial science. The course is taught in a computer classroom and students make extensive use of Microsoft Excel in the development of mathematical models.

*Attributes:* First-Year Seminar, Undergraduate**ASC 201 Financial Methods in Act Sci (3 credits)**

This course provides an introduction to financial theory and practice as it relates to the management and valuation of publicly-traded companies, and the role of interest rates in capital markets and the economy. Topics include: the corporation and financial markets, financial statement analysis, financial decision making, the time value of money, interest rates, bond valuation and debt financing, fundamentals of investment decisions and capital budgeting, stock valuation, raising equity capital, capital markets and the pricing of risk, optimal portfolios, the Capital Asset Pricing Model, and the cost of capital. ASC 201 is designed to (i) fulfill the Validation by Educational Experience (VEE) requirements of the Society of Actuaries (SOA) and the Casualty Actuarial Society (CAS) pertaining to Corporate Finance, and (ii) introduce actuarial science majors to the basic concepts necessary to succeed in ASC 401 (Financial Mathematics) and the SOA Exam FM / CAS Exam 2 sponsored by the actuarial societies. Where appropriate, examples and problems from prior FM/2 exams will be assigned and completed.

*Prerequisites:* ECN 101 and ACC 101 and MAT 161*Attributes:* Undergraduate**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).

*Prerequisites:* MAT 321*Attributes:* Undergraduate**ASC 370 Topics in Actuarial Science (3 credits)**

These courses are designed to give in-depth coverage of Actuarial Science topics that are not covered in great detail in other courses. The prerequisites and topics selected are at the discretion of the instructor.

*Attributes:* Undergraduate**ASC 401 Financial Math - Actuarial Sci (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). Students may not receive credit for both this course and FIN 493, depending on the content of the course. Please consult the Program Director.

*Prerequisites:* MAT 162*Attributes:* Undergraduate**ASC 402 Investment Mathematics (3 credits)**

This course introduces the basics of investment and financial pricing based on rigorous mathematical reasoning. It consists of two parts. In the first part, students will learn how to construct a portfolio based on the mean-variance principle, the capital asset pricing model, multi-factor model and behavioral finance. The second part is on financial derivatives: a put-call parity, the binomial model for pricing European and American contingent claims, Black-Scholes framework, delta-hedging, and exotic options. This course will prepare students for the actuarial science exam in Investment and Financial Markets (IFM) of the Society of Actuaries or Exam 3F of the Casualty Actuarial Society. If time permits, the class will discuss the fundamental difference between Actuarial Pricing and Financial Pricing and how to combine them to price hybrid products such as Variable Annuities.

*Prerequisites:* MAT 322 and ASC 401*Attributes:* Undergraduate**ASC 493 Honors Capstone: Actuarial Sci (3 credits)****ASC 494 Honors Capstone: Actuarial Sci (3 credits)**

## Aerospace Studies (AER)

**AER 101 Foundations of USAF I (1 credit)**

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.

*Attributes:* Undergraduate**AER 102 Foundations of USAF II (1 credit)**

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.

*Attributes:* Undergraduate

**AER 200 Leadership Lab (0 credits)****AER 201 Evolution USAF Aero Power I (1 credit)**

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.

*Attributes:* Undergraduate

**AER 202 Evolution USAF Aero Power II (1 credit)**

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.

*Attributes:* Undergraduate

**AER 251 L GMC Leadership Lab (0 credits)****AER 252L Leadership Lab (0 credits)****AER 301 Air Force Leadership Studies I (3 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

*Attributes:* Undergraduate

**AER 302 Air Force Leadership Studies II (3 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

*Attributes:* Undergraduate

**AER 351 L POC Leadership Lab (0 credits)****AER 352 L POC Leadership Lab (0 credits)****AER 401 National Security Affairs I (3 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

*Attributes:* Undergraduate

**AER 402 National Security Affairs II (3 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

*Attributes:* Undergraduate

## American Sign Language (ASL)

**ASL 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. Fulfills the GEP non-native language requirement.

*Attributes:* Undergraduate

**ASL 102 American Sign Language II (3 credits)**

This course will serve to supplement the beginner's course by providing more in-depth study of the deaf, their culture and the various communication systems used by the deaf. Conversational abilities should be attained by the end of this class. Pre-requisite: ALS 101 or permission of the instructor. Fulfills the GEP non-native language requirement.

*Prerequisites:* ASL 101 or Language Placement with a score of ES102

*Attributes:* Undergraduate

**ASL 201 Intermediate Amer Sign Lang I (3 credits)**

Continuing American Sign Language instruction for intermediate learners. Focus is on receptive, expressive and conversational competence, based on a total immersion approach. Emphasis is placed on topics that which naturally occur within the Deaf community. Students will have the opportunity to develop relationships with members of the Deaf community through outside interactions, which are encouraged in order to increase linguistic and cultural knowledge. Fulfills the GEP non-native language requirement.

*Prerequisites:* ASL 102

*Attributes:* Undergraduate

**ASL 202 Intermediate Amer Sign Lang II (3 credits)**

This course will continue American Sign Language for intermediate learners. The focus continues to be on honing receptive, expressive and conversational competence, based on a total immersion approach. Students will still have the opportunity to develop relationships with the Deaf community through outside interactions. Fulfills the GEP non-native language requirement.

*Prerequisites:* ASL 201

*Attributes:* Undergraduate

## Applied Behavioral Analysis (ABA)

**ABA 601 Concepts & Prin of Behav Analys (3 credits)**

This introductory course focuses on the concepts and principles of behavior analysis, a natural science approach to studying behavior. It covers principles of learning and behavior from relatively simple animal studies to more complex issues such as the acquisition of human language. Examples of topics reviewed in depth include operant and respondent conditioning, reinforcement, punishment, extinction, shaping, chaining, stimulus control, and verbal behavior. Multi-disciplinary, real world examples and applications will be introduced.

**ABA 602 Ethics & Prof in Behav Analys (3 credits)**

This course focuses on ethics and professionalism in behavior analysis, with a emphasis on the Behavior Analyst Certification Board's® Professional and Ethical Compliance Code for Behavior Analysts and the corresponding disciplinary system. This course familiarizes students with ethical problem solving and practice related to the application of behavior analysis. Topics include regulations, laws, policies, and societal issues of importance related to culture, human rights, punishment, parenting, education, behavior management, and workplace behavior. Students learn to demonstrate professionalism in the field and practice resolving ethical dilemmas from case studies and their work settings. Connections are made to relevant ethical codes from multi-disciplinary and related fields as students learn to think, resolve issues, and behave like an ethical behavior analyst.

*Restrictions:* Enrollment is limited to students with a concentration in Applied Behavior Analysis. Enrollment is limited to Graduate level students.

**ABA 603 Measuring Eval Behav Change (3 credits)**

This course addresses defining behavior, collecting data, calculating inter-observer agreement, and creating graphical displays of data. It teaches students the characteristics of behavior analytic experiments that are methodologically and logically sound, socially valid, and ethical. We explore the major experimental designs used in behavior analysis, practice interpretation and evaluation of data, and learn the limitations of behavioral and non-behavioral research. Interdisciplinary examples are provided and analyzed.

*Prerequisites:* ABA 601 and ABA 602

*Restrictions:* Enrollment is limited to students with a concentration in Applied Behavior Analysis. Enrollment is limited to Graduate level students.

**ABA 604 Behavior Assessment (3 credits)**

This course focuses on behavior assessment. It covers descriptive and functional assessment of problematic behavior, as well as functional analysis. Students learn to review records, determine the need for behavior analytic services, select socially significant behavior-change goals, and conduct skill and preference assessment. Through case studies, students learn to describe the common functions of behavior. Examples of multi-disciplinary applications of behavior assessment are presented.

*Prerequisites:* ABA 601 and ABA 602

*Restrictions:* Enrollment is limited to students with a concentration in Applied Behavior Analysis. Enrollment is limited to Graduate level students.

**ABA 605 Behavior Change Procedures (3 credits)**

This course provides comprehensive review of the application of behavior analytic principles across varied child, adult, and health contexts. Specific training is provided for procedures such as reinforcement, punishment, motivating operations, modeling, stimulus control, rules, shaping and chaining. Students explore methods for teaching simple to complex repertoires, using discrete trials, Skinner's analysis of verbal behavior, group contingencies, self-management, and strategies to maintain and generalize behavior. Topics include behavior change applications from a range of subject-matter experts who have clinical and research experience across multiple uses of ABA.

*Prerequisites:* ABA 601 and ABA 602 and ABA 603 and ABA 604

*Restrictions:* Enrollment is limited to students with a concentration in Applied Behavior Analysis. Enrollment is limited to Graduate level students.

**ABA 606 Collab, Superv, & Mgmt in BA (3 credits)**

The course covers the history and philosophy of behaviorism, latest developments over the last decade, evolutionary theory, and cultural evolution theory. We explore behavior analysis as it applies to philosophical and practical problems, and explore concepts such as purpose, language, knowledge, and thought, as well as applying behavioral thinking to contemporary social issues like freedom, democracy, culture, and resolution of complex social issues. The course culminates with practical approaches to improving our lives, our community, and our world.

*Prerequisites:* ABA 601 and ABA 602 and ABA 603 and ABA 604

*Restrictions:* Enrollment is limited to students with a concentration in Applied Behavior Analysis. Enrollment is limited to Graduate level students.

**ABA 607 Science and Philosophy of BA (3 credits)**

The course covers the history and philosophy of behaviorism, latest developments over the last decade, evolutionary theory, and cultural evolution theory. We explore behavior analysis as it applies to philosophical and practical problems, and explore concepts such as purpose, language, knowledge, and thought, as well as applying behavioral thinking to contemporary social issues like freedom, democracy, culture, and resolution of complex social issues. The course culminates with practical approaches to improving our lives, our community, and our world.

*Prerequisites:* ABA 601 and ABA 602 and ABA 603 and ABA 604 and ABA 605 and ABA 606

*Restrictions:* Enrollment is limited to students with a concentration in Applied Behavior Analysis. Enrollment is limited to Graduate level students.

**ABA 608 Capstone: Applied Behavior Analysis (3 credits)**

ABA 608 is the last course taken within the sequence and culminates the entire Applied Behavior Analysis (ABA) coursework. The course provides students the opportunity to integrate the principles of ABA to synthesize the knowledge and skills gained throughout the graduate program, including an application of behavioral principles to address an identified problem in a clinical or educational setting.

*Prerequisites:* ABA 601 and ABA 602 and ABA 603 and ABA 604 and ABA 605 and ABA 606 and ABA 607

**ABA 622 Basic Principles of Behavior Analysis (3 credits)**

This is an introductory course on basic principles of behavior. This course will cover principles of learning and behavior from relatively simple animal studies to more complex issues such as the acquisition of human language. Examples of topics reviewed in depth include reinforcement, punishment, differential reinforcement, shaping, chaining and stimulus control. We will follow the structure of Malott's text to explore theoretical, experimental, and applied concepts. This course also provides an introduction to APA style of professional writing and identification of components of single-subject research articles. [CRJ 622 is an equivalent course to ABA 622.]

*Restrictions:* Enrollment is limited to students with a concentration in Behavior Analysis. Enrollment is limited to Graduate level students.

**ABA 623 Applied Behavior Analysis (3 credits)**

Students will demonstrate knowledge of applied concepts through data collection practice, summarizing relevant behavioral literature, and through a functional assessment practice before developing a behavior intervention plan. This course builds upon the basic principles introduced in ABA 622 and places emphasis on the applied practitioner working in any organization. [CRJ 623 is an equivalent course to ABA 623.]

*Restrictions:* Enrollment is limited to students with a concentration in Behavior Analysis. Enrollment is limited to Graduate level students.

**ABA 624 Behavior Analysis: Consultation (3 credits)**

Behavioral consultation has become a major approach to service delivery of psycho-educational services to children and adolescents. This course focuses on behavioral consultation across residential, school, 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 624 is an equivalent course to ABA 624.]

*Prerequisites:* (ABA 622 or CRJ 622) and (ABA 623 or CRJ 623)

*Restrictions:* Enrollment is limited to Graduate level students.

**ABA 625 Behavioral Development (3 credits)**

This course focuses on the role of basic principles in behavior analysis and human development. The role of these principles in both typical development and in 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 625 is an equivalent course to ABA 625.]

*Prerequisites:* (ABA 622 or CRJ 622) and (ABA 623 or CRJ 623)

*Restrictions:* Enrollment is limited to Graduate level students.

**ABA 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 working in a clinical setting addressing problems such as anxiety, depression, and addictions, as well as organizational and system level change. [CRJ 626 is an equivalent course to ABA 626.]

*Prerequisites:* (ABA 622 or CRJ 622) and (ABA 623 or CRJ 623) and (ABA 624 or CRJ 624)

*Restrictions:* Enrollment is limited to Graduate level students.

**ABA 657 Ethics in Behavior Analysis (3 credits)**

This course focuses on the ethical application of behavior analytic services using the Behavior Analyst Certification Board Professional and Ethical Compliance Code as a guide, as well as relevant literature on the topic of ethical behavior in the field. "Context" is provided to the code by highlighting principles of behavior and potential applications of these principles that raise ethical issues. Case studies, drawn from personal experience, will examine issues practicing behavior analysts encounter on the job. At the course conclusion, students will present a case study drawn from their own personal or professional experience, or based on an interview with a board certified behavior analyst. [CRJ 657 is an equivalent course to ABA 657.]

*Restrictions:* Enrollment is limited to students with a concentration in Behavior Analysis. Enrollment is limited to Graduate level students.

## Art (ART)

**ART 101 Intro to Art History I (3 credits)**

A survey of the visual arts and architecture from Pre-Historic times to the Renaissance. Students are introduced to a wide range of artistic practices, styles, and media from many major periods and styles throughout history including pre-historic, Roman, Byzantine, medieval and Gothic.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 102 Art History Survey II (3 credits)**

A survey of the visual arts and architecture from the Renaissance to the present. Students are 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 examines many major periods and movements in the history of art, including the Italian Renaissance, Impressionism, Cubism, Abstract Expressionism, and the multiple artistic currents that characterize art being created today.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 103 Non Western Art & Architecture (3 credits)**

This course moves beyond North America and Europe to offer a global view of the visual arts and architecture. 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 focuses 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 takes advantage of the many rich collections of art and architecture in the Philadelphia area by visiting these institutions and analyzing works firsthand.

*Attributes:* Asian Studies Course, GEP Art/Literature, Non-Western Studies (GEP), Undergraduate



**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 present periods are included in the scope of this course. The class format includes lectures, discussions, slide presentations, and visits to art historically exemplary buildings in this area and reflectively comparative papers on two buildings per week.

*Attributes:* American Studies Course, GEP Art/Literature, Undergraduate, Writing Intensive Course- GEP

**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 address major movements in the visual culture of East Asia, including architecture, painting and sculpture. Readings cover both art historical works and primary source material in translation. Themes include religious art, particularly the introduction of Buddhist to East Asia from India, cultural interchange within East Asia, and the collection and display of East Asian art in America. Students are given the opportunity to see relevant works of art in collections in the Philadelphia region.

*Attributes:* Diversity Course (New GEP), GEP Art/Literature, Globalization Course (New GEP), Non-Western Studies (GEP), Undergraduate

**ART 106 Art of Colonial Latin America (3 credits)**

This course examines the visual arts of Latin America beginning with the Spanish and Portuguese colonialization of the New World until the early nineteenth century when Independence was achieved. It encompasses the study of painting, sculpture, decorative arts and architecture from Mesoamerica, Central America, South America and the Caribbean. We also address issues 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 are given the exciting opportunity to examine works of art from Saint Joseph's University's important collection of colonial Spanish American art as well as collections at nearby museums.

*Attributes:* GEP Art/Literature, Non-Western Studies (GEP)

**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.

*Attributes:* Diversity Course (New GEP), Gender Studies Course, GEP Art/Literature, Undergraduate

**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 research two-dimensional form and space through a variety of mediums that includes: charcoal, pencil and paint. The investigation of three-dimensional issues is done with clay. Fulfills GEP Art, Music/Theater/Film, or Literature requirement.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 133 Drawing I (3 credits)**

Students work from their actual visual experience. Working from the landscape, still life and the figure, students research form and space through tone, size relationships, mark-making and composing the picture plane. Ultimately we try to integrate these elements producing a unified whole as well as finding an equivalent to the artists' experience. Media range from small pencil drawings to larger more ambitious charcoal drawings.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 135 Painting I (3 credits)**

This course concentrates on becoming familiar and proficient with the basics of image-making through painting, developing good studio practice, introducing terminology, developing language and examining the work of established professional painters, so that constructive discussions and self-analysis may take place. The subject is studio-based, and the course focuses on working from life (meaning that students work from their actual visual experience) or on learning from the attempt to express an interior reality. Working from various motifs as appropriate, including the landscape, still life and the figure, students research form and space using paint.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 136 Landscape Painting (3 credits)**

This course is designed to introduce the student to the essential elements of painting. We research these elements through the unique challenges that arise from notating the landscape, which include: overlapping forms, color temperature, the vastness of an outdoor space, scale relationships and atmospheric perspective. Ultimately we try to integrate these elements producing a unified whole as well as finding an equivalent to the artists' experience.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 137 Printmaking (3 credits)**

In this class we explore the processes of printmaking, resulting in as many as five projects all of which are 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 includes slide presentations and critical discussions of student works.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Fine Performing Arts.

*Attributes:* GEP Art/Literature

**ART 138 Landscape Drawing (3 credits)**

This course is designed to introduce the student to the essential elements of drawing from the landscape. We research form and space while working from the landscape. Some of the issues include: overlapping forms, the vastness of an outdoor space, scale relationships and atmospheric perspective. Ultimately we try to integrate these elements producing a unified whole as well as finding an equivalent to the artists' experience.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Fine Performing Arts.

*Attributes:* GEP Art/Literature, Undergraduate



**ART 141 3-D Studio Art (3 credits)**

This introductory course explores a variety of ideas, concepts and creative problem-solving techniques used in the creation of three-dimensional art objects. Visual language and understanding of form are taught through assigned class projects, image presentations, museum trips and class critiques. Students learn to discuss and compare contemporary and historic sculptural pieces as a means of understanding their own creations. Three-dimensional art theory, personal creative expression, and practical applications are emphasized along with the use of basic tools.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 142 Pottery I (3 credits)**

This course is an introduction to the creation, function and history of vessel forms created on the potter's wheel. Topics include basic handbuilding techniques, basic to intermediate wheel throwing techniques, ceramic surfacing and firing methods, and concept development. In this course, students explore a variety of functional pottery forms including cups, bowls, vases and pitchers. Classes consist of technical demonstrations, lectures, practice time, and critiques.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 143 Mosaics I (3 credits)**

This course focuses on the relationship between image and object through an exploration of ceramic tile and mosaics. Found adorning the most sacred of spaces and often performing the most mundane of functions, ceramic tile is a form of artistic inquiry that explores the intersection of art and utility. Topics include visual perception and language; basic painting and drawing methods; non-objective, abstract and representational imagery; and the construction, firing, and glazing of ceramic tile and mosaics.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 144 Ceramics I (3 credits)**

This course is an introduction to building and modeling clay vessels and sculptures by hand with a minor emphasis on the potter's wheel. Topics covered include basic to intermediate handbuilding techniques, basic throwing techniques, ceramic surfacing and firing methods, and concept development. Classes consist of technical demonstrations, lectures, practice time, and critiques. Students will begin to understand the essential components of a well designed sculptural or functional form through assigned projects and group discussions.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 145 Figurative Sculpture (3 credits)**

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.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 147 Intro to Sculpture/Mixed Media (3 credits)**

ART 147 is an introduction to sculptural concepts and processes. It is a studio (lab) course, focused on hands-on learning, critical thinking, and group dialog. The course is built upon assignments that introduce basic means of producing sculptural art while emphasizing aesthetic choices and critical evaluation. Students will be introduced to a variety of materials, their properties, and characteristics, while developing basic technical skills and an increased awareness of both aesthetic and conceptual choices as related to a 21st century understanding of sculpture. Students are expected to advance their personal artistic vision and creative development as they explore the information and assignments presented in the class.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 150 Blasphemy & Devotion (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 also considers debates raised in recent exhibitions and scholarly texts. Artists studied include VanGogh, Warhol and Kahlo. Although some emphasis is placed on the relationship between art and Catholicism, students also analyze creative responses to many faiths, including other forms of Christianity, Judaism, Hinduism, Buddhism, and Islam.

*Attributes:* Faith-Reason Course (New GEP), First-Year Seminar, Undergraduate

**ART 170 Spec. Topics & Ind. Study (FR) (3 credits)**

Concentrated focus on a selected topic in Art at an introductory level. GEP certifications vary by section.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 171 Color Composition (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 deal with elements of photographic composition, focus, and light. Student work is done in the medium of color slides.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Fine Performing Arts.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 172 Darkroom Photography I (3 credits)**

This course investigates film-based black and white photography as an expressive and creative medium. Topics include the skills of using a 35mm camera effectively, film processing, basic darkroom printing techniques, and an understanding of the aesthetics of photography. Adjustable 35mm cameras will be provided to any students who need them.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 173 Digital Photography I (3 credits)**

This course introduces students to the fundamental terminology, concepts, methodologies, and techniques of digital photography. It focuses on the principles of composition, lighting, and visual storytelling in photography. The course will focus on black and white and color photographic techniques. An overview of the history of this modern medium and impact on contemporary culture will be introduced through lecture, field trips and guest lectures.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 174 Alt. Photographic Processes (3 credits)**

This course is an introduction to the photographic image as it relates to the fine art and contemporary commercial worlds, and the creative possibilities that result from the combination of historic printing methods with contemporary media. Students will learn a variety of alternative processes that can produce or appropriate “photographic” images without the use of a camera. Experimentation with “non-silver” techniques such as solar printing (sun prints), hand-applied emulsions, and computer-generated negatives will allow students to explore their own artistic approach to a photographic printmaking process that does not require extensive technical expertise.

**ART 178 Art History & Photography: Italy (3 credits)**

This Art study tour will have a combined emphasis on the history of Italian Renaissance art and the practice of photography. Through travel to the Italian cities of Venice, Florence, and Rome students will have the opportunity to explore the great works of art and architecture that defined the Renaissance in Italy – St. Mark’s Square, the Uffizi, the Sistine Chapel and more. They will also spend time developing photographic skills as they explore these cities with an eye toward creating their own photo essay. Travel will be over Spring Break. No prior experience in either art history or photography is required.

**ART 180 Encountering Mystery (3 credits)**

This course investigates the relationship between art, religious belief structures, and mystical experience. With a number of texts from Comparative Religion and Art Theory as backdrop, the lectures, discussions, and papers will involve presentations of art and architecture which circumscribe religious belief structures as well as expressions of spiritual conviction. Discussions of the essential elements of the I-am-spiritual-but-not-religious mindset will expose contrasting experiences of the *mysterium tremendum et fascinans*, the “numinous” wholly Other. Reflection on experience will lead to a stronger ability to express one’s own attitudes about the scientific mindset and the creative expression of spiritual ideas and ideals.

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Faith-Reason Course (New GEP), GEP Art/Literature, Undergraduate

**ART 190 Fundamentals of Graphic Design (3 credits)**

This course introduces students to the main tenants, principles and vocabulary of Graphic Design. Students develop the ability to lay out and organize design elements for a variety of visual effects and communication applications. This course is taught through Illustrator and Indesign.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 202 Late Antique and Medieval Art (3 credits)**

This course examines the major monuments and artworks of Late Antique and medieval culture produced between ca. 250 to 1450. Exploring the worlds of the Roman Empire, Byzantium, Islam, and Western Christendom, special attention will be given to issues of patronage, materials and techniques, cross-cultural interactions, and the multivalent purposes of images and buildings during this period. We will also address themes of social as well as political history. Open to all majors.

*Attributes:* GEP Art/Literature, Medieval, Ren & Reform Studies, Undergraduate

**ART 203 Renaissance Art & Architecture (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 is on the art of Europe, with a particular emphasis on Italy, Spain, and the Netherlands. We discuss the careers and works of artists such as Michelangelo, Leonardo da Vinci, and Albrecht Dürer. We also explore the social and historical context of the art they produced. Attention is paid to a variety of art forms, including painting, sculpture, and architecture.

*Attributes:* GEP Art/Literature, Medieval, Ren & Reform Studies, Undergraduate

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

This course analyzes key monuments and art historical trends from the late 16th century to the mid-18th century. The focus of our exploration is on the art of Europe, with a particular emphasis on Italy, Spain, and the Netherlands. We discuss the careers and works of artists such as Caravaggio, Gianlorenzo Bernini, Artemisia Gentileschi, and Jan Vermeer, and also explore the social and historical context of the art they produced. Attention is paid to a variety of art forms, including painting, sculpture, and architecture.

*Attributes:* GEP Art/Literature, Medieval, Ren & Reform Studies, Undergraduate, Writing Intensive Course- GEP

**ART 205 NeoClassic-Impression 1780-1880 (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 are addressed through the art of this period. Students study the careers of such artists as David, Delacroix, Ingres, Gericault, Constable, Turner, and 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 focus on the social and political contexts in which works were produced, exhibited, and understood.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 206 Impressionism (3 credits)**

This course examines paintings produced between the mid nineteenth and early twentieth centuries. We consider artists from many countries who worked and exhibited in Paris at this time, including Monet, Renoir, Degas, and Cassatt. This course also includes discussion of artists who immediately followed the Impressionists, such as Manet, Seurat, Cézanne, Van Gogh and Gauguin. We 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.

*Attributes:* GEP Art/Literature, Undergraduate

**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 examines 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.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 208 Modern Art & Architecture (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 are introduced to a wide range of artistic practices, styles, and media, including painting, drawing, prints, photography, sculpture, film and architecture. The class examines major movements within the history of art, including such artists as Pablo Picasso, Marcel Duchamp, Frida Kahlo, and Salvador Dalí. It takes advantage of the many rich collections of art and architecture in the Philadelphia area by visiting these institutions and analyzing works firsthand.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 209 Contemporary Art & Architect (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 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.

*Attributes:* American Studies Course, Undergraduate

**ART 210 Museum Studies (3 credits)**

This course is an introduction to museum history, theory, and practice. Through case studies and key texts, it explores the evolving structure and mission of the museum and its impact on our understanding of art, society, and culture. Additionally, students will gain insight into the various jobs and responsibilities at museums. A key component of this course is immersive, on-site learning experiences that take advantage of the distinguished art institutions available in the Philadelphia region. Although centered on art museums, this course considers a broad range of museum practices and related fields. Open to all majors.

*Attributes:* American Studies Course, Diversity Course (New GEP), GEP Art/Literature, Globalization Course (New GEP), Non-Western Studies (GEP), Undergraduate

**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 examines the ways in which photography has been employed by amateurs, artists, anthropologists, politicians, and scientists for a wide range of purposes. We also examine how the medium has affected portraiture, painting, documentation, journalism, and advertising. The class considers 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.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 221 Art Education in the Schools (4 credits)**

Qualified students are invited to take part in a supervised practicum, teaching at a local grammar school. In this course there are seminar discussions in methods of teaching, levels of mark making, learning styles, art historical references for the learning lessons being taught this week in the school in an eight-week intensive experience of teaching a group of fifteen to thirty primary school students. While this is being done, the student keep a weekly diary from which they 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 course (studio, drawing, painting, 3D, ceramics, traditional or digital photography).

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Art Education or Fine Performing Arts.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 233 Drawing II (3 credits)**

Our purpose is to explore both formally and conceptually the elements of drawing in order to realize an authentic vision. Through directed exercises students discover new possibilities in the essential experience of drawing. These exercises 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 experiment with developing images and explore how and why images become interesting.

*Prerequisites:* ART 133 (may be taken concurrently)

*Attributes:* GEP Art/Literature, Undergraduate

**ART 235 Painting II (3 credits)**

Through lectures, critical discussions coursework and examination of the work of established professional painters, students will study 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.

*Prerequisites:* ART 135

*Attributes:* GEP Art/Literature, Undergraduate

**ART 239 Concepts and Artmaking (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 plain air. Those concepts affected the processes, materials, and subjects of their work. In this course we 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 is 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 are 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.

*Prerequisites:* ART 121 or ART 133 or ART 135 or ART 141 or ART 142 or ART 143 or ART 144 or ART 172 or ART 173

*Attributes:* GEP Art/Literature, Undergraduate

**ART 241 Sculpture II (3 credits)**

Building on skills acquired in ART 141, this course explores the use of repetition to achieve scale, the relationship between interior and exterior spaces, and the critical analysis associated with these techniques. Projects are executed in a variety of materials that are chosen for their aesthetic and conceptual properties.

*Prerequisites:* ART 141 or ART 147

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Fine Performing Arts.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 242 Pottery II (3 credits)**

This course covers intermediate wheel-throwing techniques to create complex functional forms, such as teapots, lidded jars, forms within forms, and large vessels. Emphasis is given to the ergonomics of each vessel. Topics also include function as an abstract attribute of material expression and the role of handmade pottery from a historical and contemporary viewpoint. Classes consist of technical demonstrations, lectures, practice time, and critiques.

*Prerequisites:* ART 142 or ART 144

*Attributes:* GEP Art/Literature, Undergraduate

**ART 243 Ceramic Surface Design (3 credits)**

This course explores a broad range of ceramic surfacing and decorating techniques, from traditional to alternative. Group discussions and projects will examine the relationships among surface, content, form, and function. Topics include surface undulation, surface depth, texture, sheen, color, and value. Students are encouraged to explore both historical and experimental uses of materials and to develop a personal approach to glaze and surface. Projects include functional and sculptural work, both two-dimensional and three-dimensional, and emphasize the dialogue between surface and form.

*Prerequisites:* ART 142 or ART 143 or ART 144

*Attributes:* GEP Art/Literature, Undergraduate

**ART 244 Ceramics II (3 credits)**

This course explores the techniques and concepts involved in creating complex hand-built and wheel-thrown vessels and sculptures. Assignments are concept-driven and encourage creative inquiry and independent thought. The emphasis is not only the refinement of skill but the importance of content. Topics include sculptural approaches to clay, the wheel as an idea generating tool, alternative surfacing methods, and other research-driven investigations. Classes consist of technical demonstrations, lectures, practice time, and critiques.

*Prerequisites:* ART 142 or ART 144

*Attributes:* GEP Art/Literature, Undergraduate

**ART 245 Atmospheric Firing: Wood/Salt (3 credits)**

This course explores the effects of wood, salt, and raku firing on pottery and sculpture. Firings include high-fire, midrange, and low-fire. To create a type of visual poetry, the projects in this course focus on the distinct attributes of each firing: fuel source, timing, weather, loading method, and flame path. Topics include the impact of heat movement, atmosphere, and temperature on aesthetics and functionality. Some off-campus events are required, including firing a Japanese style noborigama kiln.

*Prerequisites:* ART 142 or ART 143 or ART 144

*Attributes:* GEP Art/Literature, Undergraduate

**ART 246 Ceramic Sculpture (3 credits)**

Students explore the development of ceramic sculpture from its earliest beginnings to contemporary work being done today. A variety of techniques to both construct and glaze ceramics are studied. Students will be expected to produce a body of sculptural work that balances the conceptual, material, aesthetic and process-oriented elements within it.

*Prerequisites:* ART 142 or ART 144

*Attributes:* GEP Art/Literature, Undergraduate

**ART 247 Sculpture Mixed Media II (3 credits)**

Building upon the knowledge and skills formed in Intro to Sculpture and Mixed Media students will further their conceptual and craftsmanship skills in generating sculptural forms in this advanced level course.

*Prerequisites:* ART 141 or ART 147

*Attributes:* GEP Art/Literature, Undergraduate

**ART 248 Figurative Sculpture II (3 credits)**

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.

*Prerequisites:* ART 145

*Attributes:* Undergraduate

**ART 270 Spec. Topics & Ind. Study (SO) (3 credits)**

Concentrated focus on a selected topic in Art History. Topic and content vary from semester to semester. Course may be taken twice for credit as the topic changes.

*Prerequisites:* ART 172 or ART 173

*Attributes:* GEP Art/Literature, Undergraduate



**ART 272 Darkroom Photography II (3 credits)**

This course provides a continuation or review of film-based camera and darkroom techniques while introducing more advanced and experimental development. Topics include archival printing, advanced exposure controls, experimental camera work, and darkroom print manipulation. Slide presentations of master photographers will illustrate the flexibility of the medium and enable students to develop visual analysis, as well as their own creative expression. Adjustable 35mm film cameras will be provided to any student who needs one.

*Prerequisites:* ART 172

*Attributes:* GEP Art/Literature, Undergraduate

**ART 273 Digital Photography II (3 credits)**

This second level digital 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 lighting, perception and use of color, digital toning and "hand coloring," combining multiple layers, creative masking, combining text and images, image web design, digital "silkscreen" techniques, scanning, and digital fine printing. A limited number of digital cameras are available to students who need them.

*Prerequisites:* ART 275 or ART 173

*Attributes:* GEP Art/Literature, Undergraduate

**ART 275 Digital Constructed Image (3 credits)**

In this advanced, fine art based course, students will explore the physical nature of photography. Students will explore alternative digital printing techniques on a variety of materials including but not limited to: fabric, Mylar, metal, glass and wood. Moving beyond the traditional flat picture plane and exploring photography as part of sculpture and installation, is an important part of this course. Additionally, students will be introduced to a multitude of ways of manufacturing photographic subject matter and how these images contribute to and rely on contemporary photographic culture.

*Prerequisites:* ART 172 or ART 173

*Attributes:* GEP Art/Literature, Undergraduate

**ART 301 Mystery&Monument:Anc 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.

**ART 302 Mystery&Monument:Anc Rome (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.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 331 Works on Paper (3 credits)**

In this course, students address more sophisticated problems in black and white composition, using graphite, charcoal, and ink. They then are 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.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 333 Drawing III (3 credits)**

Drawing III is an intensive and rigorous study of drawing where students produce an enormous amount of work. The issues we 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.

*Prerequisites:* ART 233

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Fine Performing Arts.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 335 Painting III (3 credits)**

This course concentrates on realizing convincing form, rigorous construction of the entire picture plane and the pursuit of finding an authentic vision. There is a focus on the scale of the paintings and tone relationships. We research what personal narrative is and how it could impact the image. The students produce paintings in a range of sizes including some very large works.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Fine Performing Arts.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 341 Sculpture III (3 credits)**

Advanced skills in three-dimensional concepts and techniques.

*Prerequisites:* ART 141 or ART 241

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Fine Performing Arts.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 344 Ceramics III (3 credits)**

More complex work in ceramic sculpture, pottery-making or mosaics are studied in this class. It is expected that the students in this class will explore and develop 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.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 370 Spec. Topics & Ind. Study (JR) (3 credits)**

Concentrated focus on a selected topic in Studio Art. Topic and content vary from semester to semester. Course may be taken twice for credit as the topic changes.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 372 DirectedProjects - Photography (3 credits)**

This course provides students with an opportunity to build a comprehensive portfolio of photographic work. Topics include specific shooting assignments that lead to individual projects that investigate the photography student's personal vision. Lectures and presentations review the work of selected fine art photographers, both historic and contemporary, for group discussion and analysis. With input from the instructor and the class, students develop their own photographic project in traditional, non-silver, or digital media, reflecting historic and/or contemporary genres of image making.

*Prerequisites:* ART 172 or ART 173 or ART 272 or ART 273

*Attributes:* GEP Art/Literature, Undergraduate



**ART 373 Photo Essay/Docu Photo (3 credits)**

This course is an introduction to the tradition of documentary photography. Topics will emphasize why people photograph, the stories photographs can tell us, and how photographs can manipulate or evoke emotions. Presentations will include the work of master documentary photographers, both fine art and journalistic, enabling students to discuss and analyze social documentation as well as autobiographical documentation. Assignments will encourage students to look at their own world in a new way and allow them to choose their own subjects for a photographic essay. May be taken as an independent study with the instructor's permission during years when it is not regularly scheduled.

*Prerequisites:* ART 273

*Attributes:* GEP Art/Literature, Undergraduate

**ART 374 Studio Photography (3 credits)**

This course investigates the versatility and creative potential of the photographic studio and the "directed" photographic stage. Topics will include portraiture, full figure study, still life, and staged environments, as well as the controlled lighting and set-ups of a photographic studio. Contemporary and historical references will include slide presentations, as well as visits to a museum or gallery and a professional photography studio. May be taken as an independent study with the instructor's permission during years when it is not regularly scheduled.

*Prerequisites:* ART 1721 (may be taken concurrently) or ART 172 (may be taken concurrently)

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Fine Performing Arts.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 444 Ceramics IV (3 credits)**

More complex work in ceramic sculpture, pottery-making or mosaics is studied in this class. It is expected that the students in this class will explore and develop 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. This course may be taken as an independent study.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 470 Spec Topics & Indep Study (SR) (3 credits)**

Concentrated focus on a selected topic in art history or studio art. Topic and content vary from semester to semester. Course may be taken twice for credit as the topic changes.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 491 Internship in the Arts I (3 credits)**

Junior and Senior art majors may broaden their perspective by completing an approved internship in the arts. Work in industry, art studios, theatres, galleries and museums offers potential opportunities for internships. Students are expected to spend six to eight hours per week on site, and to maintain a weekly journal of their experiences and to secure a report by their immediate supervisor at mid semester and upon completion of the work. Prior approval by the chair is required.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 492 Internship in the Arts II (3 credits)**

Junior and Senior art majors may broaden their perspective by completing an approved internship in the arts. Work in industry, art studios, theatres, galleries and museums offers potential opportunities for internships. Students are expected to spend six to eight hours per week on site, and to maintain a weekly journal of their experiences and to secure a report by their immediate supervisor at mid semester and upon completion of the work. Prior approval by the chair is required.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 493 Ind. Research in the Arts I (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.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 494 Ind. Research in the Arts 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.

*Attributes:* GEP Art/Literature, Undergraduate

**ART 495 Senior Project I (Capstone) (3 credits)**

This advanced level two-semester course is designed for seniors to assist them in developing skills to prepare for entering the "Art Market". Development of a cohesive body of work, artist statement, written thesis as well as professional business skills are key. This course culminates with a senior thesis exhibition. (Art Education majors and double majors may, but are not required to complete the Senior Project courses. Instead those students may take two additional Art courses. Art minors are also able to take this two-semester class.)

*Attributes:* GEP Art/Literature, Undergraduate

**ART 496 Senior Project II (Capstone) (3 credits)**

This advanced level two-semester course is designed for seniors to assist them in developing skills to prepare for entering the "Art Market". Development of a cohesive body of work, artist statement, written thesis as well as professional business skills are key. This course culminates with a senior thesis exhibition. (Art Education majors and double majors may, but are not required to complete the Senior Project courses. Instead those students may take two additional Art courses. Art minors are also able to take this two-semester class.)

*Attributes:* GEP Art/Literature, Undergraduate

**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 and creation of writing samples, application for a grant and 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 and 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 Art majors, but those outside the major will also find it useful.

*Attributes:* GEP Art/Literature, Undergraduate

## Biology (BIO)

**BIO 101 Bio 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 (BIO 101L or 150L). First of three courses in the core program.

*Attributes:* GEP Natural Science, Science Course w/Lab (Sci Maj), Undergraduate

**BIO 101L Bio I: Cells Lab (0 credits)**

Students who register for BIO 101 must also register for a BIO 101 laboratory. For example, if you register for BIO 101 you must, at the same time, register for BIO 101L.

*Attributes:* GEP Natural Science, Undergraduate

**BIO 102 Bio II: Genetics (4 credits)**

The study of heredity and the mechanism of transmission of genetic information in biological systems. The course material is approached from the population, organismic, and biochemical perspectives. Three lecture periods, one three-hour laboratory period (BIO 102L or 151L).

*Prerequisites:* BIO 101

*Attributes:* Science Course w/Lab (Sci Maj), Undergraduate

**BIO 102L Bio II: Genetics Lab (0 credits)****BIO 150 Science of Learning Science (3 credits)**

A first year seminar focusing on the science that underlies how we learn and application of that to teaching and learning science, with a focus on biology. Students will read literature on learning that ranges from how the brain works to current evidenced-based studies of effective ways to teach and learn science. Students will put this new knowledge to work immediately by analyzing their own learning and by designing and teaching hands-on science units to children. Co-requisite: BIO 101.

*Attributes:* First-Year Seminar

**BIO 150L Bio I: Cells Lab Phage (0 credits)**

A research-based laboratory for freshman accompanying BIO 101 involving isolation, purification, and preliminary genomic characterization of bacteriophages, viruses that infect bacteria. Open to first year students majoring in Biology, Chemical-Biology, or Environmental Science.

Admission by application. Successful completion of BIO101 and 150L fulfills the first year seminar GEP requirement. Students are expected to continue with BIO 151L in the spring. Two 120-minute lab periods.

*Attributes:* First-Year Seminar, GEP Natural Science, Undergraduate

**BIO 151L Bio II: Genetics Lab Phage (0 credits)**

A continuation of BIO 150L, this laboratory is conducted in silico to annotate bacteriophage genomes isolated during the fall semester. Complete annotated genomes will be submitted to GenBank. Open to first year students majoring in Biology, Chemical Biology, or Environmental Science. Admission by application. Two 75- minute lab periods.

*Prerequisites:* BIO 101L or BIO 150L

*Attributes:* Undergraduate

**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.

*Attributes:* GEP Natural Science, Undergraduate

**BIO 161 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.

*Attributes:* GEP Natural Science, Undergraduate

**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 GEP. Open to all students except biology majors. Biology majors need permission of the Biology Chair to take this course.

*Restrictions:* Students cannot enroll who have a major in Biology, Chemistry, Chemical Biology or Physics.

*Attributes:* Undergraduate

**BIO 163 Unseen Life on Earth (4 credits)****BIO 163L Unseen Life on Earth Lab (0 credits)****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 fully satisfies the GEP Natural Science requirement. Three lecture periods and one three hour laboratory.

*Attributes:* GEP Natural Science, Science Course w/Lab (Sci Maj), Undergraduate

**BIO 165L Exp. Living World Lab (0 credits)****BIO 170 Special Topics (3 credits)****BIO 201 Bio 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 102

*Attributes:* Undergraduate

**BIO 201L Bio III: Organismic Biol Lab (0 credits)****BIO 260 Anat&Physiol Nurs/Al Hlth 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. BIO 260/L alone 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. Three 50-minute lecture periods and one three-hour lab period.

*Prerequisites:* BIO 101 or BIO 165

*Attributes:* Undergraduate

**BIO 260L Anat&Physiol Lab I (0 credits)****BIO 261 Anat&Physiol Nurs/Al Hlth 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. For biology majors and minors, completion of BIO 261 may count for one, 400-level Biology elective. It does not satisfy the requirement for a course from groups A, B, or C. nor does it fulfill general education requirements. Students may count either BIO 260 plus BIO 261, or BIO 417 toward graduation, but not both. Three 50-minute lecture periods and one three-hour lab period.

*Prerequisites:* BIO 260 (may be taken concurrently)

*Attributes:* Undergraduate

**BIO 261L Anat&Physiol Lab II (0 credits)****BIO 270 Microbio Nurse/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. Three 50-minute lecture periods and one three-hour lab period.

*Prerequisites:* BIO 101 or BIO 165

*Attributes:* Undergraduate

**BIO 270L Microbio Nurse/Allied Hlth Lab (0 credits)****BIO 290 Biology Seminar: Sophomore (0 credits)****BIO 320 Science Communication&Outreach (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.

*Attributes:* Undergraduate

**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. This course fulfills the "Faith and Reason" requirement of the GEP. It does not fulfill requirements for a Biology major or minor.

*Prerequisites:* (THE 154 or THE 221) and PHL 154

*Attributes:* Faith-Reason Course (New GEP), Undergraduate

**BIO 390 Biology Seminar (0 credits)**

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.

*Restrictions:* Enrollment is limited to students with a major in Biology or Chemical Biology.

*Attributes:* Undergraduate

**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 1031 or BIO 201) and (CHM 1021 or CHM 1025 or CHM 125 or CHM 1023) or CHM 126

*Attributes:* Undergraduate

**BIO 401L Animal Behavior Lab (0 credits)****BIO 402 Advanced Cell Biology (4 credits)**

An in-depth analysis of eukaryotic cell structure and function, including membrane structure and transport, cellular organelles, the cytoskeleton, and cell communication. Emphasis will be on experimental approaches to understanding concepts in cell biology. Two 50-minute lecture periods, one four-hour laboratory period.

*Prerequisites:* (BIO 1031 or BIO 201) and (CHM 1021 or CHM 1025 or CHM 125 or CHM 126 or CHM 1023)

*Attributes:* Undergraduate

**BIO 402L Advanced Cell Biology Lab (0 credits)****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

*Attributes:* Undergraduate

**BIO 404 Biochemistry (3 credits)**

An introduction to the chemistry of living systems. The study of important molecules, metabolic pathways, and control systems will be emphasized.

*Prerequisites:* (BIO 1031 or BIO 201) and (CHM 2321 (may be taken concurrently) or CHM 215 (may be taken concurrently)) and (CHM 125 or CHM 126 or CHM 1021 or CHM 1025 or CHM 1023)

*Attributes:* Undergraduate

**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.

*Prerequisites:* (BIO 1031 or BIO 201) and (CHM 1021 or CHM 1023 or CHM 125 or CHM 1025) and (PHY 1031 or PHY 101 or PHY 105 or PHY 1051)

*Attributes:* Undergraduate

**BIO 405L Biomechanics Lab (0 credits)****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

*Attributes:* Undergraduate

**BIO 406L Comparative Anatomy Lab (0 credits)****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 1031 or BIO 201) and (CHM 1021 or CHM 1025 or CHM 125 or CHM 126 or CHM 1023)

*Attributes:* Undergraduate

**BIO 407L Developmental Biology Lab (0 credits)****BIO 408 Histology (4 credits)**

An in depth study 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 50-minute lecture periods, one four-hour laboratory period.

*Prerequisites:* (BIO 1031 or BIO 201) and (CHM 1021 or CHM 1025 or CHM 125 or CHM 126 or CHM 1023)

*Attributes:* Undergraduate

**BIO 408L Histology Lab (0 credits)****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

*Attributes:* Undergraduate

**BIO 409L Ecology Lab (0 credits)****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. Two 50-minute lecture periods, one four-hour laboratory period.

*Prerequisites:* BIO 201 and CHM 125

*Attributes:* Undergraduate

**BIO 410L Light & Electron Microscopy Lab (0 credits)****BIO 411 Molecular Genetics (4 credits)**

Study of the molecular biology of the genetic material, its structure, expression, regulation, and its dynamic nature. Two 50-minute lecture periods, one four-hour laboratory period.

*Prerequisites:* (BIO 1031 or BIO 201) and (CHM 1021 or CHM 1025 or CHM 125 or CHM 1023 or CHM 126) and ENG 101

*Attributes:* Undergraduate

**BIO 411L Molecular Genetics Lab (0 credits)****BIO 412 Neurobiology (4 credits)**

Introduction to the structure and function of the vertebrate nervous system. Major topics will include the molecular and cellular basis of neuronal activities, sensory and motor systems, behavior, and higher mental processes. The neurobiology of disease and neuroethics will also be discussed. Laboratory work will include hands-on experience of several neurobiological techniques to measure molecular and biochemical changes in a mouse brain. Two 50-minute lecture periods, one four-hour laboratory period.

*Prerequisites:* BIO 201 and CHM 125

*Attributes:* Undergraduate

**BIO 412L Neurobiology Lab (0 credits)****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 75-minute lecture periods, two 90-min laboratory periods.

*Prerequisites:* (BIO 1031 or BIO 201) and (CHM 1021 or CHM 1025 or CHM 125 or CHM 1023 or CHM 126)

*Attributes:* Undergraduate

**BIO 413L Plant Physiological Eco Lab (0 credits)****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 75-minute lecture periods, two 90-minute laboratory periods.

*Prerequisites:* (BIO 1031 or BIO 201) and (CHM 1021 or CHM 1025 or CHM 125 or CHM 1023 or CHM 126)

*Attributes:* Undergraduate

**BIO 414L Plant Systematics Lab (0 credits)****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

*Attributes:* Undergraduate

**BIO 415L Immunology Lab (0 credits)****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. Three 50-minute lecture periods, one three-hour laboratory period.

*Prerequisites:* BIO 201 and CHM 125

*Attributes:* Undergraduate

**BIO 416L Microbiology Lab (0 credits)****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 1031 or BIO 201) and (CHM 1021 or CHM 1023 or CHM 125 or CHM 1025 or CHM 126)

*Attributes:* Undergraduate

**BIO 417L Systemic Physiology Lab (0 credits)****BIO 418 Field Research Techniques (4 credits)****BIO 418L Field Research Techniques Lab (0 credits)****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, and two 2-hour lab periods.

*Prerequisites:* BIO 201 and CHM 125

*Attributes:* Undergraduate



**BIO 419L Invertebrate Zoology Lab (0 credits)****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 1031 or BIO 201) and (CHM 1021 or CHM 1023 or CHM 1025 or CHM 125 or CHM 126)

*Attributes:* Undergraduate

**BIO 420L Bioinformatics Lab (0 credits)****BIO 421 Molecular&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 or BIO 1031) and (CHM 125 or CHM 1021 or CHM 1023 or CHM 1025 or CHM 126) and (PHY 101 or PHY 105)

*Attributes:* Undergraduate

**BIO 421L Mol & Cell Biophysics Lab (0 credits)****BIO 422 Applied&Environ Microbio (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 1031 or BIO 201) and (CHM 1021 or CHM 1023 or CHM 1025 or CHM 125 or CHM 126)

*Attributes:* Undergraduate

**BIO 422L Applied & Environ Micro Lab (0 credits)****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.

*Prerequisites:* (BIO 1031 or BIO 201) and (CHM 125 or CHM 126 or CHM 1023 or CHM 1025 or CHM 1021)

*Attributes:* Undergraduate

**BIO 423L Evolution Lab (0 credits)****BIO 424 Biotechnology (4 credits)**

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 laboratory period.

*Prerequisites:* (BIO 201 or BIO 1031) and (CHM 125 or CHM 126 or CHM 1023 or CHM 1025 or CHM 1021)

**BIO 424L Biotechnology Lab (0 credits)****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

*Attributes:* Undergraduate

**BIO 425L Bacterial Pathogenesis Lab (0 credits)****BIO 428 Histopathology (4 credits)**

A study of the microscopic structure and function of normal and diseased cells, tissues and organs, focusing on vertebrates, with a special emphasis on humans. Using prepared slides and computer images, students will learn to identify and differentiate healthy and pathological samples and relate this to abnormal or disrupted organ function. Two 50-minute lecture periods, two, two-hour lab periods.

*Prerequisites:* BIO 201 and CHM 125

*Attributes:* Undergraduate

**BIO 428L Histopathology Lab (0 credits)****BIO 470 Special Topics (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 1031 or BIO 201) and (CHM 125 or CHM 1021)

*Attributes:* Undergraduate

**BIO 491 Biology Internship (3 credits)**

Internships enable the student to gain first-hand experience working in some field of biology. Interns should work a minimum of 10 hours weekly for 12 weeks to earn credit for a single course. Permission to take an internship for course credit must be obtained prior to beginning the internship. Open to juniors and seniors, with permission of the chair of Biology.

*Prerequisites:* (BIO 1031 or BIO 201) and (CHM 1021 or CHM 125 or CHM 126 or CHM 1023 or CHM 1025)

*Attributes:* Undergraduate

**BIO 492 Biology Internship II (3 credits)**

Internships enable the student to gain first-hand experience working in some field of biology. Interns should work a minimum of 10 hours weekly for 12 weeks to earn credit for a single course. Permission to take an internship for course credit must be obtained prior to beginning the internship. Open to juniors and seniors, with permission of the chair of Biology.

*Prerequisites:* (BIO 1031 or BIO 201) and (CHM 125 or CHM 126 or CHM 1021)

*Attributes:* Undergraduate



**BIO 493 Undergraduate Research in Bio (3,6 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 and have the approval of the department chair and Associate Dean.

*Prerequisites:* (BIO 1031 or BIO 201) and (CHM 1021 or CHM 125 or CHM 126 or CHM 1023)

*Attributes:* Undergraduate

**BIO 494 Undergraduate Research in Bio (1-6 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 and have the approval of the department chair and Associate Dean.

*Prerequisites:* (BIO 1031 or BIO 201) and (CHM 1021 or CHM 125 or CHM 126 or CHM 1023)

*Attributes:* Undergraduate

**BIO 550 Research Techniques (3 credits)**

An introduction to techniques commonly used in life science research laboratories. Weekly meetings by different faculty members on their area of specialty. One lecture period.

*Restrictions:* Enrollment is limited to Graduate level students.

**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 2-3 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**BIO 552 Graduate Seminar (1 credit)**

Presentations and discussions of primary literature articles. Topic varies by semester. One period.

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Restrictions:* Enrollment is limited to Graduate level students.

**BIO 601L Animal Behavior Lab (0 credits)****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.

*Restrictions:* Enrollment is limited to Graduate level students.

**BIO 602L Advanced Cell Biology Lab (0 credits)****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.

*Restrictions:* Enrollment is limited to Graduate level students.

**BIO 604 Biochemistry (3 credits)**

An introduction to the study of the chemistry of living systems. The study of important macromolecules, metabolic pathways, and control systems will be emphasized. Two lecture periods.

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Restrictions:* Enrollment is limited to Graduate level students.

**BIO 605L Biomechanics Lab (0 credits)****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.

*Restrictions:* Enrollment is limited to Graduate level students.

**BIO 606L Comparative Anatomy Lab (0 credits)****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.

*Restrictions:* Enrollment is limited to Graduate level students.

**BIO 607L Developmental Biology Lab (0 credits)****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.

*Restrictions:* Enrollment is limited to Graduate level students.

**BIO 608L Histology Lab (0 credits)****BIO 609 Ecology (4 credits)**

Study of complex interrelationship between organisms and their environment. Two lecture periods, one four-hour laboratory period.

*Restrictions:* Enrollment is limited to Graduate level students.

**BIO 609L Ecology Lab (0 credits)****BIO 610 Light & 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**BIO 610L Light & Elec Microscopy Lab (0 credits)****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.

*Restrictions:* Enrollment is limited to Graduate level students.

**BIO 611L Molecular Genetics Lab (0 credits)****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.

*Restrictions:* Enrollment is limited to Graduate level students.

**BIO 612L Neurobiology Lab (0 credits)****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 75-minute lecture periods, two 90 minute lab periods.

*Restrictions:* Enrollment is limited to Graduate level students.

**BIO 613L Plant Physiological Eco Lab (0 credits)****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 75-minute lecture periods, two 90-minute laboratory periods.

*Restrictions:* Enrollment is limited to Graduate level students.

**BIO 614L Plant Systematics Lab (0 credits)****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.

*Restrictions:* Enrollment is limited to Graduate level students.

**BIO 615L Immunology Lab (0 credits)****BIO 616 Microbiology (4 credits)**

The structural, cultural, and physiological characteristics of microorganisms and their role in the economy of nature. Three 50-minute lecture periods, one three-hour laboratory period.

*Restrictions:* Enrollment is limited to Graduate level students.

**BIO 616L Microbiology Lab (0 credits)****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.

*Restrictions:* Enrollment is limited to Graduate level students.

**BIO 617L Systemic Physiology Lab (0 credits)****BIO 618 Field Research Techniques (4 credits)****BIO 618L Field Research Techniques Lab (0 credits)****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 50-minute lecture periods; two two-hour lab periods.

*Restrictions:* Enrollment is limited to Graduate level students.

**BIO 619L Invertebrate Zoology Lab (0 credits)****BIO 620 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**BIO 620L Bioinformatics Lab (0 credits)****BIO 621 Molecular&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.

*Restrictions:* Enrollment is limited to Graduate level students.

**BIO 621L Mol & Cel Biophysics Lab (0 credits)****BIO 622 Applied & Environ 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**BIO 622L Applied & Environ Micro Lab (0 credits)****BIO 623 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**BIO 623L Evolution Lab (0 credits)****BIO 624 Biotechnology (4 credits)**

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

*Restrictions:* Enrollment is limited to Graduate level students.

**BIO 624L Biotechnology (0 credits)****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. 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**BIO 625L Bacterial Pathogenesis Lab (0 credits)****BIO 628 Histopathology (4 credits)**

A study of the microscopic structure and function of normal and diseased cells, tissues and organs, focusing on vertebrates, with a special emphasis on humans. Using prepared slides and computer images, students will learn to identify and differentiate healthy and pathological samples and relate this to abnormal or disrupted organ function. Two 50-minute lecture periods, two, two-hour lab periods.

*Restrictions:* Enrollment is limited to Graduate level students.

**BIO 628L Histopathology Lab (0 credits)**

A study of the microscopic structure and function of normal and diseased cells, tissues and organs, focusing on vertebrates, with a special emphasis on humans. Using prepared slides and computer images, students will learn to identify and differentiate healthy and pathological samples and relate this to abnormal or disrupted organ function. Two 50-minute lecture periods, two, two-hour lab periods.

*Restrictions:* Enrollment is limited to Graduate level students.

**BIO 720 Science Communication&Outreach (1 credit)****BIO 770 Advanced Topics in Biology (3-4 credits)**

Topics, course format, and instructors may vary each semester.

**BIO 790 Independent Study (3 credits)****BIO 791 Graduate Internship (1-4 credits)****BIO 793 Research (1-6 credits)**

Research project undertaken in the laboratory of a member of the graduate faculty. Meeting times arranged.

*Restrictions:* Enrollment is limited to Graduate level students.

**BIO 794 Thesis Research (3,6 credits)**

Research credit during preparation of thesis. Times to be arranged.

*Restrictions:* Enrollment is limited to Graduate level students.

## Business (BUS)

**BUS 160 Power of Sport for Socl Chang (3 credits)**

This course will introduce students to the historical and contemporary use of sport as a vehicle for social change and development. Students will examine the myriad ways in which sport produces social change, both within sport itself and through sport (using sport as a platform to effect social change in the larger society). Students will critically assess the use of sports globally to explore topics such as, race, gender, LGBTQIA, politics, and the relationship between protest and national attachment. This course has a weekly service learning component. Each student will engage with the Anderson Monarchs, a Philadelphia sports based, youth development non-profit, which provides athletic, academic, leadership, and character building opportunities to thousands of underserved youth.

*Attributes:* Service Learning Course, Undergraduate

**BUS 370 Special Topics (3 credits)****BUS 495 Business Policy (4 credits)****BUS 570 Strategic Management & Mktg (2 credits)****BUS 571 Global Business (4 credits)**

International Management 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.

*Restrictions:* Enrollment is limited to students with a major in Executive MBA Program (1-year) or Executive MBA Program. Enrollment limited to students in the MBAEX program. Enrollment is limited to Graduate level students.

**BUS 572 Global Residency (2 credits)**

The international residency is an eight 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.

*Restrictions:* Enrollment is limited to students with a major in Executive MBA Program (1-year) or Executive MBA Program.

**BUS 582 Business Ethics (2 credits)**

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.

*Restrictions:* Enrollment is limited to Graduate level students.

**BUS 591 Business Ethics (2 credits)**

## Chemistry (CHM)

**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.

*Restrictions:* Students cannot enroll who have a major in Biology, Chemistry, Chemical Biology, Food Marketing or Physics.

*Attributes:* GEP Natural Science, Undergraduate

**CHM 112 Food Chemistry (4 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. This laboratory 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. The content material of CHM 112 overlaps with the content of IHS 253 Nutrition: Health and Disease. Students may take either CHM 112 or IHS 253 not both. 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.

*Restrictions:* Enrollment is limited to students with a major in Food Marketing Co-Op or Food Marketing.

*Attributes:* GEP Natural Science, Science Course w/Lab (Sci Maj)

**CHM 112L Food Chemistry: Lab (0 credits)**

Students who register for this Chemistry lab must also register for the corresponding lecture. For example, if you register for CHM 112L you must, at the same time, register for CHM 112.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Food Marketing Co-Op or Food Marketing.

*Attributes:* GEP Natural Science

**CHM 115 Chemistry in Daily Life (4 credits)**

This course explains the basic theories and need-to-know facts of scientific events one encounters in daily life from a chemistry perspective. In addition to explaining the fundamental concepts of chemistry, the course will cover topics such as acids and bases, oxidation and reduction, household chemicals, nuclear energy, nuclear medicine, biochemistry, and drugs. This laboratory course will cover a wide range of experiments that require mastering a variety of laboratory skills, which utilize many different types of equipment. The proper use of beakers, flasks, pipets, burets, simple calorimeters, balances, and thermometers, to name a few, is critical to a student's success in the course. Accurate observations and recording of data is stressed and evaluated. Students will submit data and results forms at the conclusion of each experiment. Both qualitative (observations and descriptions) and quantitative (calculations and graphs) methods will be stressed. Successful completion of CHM 115/115L fulfills the GEP science requirement.

*Attributes:* GEP Natural Science, Science Course w/Lab (Sci Maj), Undergraduate

**CHM 115L Chemistry in Daily Life (0 credits)**

Students who register for this Chemistry lab must also register for the corresponding lecture. For example, if you register for CHM 115L you must, at the same time, register for CHM 115.

**CHM 120 General Chemistry I (3 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. Successful completion of CHM 120 and CHM 120L fulfills the GEP natural science requirement.

*Attributes:* GEP Natural Science, Science Course w/Lab (Sci Maj), Undergraduate

**CHM 120L General Chemistry Lab I (2 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 120 and CHM 120L fulfills the GEP natural science requirement.

*Attributes:* GEP Natural Science, Undergraduate

**CHM 121 General Chemistry Honors I (3 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. Fulfills the GEP natural science requirement.

*Attributes:* GEP Natural Science, Honors Course, Science Course w/Lab (Sci Maj), Undergraduate

**CHM 125 General Chemistry II (3 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.

*Prerequisites:* CHM 120 or CHM 121

*Attributes:* GEP Natural Science, Science Course w/Lab (Sci Maj), Undergraduate



**CHM 125L General Chemistry Lab II (2 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.

*Prerequisites:* CHM 120L

*Attributes:* Undergraduate

**CHM 126 General Chemistry Honors II (3 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.

*Prerequisites:* CHM 120 or CHM 121

*Attributes:* GEP Natural Science, Honors Course, Science Course w/Lab (Sci Maj), Undergraduate

**CHM 150 First-Year Seminar (3 credits)**

The First-Year Seminar (FYS) 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. 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. First year seminar.

*Attributes:* First-Year Seminar, Undergraduate

**CHM 210 Organic Chemistry I (3 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.

*Prerequisites:* CHM 125 or CHM 126

*Attributes:* Undergraduate

**CHM 210L Organic Chemistry Lab I (1 credit)**

This semester concentrates on experiments designed to introduce students to the various techniques used in the organic laboratory.

*Prerequisites:* CHM 125L

*Attributes:* Undergraduate

**CHM 215 Organic Chemistry II (3 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.

*Prerequisites:* CHM 210

*Attributes:* Undergraduate

**CHM 215L Organic Chemistry Lab II (1 credit)**

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

*Prerequisites:* CHM 210L

*Attributes:* Undergraduate

**CHM 293 Sophomore Research Studies I (3,6 credits)**

Integrated literature and laboratory investigation of an assigned problem under the supervision of a departmental faculty member. Each credit of CHM 293-294 requires four hours each week in the research laboratory. Students need to complete the application form for independent study and have the approval of the Chemistry Department Chair and Associate Dean in order to register.

*Attributes:* Undergraduate

**CHM 294 Sophomore Research Studies 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 293-294 requires four hours each week in the research laboratory. Students need to complete the application form for independent study and have the approval of the Chemistry Department Chair and Associate Dean in order to register.

*Attributes:* Undergraduate

**CHM 310 Physical Chemistry I (3 credits)**

Statistical Mechanics and Thermodynamics. The course begins with a statistical mechanical characterization of individual gas-phase molecules, in which we establish entropy as the benchmark parameter in chemistry through Boltzmann's law. Emphasis is placed on probability distributions for degrees of freedom in the scope of the canonical ensemble. Simple engines and compression-expansion systems are described with respect to the 1st law, and we explore phase transitions and equilibria in relation to the 2nd Law. We conclude the course with a discussion of the thermodynamics of reactions, including derivations of enthalpy, free energy and integrated rate laws for elementary reactions.

*Prerequisites:* CHM 215

*Attributes:* Undergraduate

**CHM 310L Physical Chemistry Lab I (2 credits)**

Experiments are performed to reinforce the concepts learned in CHM 310

*Attributes:* Undergraduate

**CHM 315 Physical Chemistry II (3 credits)**

Quantum Chemistry. The fundamental postulates of quantum mechanics are introduced in the form of historical narrative to illustrate the logical progression to quantization in natural theory. Eigenvalue problems, operator mathematics, uncertainties and orthonormality are discussed as essential portions of quantum mechanical calculations. The Schrodinger equations for the harmonic oscillator and rigid rotor are solved and related specifically to molecular spectroscopy techniques. The course ends with the description of the hydrogen atom in terms of quantum mechanics, with emphasis on the origin of the familiar atomic orbitals.

*Prerequisites:* CHM 310

*Attributes:* Undergraduate

**CHM 315L Physical Chemistry Lab II (2 credits)****CHM 320 Physical Chem for Chem Bio (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.

*Prerequisites:* CHM 215

*Attributes:* Undergraduate

**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.

*Prerequisites:* CHM 215

*Attributes:* Undergraduate



**CHM 330L Instrumental Analysis Lab (2 credits)**

CHM 330 is a co-requisite to CHM 330L.

*Prerequisites:* CHM 215L

*Attributes:* Undergraduate

**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.

*Prerequisites:* CHM 215

*Attributes:* Undergraduate

**CHM 340L Biochemistry Lab (1 credit)**

Laboratory applications of the topics covered in CHM 340. CHM 340 is a co-requisite to CHM 340L.

*Prerequisites:* CHM 215L and CHM 340 (may be taken concurrently)

*Attributes:* Undergraduate

**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.

*Prerequisites:* CHM 215

*Attributes:* Undergraduate

**CHM 350L Inorganic Chemistry Lab (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. This course satisfies the GEP Writing Intensive requirement. CHM 350 is a co-requisite for CHM 350L.

*Prerequisites:* CHM 215L

*Attributes:* Undergraduate, Writing Intensive Course- GEP

**CHM 360 Nanochemistry (3 credits)**

This course covers the synthesis, characterization and physical properties of materials chemistry systems on the length scale of individual molecules. Emphasis is placed on the distinction between macro- and nanoscale properties of matter. Course topics to include (but not limited to): quantum confinement in semiconductor nanocrystals; localized surface plasmon resonance (LSPR), superhydrophobicity in self-assembled monolayers; electronic and mechanical properties of 2D materials

*Prerequisites:* CHM 215 and (MAT 161 or MAT 155) and (PHY 102 (may be taken concurrently) or PHY 106 (may be taken concurrently))

**CHM 390 Chemistry Seminar (0 credits)**

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.

*Attributes:* Undergraduate

**CHM 393 Junior Research I (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.

*Attributes:* Undergraduate

**CHM 394 Junior Research 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.

*Prerequisites:* CHM 393 or CHM 293 or CHM 2901

*Attributes:* Undergraduate

**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 can be taken concurrently with CHM 400.

*Prerequisites:* CHM 340 (may be taken concurrently)

*Attributes:* Undergraduate

**CHM 410 Biophysical Chemistry (3 credits)**

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

*Prerequisites:* CHM 310 or CHM 320

*Attributes:* Undergraduate

**CHM 410L Biophysical Chemistry Lab (1 credit)****CHM 420 Environmental Chemistry (3 credits)**

This course will examine natural and polluted environmental settings, with topics including atmospheric chemistry and air pollution, energy and climate change, water chemistry and water pollution, soils and sediments, fate of toxic metals and toxic organic compounds, and green chemistry. There will be a required service-learning component to the course, which will introduce students to the basic concepts of Ignatian pedagogy and social justice in the study of environmental chemistry.

*Prerequisites:* CHM 210 and CHM 215

*Attributes:* Undergraduate

**CHM 420L Environmental Chemistry Lab (1 credit)****CHM 430 Mechanisms in Organic Chem (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.

*Prerequisites:* CHM 215

*Attributes:* Undergraduate

**CHM 435 Tech 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.

*Prerequisites:* CHM 215

**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.

*Prerequisites:* CHM 350

*Attributes:* Undergraduate

**CHM 445 Thermodynamics & Stat Mechanic (3 credits)****CHM 450 Polymer Chemistry (3 credits)****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; the applications of isotopic and other tracers in the study of aquatic systems; and water pollution.

*Prerequisites:* CHM 215

*Attributes:* Undergraduate

**CHM 470 Special Topics (3 credits)**

Advanced study on a topic that is arranged with a chemistry faculty member. Permission of the Department of Chemistry chair is required.

*Attributes:* Undergraduate

**CHM 480 Adv Biochem: Inorganic Chem (3 credits)**

The chemical and biological properties of various metal ions in biological systems will be examined at the molecular level. Permission of the Department of Chemistry chair is required.

*Prerequisites:* CHM 215 and CHM 340

*Attributes:* Undergraduate

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

*Prerequisites:* CHM 330

*Attributes:* Undergraduate

**CHM 491 Chemistry Internship I (3 credits)****CHM 492 Chemistry Internship II (3 credits)****CHM 493 Senior Research I (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.

*Attributes:* Undergraduate

**CHM 494 Senior Research 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.

*Prerequisites:* CHM 493

*Attributes:* Undergraduate

## Chinese (CHN)

**CHN 101 Beginning Chinese 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 Chinese language. Fulfills the GEP non-native language requirement

*Prerequisites:* Language Placement with a score of CH101

*Restrictions:* Enrollment is limited to Undergraduate Day Division level students.

*Attributes:* Asian Studies Course, Undergraduate

**CHN 102 Beginning Chinese II (4 credits)**

Proficiency-based instruction will encourage the development of speaking, reading, writing 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 level according to ACTFL – American Council on the Teaching of Foreign Languages. Fulfills the GEP non-native language requirement.

*Prerequisites:* CHN 101 or Language Placement with a score of CH102

*Restrictions:* Enrollment is limited to Undergraduate Day Division level students.

*Attributes:* Asian Studies Course, Undergraduate

**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. Fulfills the GEP non-native language requirement.

*Prerequisites:* CHN 102 or Chinese 201 Placement with a score of 1 or Language Placement with a score of CH201

*Attributes:* Asian Studies Course, Undergraduate

**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 level according to ACTFL – American Council on the Teaching of Foreign Languages. Fulfills the GEP non-native language requirement.

*Prerequisites:* CHN 201 or Chinese 202 Placement with a score of 1 or Language Placement with a score of CH202

*Attributes:* Asian Studies Course, Undergraduate

**CHN 301 Chinese Conv and Comp 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.

*Prerequisites:* CHN 202 or Language Placement with a score of CH301

*Attributes:* Asian Studies Course, Undergraduate

**CHN 302 Chinese Conv and Comp 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.

*Prerequisites:* CHN 301 or Chinese 302 Placement with a score of 1 or Language Placement with a score of CH302

*Attributes:* Asian Studies Course, Undergraduate

**CHN 306 Advanced Chinese I (3 credits)**

The course is the first course of the Advanced Chinese series (Chinese 306, 307). It is designed for students who have reached the intermediate level of the Chinese language proficiency and 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 low level and to enhance the students' understanding of Chinese culture and current issues. The differences between the "written style" (## # shūmiàny#) and the "spoken style" (###k#utóuy#) Chinese will be emphasized and practiced. This course may count as 3 credit hours of upper-division course work in the Asian Studies major and/or Chinese Minor.

*Prerequisites:* CHN 302

**CHN 307 Advanced Chinese II (3 credits)**

This is the second course of the Advanced Chinese series (Chinese 306, 307). It is designed for students who have completed CHN 306 and are interested in continuing advanced training in vocabulary, sentence structure, and rhetoric. This course continues expanding 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. Students will also be expected to conduct a significant, relevant project including both written and oral components. This course may count as 3 credit hours of upper-division course work in the Asian Studies major and/or Chinese Minor.

*Prerequisites:* CHN 306

**CHN 310 Selections in Chinese Lit (3 credits)**

Introduction to Chinese Literature and its history. Selected readings of plays, essays, novels, short stories, and poetry. Fulfills GEP Art/Literature requirement. Taught in Chinese.

*Prerequisites:* CHN 307

*Attributes:* Asian Studies Course, GEP Art/Literature, Undergraduate

**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 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. Sociol-cultural awareness in business will be discussed in- depth.

*Prerequisites:* CHN 301 or CHN 302

*Attributes:* Undergraduate

**CHN 470 Selected Topics - Chinese (3 credits)**

## Classics (CLA)

**CLA 201 Love, Sex, Conqst: Classic Myth (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.

*Attributes:* Ancient Studies Course, GEP Art/Literature, Undergraduate

**CLA 202 Classical Epic: Gods & Heroes (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.

*Attributes:* Ancient Studies Course, GEP Art/Literature, Undergraduate

**CLA 203 Life & Death on Ancient Stage (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' Oresteia, (directed by Peter Hall, with actors performing in masks) and the equally famous Kennedy Center production of Euripides' Medea.

*Attributes:* GEP Art/Literature, Undergraduate

**CLA 204 Comedy: Ancient and Modern (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.

*Attributes:* Ancient Studies Course, GEP Art/Literature, Undergraduate

**CLA 206 Sports and Spectacles in Clas (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.

*Attributes:* GEP Art/Literature, Undergraduate

**CLA 301 Mystery&Monument:Ancnt 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.

*Attributes:* Ancient Studies Course, GEP Art/Literature, Undergraduate

**CLA 302 Mystery&Monument:Ancient Rome (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.

*Attributes:* Ancient Studies Course, GEP Art/Literature, Undergraduate

**CLA 303 Pompeii & Herculaneum (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.

*Attributes:* Ancient Studies Course, GEP Art/Literature, Undergraduate

**CLA 304 Etruscan Art and 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.

*Attributes:* Ancient Studies Course, GEP Art/Literature, Undergraduate

**CLA 305 Cleopatra Thrhg Anc & Mod 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.

*Attributes:* Ancient Studies Course, GEP Art/Literature, Undergraduate



**CLA 306 Ancient Medicine (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.

*Attributes:* Ancient Studies Course, GEP Art/Literature, Undergraduate

**CLA 307 Ancient Greece & 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.

*Attributes:* Ancient Studies Course, GEP Art/Literature, Undergraduate, Writing Intensive Course- GEP

**CLA 320 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.

*Attributes:* Ancient Studies Course, GEP Art/Literature, Undergraduate

**CLA 321 Anc World Sexuality & Gender (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.

*Attributes:* Ancient Studies Course, Diversity Course (New GEP), Gender Studies Course, GEP Art/Literature, Undergraduate

**CLA 470 Topics in Classics (3 credits)****CLA 493 Ind. 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.

*Attributes:* Ancient Studies Course, Undergraduate

**CLA 494 Ind. 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.

*Attributes:* Ancient Studies Course, Undergraduate

## Communications (COM)

**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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Communication Studies.

*Attributes:* Undergraduate

**COM 201 Ethics in Communication (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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Communication Studies.

*Attributes:* Undergraduate

**COM 202 Digital Aesthetics (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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Communication Studies.

**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.

*Prerequisites:* COM 200 (may be taken concurrently) and COM 201 (may be taken concurrently)

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Communication Studies.

**COM 372 Web Design & Development (3 credits)**

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.

*Prerequisites:* COM 200 and COM 201 and COM 202

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Communication Studies.



**COM 382 Global Digital Media (3 credits)**

Communications study tour students will study how digital media is used outside the context of the United States, and study the role it plays in other cultures. Through travel to another country students will be able to research and experience first hand differences in digital media practices. Destination varies depending on semester. As part of this course students will produce a digital media project that reflects both their in class research and study abroad experience.

**COM 402 Advanced Web Design (3 credits)**

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.

*Prerequisites:* COM 372 and COM 200 and COM 201

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Communication Studies.

**COM 441 Social Media & Community Engmnt (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 Research Collaborative. Students in the course actively participate as a member of a project team to complete projects with a non-profit client.

*Prerequisites:* COM 200 and COM 201

**COM 442 Non-Profit Communications (3 credits)**

Not-for-profit and community-based organizations rely on strategic digital communication to create positive social change. Students will gain in-depth knowledge of communication theories and practices while conducting research projects with local organizations through the Beautiful Social Research Collaborative. Those who complete this course will know how to apply a variety of social media theories and practices to help organizations achieve their communication goals. Students in the course will actively participate as a member of a project team to complete projects with clients in the Greater Philadelphia area and, from time to time, beyond. Local travel is required.

*Prerequisites:* COM 200 and COM 201

**COM 465 Bear Witness: Images/Soc Change (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 (3 credits)**

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).

*Prerequisites:* COM 200 and COM 201 and COM 202

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Communication Studies.

*Attributes:* Undergraduate

**COM 473 Special Topics/ Com&Digi Media (3 credits)**

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

*Prerequisites:* COM 200 and COM 201

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Communication Studies.

*Attributes:* Undergraduate

**COM 475 Crime, Justice, & Media (3 credits)**

This course looks at media narratives of crime and justice. We study how those narratives have impacted sentencing, incarceration and law. We will then produce new narratives, stories of redemption, through interviews with men and women who had served life-without-parole sentences and recently returned home. The course includes substantial work outside of class, including at least one trip to Graterford prison to talk to men serving life sentences. Media production experience will be helpful, but is not required.

*Prerequisites:* COM 200 and COM 201

*Attributes:* Undergraduate

**COM 491 Communications Internship (1-3 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.

*Prerequisites:* COM 200 and COM 201

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Communication Studies.

*Attributes:* Undergraduate

**COM 492 Independent Study (3 credits)****COM 493 Indep Research Project I (3 credits)****COM 494 Indep Research Project II (3 credits)****COM 495 Advanced Research Project (3 credits)**

## Computer Science (CSC)

**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.

*Attributes:* Undergraduate

**CSC 115 Intro to Computer Science (3 credits)**

A gentle introduction to computer science. Students will be introduced to basic programming constructs in a language such as Python. Open to all students. Computer science majors may take this course to prepare for CSC 120. This course presupposes no previous programming experience.  
*Attributes:* Undergraduate

**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.  
*Attributes:* Undergraduate

**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.  
*Prerequisites:* CSC 120

*Attributes:* Undergraduate

**CSC 125 CSC I: Programming Fundamentals (3 credits)**

Computer programming for beginners. Very little prior knowledge regarding how computers work is assumed. Learn how to write understandable computer programs in a programming language widely used on the Internet. Go beyond the routine skills of a computer user and learn the programming fundamentals: data, variables, selection, loops, arrays, input/output, methods and parameter passing, object and classes, abstraction. Take what is learned and write programs for use on the Internet. One hour per week of the course is a required laboratory.  
*Attributes:* Undergraduate

**CSC 126 CSC II: Intermed Prog Technique (3 credits)**

The course covers intermediate programming techniques emphasizing advanced object oriented techniques including inheritance, polymorphism, and interfaces. Other topics include recursion, exception handling, design patterns, simple GUI programming, and dynamic containers such as linked lists, stacks, queues, and trees.  
*Attributes:* Undergraduate

**CSC 131 Web Design for All (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 website using HTML, CSS, JavaScript, etc.  
*Attributes:* Undergraduate

**CSC 132 Artificial Intellig for All (3 credits)**

This course will cover the fundamental concepts in artificial intelligence, machine learning and robotics. Learn about deep learning systems that mimic biological or societal models to learn and perform challenging tasks.  
*Attributes:* Undergraduate

**CSC 133 Python Programming for All (3 credits)**

Programming fundamentals using the Python programming language: data, variables, selection, loops, arrays, input/output, basic graphics, functions and data visualization.  
*Attributes:* Undergraduate

**CSC 134 Databases for All (3 credits)**

Learn about data, organizing data into databases. Learn how to create Entity Relationship diagrams, create databases and use SQL to find what you want. Learn about Big data and unstructured data.  
*Attributes:* Undergraduate

**CSC 135 Cybersecurity for All (3 credits)**

This course introduces students with no computer science background to the basic concepts and techniques associated with cybersecurity. Specifically, the course will cover information security, network security, data privacy, smartphone security, and legal and political issues.  
*Attributes:* Undergraduate

**CSC 136 Video Game Design for All (3 credits)**

This course will cover the tools and techniques for designing interactive games and virtual reality simulations.  
*Attributes:* Undergraduate

**CSC 150 First-Year Seminar (3 credits)**

This First Year Seminar course for majors and non-majors will introduce the basics of computer programming using Python (Joy of Computing) or Alice (Computational Thinking Through 3D Animation). Through programming practice the students will gain an appreciation of computer programs and algorithm development that can be applied in many fields.  
*Attributes:* First-Year Seminar, Undergraduate

**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

*Attributes:* Undergraduate

**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

*Attributes:* Undergraduate

**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.

*Prerequisites:* CSC 121

*Restrictions:* Graduate level students may **not** enroll.

**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.

*Prerequisites:* CSC 240

**CSC 261 Principles of Programming Lang (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.

*Prerequisites:* CSC 201

*Attributes:* Undergraduate

**CSC 281 Design & Analysis 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.

*Prerequisites:* CSC 201

*Attributes:* Undergraduate

**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.

*Prerequisites:* CSC 201

*Attributes:* Undergraduate

**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.

*Prerequisites:* CSC 201

*Attributes:* Undergraduate

**CSC 341 Introduction to Graphics (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.

*Prerequisites:* CSC 201

*Attributes:* Undergraduate

**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.

*Prerequisites:* CSC 281

*Attributes:* Undergraduate

**CSC 343 Interactive 3D Game Developmt (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.

*Prerequisites:* CSC 201

*Attributes:* Undergraduate

**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.

*Prerequisites:* CSC 201

*Attributes:* Undergraduate

**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. CS Prerequisite: CSC 281 or permission of the CSC chair. IT Prerequisite: CSC 201 or permission of the CSC chair.

*Prerequisites:* CSC 201

*Attributes:* Undergraduate

**CSC 352 Data Communication & Networks (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.

*Prerequisites:* CSC 201

*Attributes:* Undergraduate

**CSC 353 Internet Application Developmnt (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.

*Prerequisites:* CSC 201

*Attributes:* Undergraduate

**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.

*Prerequisites:* CSC 201

*Attributes:* Undergraduate

**CSC 355 Cryptography & Netwrk 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.

*Prerequisites:* CSC 201

*Attributes:* Undergraduate

**CSC 356 Mobile App Design (3 credits)**

This course is designed for students who wish to start developing mobile applications on Android platforms, and through the process understand the concepts relating to Computer Science on a mobile platform. The course will include the basics of mobile and wireless technology with Android programming and will cover the most recent version of Android. Students will learn how to develop feature-rich Android applications using various development platforms and learn the basic concepts in Computer Science such as algorithmic thinking, abstractions, logic, flow control, and data representation, storage and manipulation. The primary language used in the course will be Java.

*Prerequisites:* CSC 201

*Attributes:* Undergraduate

**CSC 357 The Internet of Things (3 credits)**

By 2020, the number of smartphones, tablets, and PCs in use will reach about 7.3 billion units. In contrast, the IoT (Internet of Things) will have expanded at a much faster rate, resulting in a population of about 26 billion units at that time. The IoT is the network of physical objects that contains embedded technology to communicate and sense or interact with their internal states or the external environment. In this course, students will use two of the most popular IoT platforms (Arduino and Raspberry Pi) to develop their own "things."

*Prerequisites:* CSC 201

*Attributes:* Undergraduate

**CSC 358 Big Data and Web Intlgce (3 credits)**

The course explores the concepts of big data, the use of Artificial Intelligence data exploration techniques, map-reduce parallel computing paradigm, distributed file systems, NoSQL databases, and stream computing engines. The course includes programming projects on a cluster of Hadoop servers.

*Prerequisites:* CSC 201

*Attributes:* Undergraduate

**CSC 359 Security in Mobile App Design (3 credits)**

The course introduces students on how to implement and enforce access and data protection measures for mobile applications using data encryption standards, VPN policies, and authentication. The focus of the course is on the integration between the mobile application and remote authentication services. The course includes Android programming projects using security specific SDK's

*Prerequisites:* CSC 201

**CSC 361 Forml Lang & Compilr Constrctn (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.

*Prerequisites:* CSC 201

*Attributes:* Undergraduate

**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.

*Prerequisites:* CSC 201

*Attributes:* Undergraduate

**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.

*Prerequisites:* CSC 201

*Attributes:* Undergraduate

**CSC 364 Digital Forensics (3 credits)**

This course is a broad introduction to the field of Digital Forensics. It covers various fundamental topics necessary for digital forensics investigation, and a variety of hardware and software tools that are commonly used during the investigation. The course begins with foundations of electronic evidence including cybercrime laws, the 4th Amendment, compliance and requirements, collection and handling, analysis, and reporting. The course also covers fundamentals of file systems with specific details pertaining to Microsoft FAT file systems. Students will learn two important forensics techniques -file recovery and file carving-among other things. In addition, basic techniques used in Network-based digital forensics will also be covered. Finally, Anti-forensics will also be discussed. Hands-on lab activities familiarize students with several relevant investigation techniques.

*Prerequisites:* CSC 201

*Attributes:* Undergraduate

**CSC 365 Intro to Security (3 credits)**

Topics include fundamental concepts in confidentiality, integrity, and availability, access control methods, cryptographic concepts, physical security, malware, computer viruses, privacy-invasive software, malware detection, network security, web security, security models, software vulnerability assessment.

*Prerequisites:* CSC 201

*Attributes:* Undergraduate

**CSC 366 Intro to Ethical Hacking (3 credits)**

This course introduces students to the basic principles and techniques used in penetration testing, also known as Ethical Hacking. The course covers the methods used in penetration testing process and the corresponding remedial techniques while emphasizing the key factors that differentiate a malicious attacker from an ethical hacker, stressing the importance of being within legal confines. Students will develop a broad understanding of current cybersecurity problems by completing projects on the topic of Ethical Hacking.

*Prerequisites:* CSC 201

*Attributes:* Undergraduate



**CSC 367 Intro Soc Net Anyls & Modlng (3 credits)**

The Analysis and Modeling of Social Networks is a very hot topic in Computer Science. Considering that mobile devices, as smartphones and laptops, are physically carried by human beings, the data generated by these devices actually possesses certain social features. By analyzing the social features and modeling social networks, we are able to design better applications, in terms of the functionality and efficiency. This course will include methods for analyzing and modeling the following aspects of social networks: the small-world network models, social network search algorithms, power-laws and preferential attachment, diffusion and information propagation in social networks, community detection in social networks, models of network cascades, models of evolving social networks, links and attributes prediction. In addition, the course will introduce a set of tools for visually presenting and studying different social networks and their unique features.

*Prerequisites:* CSC 201

*Attributes:* Undergraduate

**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.

*Prerequisites:* CSC 201

*Attributes:* Undergraduate

**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.

*Prerequisites:* CSC 201

*Attributes:* Undergraduate

**CSC 493 Independent Study (3 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

*Attributes:* Undergraduate

**CSC 494 Independent Study (3 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

*Attributes:* Undergraduate

**CSC 495 Computer Science Project (3 credits)**

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

*Prerequisites:* CSC 201

*Attributes:* Undergraduate

**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.

*Restrictions:* Enrollment is limited to Graduate level students.

**CSC 501 Computer Science I (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**CSC 502 Computer Science II (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.

*Prerequisites:* CSC 501 (may be taken concurrently)

*Restrictions:* Enrollment is limited to Graduate level students.

**CSC 503 Java Programming (3 credits)**

This course provides students with the necessary background in programming for the graduate program. Students will learn general principles of program design at first by using libraries of predefined program units, and later by constructing complete programs. Intermediate programming techniques including the use of recursion are covered. An introduction to encapsulated data structures and algorithm efficiency.

*Restrictions:* Graduate level students may **not** enroll.

**CSC 549 Computing Essentials (3 credits)**

This course provides students, who have minimal or no prior knowledge of computational environments, with an understanding of modern computers and operating systems. Students will also learn general principles of programming design in an appropriate computational environment such as Python. Emphasis is on developing techniques for program design that lead to correct and secure programs.

*Restrictions:* Enrollment is limited to Graduate level students.



**CSC 550 Object Oriented Design & 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.

*Prerequisites:* CSC 502

*Restrictions:* Enrollment is limited to Graduate level students.

**CSC 551 Design and Analysis (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.

*Prerequisites:* CSC 550

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Prerequisites:* CSC 501

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Prerequisites:* CSC 550

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Prerequisites:* CSC 500

*Restrictions:* Enrollment is limited to Graduate level students.

**CSC 610 Software Engineering (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.

*Prerequisites:* CSC 550

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Prerequisites:* CSC 550

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Prerequisites:* CSC 551

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Prerequisites:* CSC 500

*Restrictions:* Enrollment is limited to Graduate level students.

**CSC 620 Internet App. 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.

*Prerequisites:* CSC 502

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Prerequisites:* CSC 550

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Prerequisites:* CSC 621

*Restrictions:* Enrollment is limited to Graduate level students.

**CSC 623 Data Comm 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.

*Prerequisites:* CSC 550

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Prerequisites:* CSC 550

*Restrictions:* Enrollment is limited to Graduate level students.

**CSC 627 Introduction to Security (3 credits)**

Topics include fundamental concepts in confidentiality, integrity, and availability, access control methods, cryptographic concepts, physical security, malware, computer viruses, privacy-invasive software, malware detection, network security, web security, security models, software vulnerability assessment.

*Restrictions:* Enrollment is limited to Graduate level students.

**CSC 628 Advanced 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.

*Prerequisites:* CSC 550

*Restrictions:* Enrollment is limited to Graduate level students.

**CSC 629 Mobile App Design (3 credits)**

This course is designed for students who wish to start developing mobile applications on Android platforms, and through the process understand the concepts relating to Computer Science on a mobile platform. The course will include the basics of mobile and wireless technology with Android programming and will cover the most recent version of Android. Students will learn how to develop feature-rich Android applications using various development platforms and learn the basic concepts in Computer Science such as algorithmic thinking, abstractions, logic, flow control, and data representation, storage and manipulation. The primary language used in the course will be Java.

*Prerequisites:* CSC 550

**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.

*Prerequisites:* CSC 550

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Prerequisites:* CSC 550

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Prerequisites:* CSC 550

*Restrictions:* Enrollment is limited to Graduate level students.

**CSC 633 Advanced Graphics (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.

*Prerequisites:* CSC 630

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Prerequisites:* CSC 551

*Restrictions:* Enrollment is limited to Graduate level students.

**CSC 643 Big Data and Web Intelligence (3 credits)**

The course explores the concepts of big data, the use of Artificial Intelligence data exploration techniques, the map-reduce parallel computing paradigm, distributed file systems, NoSQL databases, and stream computing engines. The course includes programming projects on a cluster of Hadoop servers.

*Prerequisites:* CSC 550

*Restrictions:* Enrollment is limited to Graduate level students.

**CSC 644 Security in Mobile App Design (3 credits)**

The course introduces students on how to implement and enforce access and data protection measures for mobile applications using data encryption standards, VPN policies, and authentication. The focus of the course is on the integration between the mobile application and remote authentication services. The course includes Android programming projects using security specific SDK's

*Prerequisites:* CSC 551

**CSC 645 Intro to Ethical Hacking (3 credits)**

This course introduces students to the basic principles and techniques used in penetration testing, also known as Ethical Hacking. The course covers the methods used in penetration testing process and the corresponding remedial techniques while emphasizing the key factors that differentiate a malicious attacker from an ethical hacker, stressing the importance of being within legal confines. Students will develop a broad understanding of current cybersecurity problems by completing projects on the topic of Ethical Hacking.

*Prerequisites:* CSC 550

*Restrictions:* Enrollment is limited to Graduate level students.

**CSC 647 The Internet of Things (3 credits)**

By 2020, the number of smartphones, tablets, and PCs in use will reach about 7.3 billion units. In contrast, the IoT (Internet of Things) will have expanded at a much faster rate, resulting in a population of about 26 billion units at that time. The IoT is the network of physical objects that contains embedded technology to communicate and sense or interact with their internal states or the external environment. In this course, students will use two of the most popular IoT platforms (Arduino and Raspberry Pi) to develop their own "things."

*Prerequisites:* CSC 550

*Restrictions:* Enrollment is limited to Graduate level students.

**CSC 648 Distributed Computing (3 credits)**

With the growth of technological expansion of computer networking, distributed systems are becoming more and more widespread. A distributed computer system consists of multiple autonomous computing devices that do not share primary memory but cooperate by sending messages over a communication network. This course systematically studies the special problems in distributed systems, including distributed control such as election and mutual exclusion, routing, data management Byzantine agreement, and deadlock handling. The course also introduces several basic parallel/distributed algorithms and typical applications in distributed shared memory, database, file systems, web applications, cloud, and block-chain.

**CSC 652 Digital Forensics (3 credits)**

This course is a broad introduction to the field of Digital Forensics. It covers various fundamental topics necessary for digital forensics investigation, and a variety of hardware and software tools that are commonly used during the investigation. The course begins with foundations of electronic evidence including cybercrime laws, the 4th Amendment, compliance and requirements, collection and handling, analysis, and reporting. The course also covers fundamentals of file systems with specific details pertaining to Microsoft FAT file systems. Students will learn two important forensics techniques -file recovery and file carving-among other things. In addition, basic techniques used in Network-based digital forensics will also be covered. Finally, Anti-forensics will also be discussed. Hands-on lab activities familiarize students with several relevant investigation techniques.

*Prerequisites:* CSC 550

*Restrictions:* Enrollment is limited to Graduate level students.

**CSC 653 Intro to Soc Net Anlys and Mdl (3 credits)**

The Analysis and Modeling of Social Networks is a very hot topic in Computer Science. Considering that mobile devices, such as smartphones and laptops, are physically carried by human beings, the data generated by these devices actually possesses certain social features. By analyzing the social features and modeling social networks, we are able to design better applications, in terms of the functionality and efficiency. This course will include methods for analyzing and modeling the following aspects of social networks: the small-world network models, social network search algorithms, power-laws and preferential attachment, diffusion and information propagation in social networks, community detection in social networks, models of network cascades, models of evolving social networks, links and attributes prediction. In addition, the course will introduce a set of tools for visually presenting and studying different social networks and their unique features.

*Prerequisites:* CSC 550

*Restrictions:* Enrollment is limited to Graduate level students.

**CSC 655 Social Network Security Issues (3 credits)**

Since the arrival of the first generation of social networks in the 2000s, online social network platforms have expanded exponentially and many social network-based applications have been designed. However, the massive amount of personal information is stored and used by these platforms and applications, which inevitably causes security and privacy concerns. This course systematically studies the unique features of social networks and their data and applications, discusses the security problems and privacy leakage issues of social networks, and further introduces the cutting-edge techniques to solve those security and privacy problems.

**CSC 670 Topics in CS (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.

*Prerequisites:* CSC 550

*Restrictions:* Enrollment is limited to Graduate level students.

**CSC 671 Computer Science Education (3 credits)**

Candidates will learn subject-specific standards for competencies based upon the Computer Science Teachers Association (CSTA) standards. The CSTA academic standards detail a core set of learning objectives providing the foundation for a rigorous K-12 computer science curriculum. The standards introduce the foundation concepts of computer science making them accessible for all learners. Topics will include the following: Algorithms and Programming, Computing Systems, Data and Analysis, Impacts of Computing, Networks and the Internet and Pedagogy.

**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.

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Prerequisites:* CSC 550

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Prerequisites:* CSC 500

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Prerequisites:* CSC 551

*Restrictions:* Enrollment is limited to Graduate level students.

**CSC 685 Advanced Machine Learning (3 credits)**

The course will present machine learning algorithms for supervised and unsupervised learning with an emphasis on recent advances in deep learning with neural networks, decision trees, and various stochastic models. Application areas in data science, computer vision, natural language understanding, and engineering optimization will reinforce the covered topics. The course includes several programming projects.

*Prerequisites:* CSC 550

**CSC 686 Introduction to Data Science (3 credits)**

The course covers the fundamental concepts in data science including mathematical tools needed to analyze large data sets, data visualization, inferential techniques, cloud computation, and applying analytical methods to real-world business and industry data.

*Prerequisites:* CSC 550

**CSC 687 Advanced Data Science (3 credits)**

The course introduces most recent tools for performing predictive analytics, data visualization, data wrangling, statistical inference, deep machine learning, and software engineering. The main focus of the course is to introduce students to most important aspects of data science by reinforcing writing efficient code, testing, and debugging while working with large software systems. The course includes several programming projects.

*Prerequisites:* CSC 550

**CSC 690 Computer Science 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. Prerequisites: GPA of 3.5 and permission of the Graduate Director.

*Restrictions:* Enrollment is limited to Graduate level students.

**CSC 792 Research Project II (3 credits)**

Supervised independent research mentored by a graduate faculty member. Prerequisites: GPA of 3.5 and permission of the Graduate Director.

*Restrictions:* Enrollment is limited to Graduate level students.

**CSC 793 Research Project III (6 credits)**

Supervised independent research mentored by a graduate faculty member. Prerequisites: GPA of 3.5 and permission of the Graduate Director.

*Restrictions:* Enrollment is limited to Graduate level students.

## Criminal Justice (CRJ)

**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.

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Restrictions:* Enrollment is limited to Graduate level 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**CRJ 570 Prof Writ 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. Required of all students.

*Restrictions:* Enrollment is limited to Graduate level students.



**CRJ 575 Adv Resrch Methds & 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**CRJ 605 Criminal Justice Admin (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**CRJ 607 Multiculturalism & Diversity (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**CRJ 611 Crime Analys 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**CRJ 613 Technology for the Police Exec (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**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).

*Restrictions:* Enrollment is limited to Graduate level students.

**CRJ 616 Juvenile Justice & Delinquency (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**CRJ 617 Mental Health & 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**CRJ 618 Therapeutic Strat Crim 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**CRJ 619 Fnds of Addiction:CRJ Profess (3 credits)**

The course is designed to meet the needs of the criminal justice professional in dealing with the human and social consequences of addiction. The course will provide an understanding of substance abuse problems and addiction in American society. It is designed to provide a framework for exploring the effects of these problems on the many aspects of American culture including: the individual, family, criminal justice system, healthcare system, and the workplace. Course content will also include a critical analysis of current and past treatment interventions.

*Restrictions:* Enrollment is limited to Graduate level students.

**CRJ 620 Evid Bas Prac Subt Ab/Beh Hlth (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**CRJ 621 Co-Occurring Disorders (3 credits)****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.

*Restrictions:* Enrollment is limited to Graduate level students.



**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.

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Restrictions:* Enrollment is limited to Graduate level students.

**CRJ 634 Fed Criminal Law & 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Restrictions:* Enrollment is limited to Graduate level students.

**CRJ 636 Federal Search and 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Restrictions:* Enrollment is limited to Graduate level students.

**CRJ 638 Drugs: Threats, Laws & Stratg (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**CRJ 639 Org Crime:Targets & Strat (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**CRJ 640 Terrorism: Threats and Strateg (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Restrictions:* Enrollment is limited to Graduate level students.

**CRJ 642 Law Enforc Intel 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**CRJ 643 L.E. Intelligence:Policy & Pro (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**CRJ 644 Elec 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**CRJ 645 Sociology of Disasters (3 credits)**

This course is designed to provide the graduate student advanced knowledge and understanding of the sociological issues and concerns related to both man-made and natural disasters. The purpose is to present the current research pertaining to community resilience and the effects on individuals who witness, become victimized, or are otherwise affected by disasters. Each student will be expected to increase their capacity in both oral and written communication through their individual and group participation. The course will also improve the student's analysis of the sociological implications related to disasters.

*Restrictions:* Enrollment is limited to Graduate level students.

**CRJ 646 Risk Assessment (3 credits)**

This course is designed to provide the graduate student advanced knowledge and understanding in the area of risk assessment and management. The focus is on the recognition of real and perceived threats, sharing information between communities and agencies, the collaboration of resources, and the management of risk. Students will examine the concepts of risk assessment, risk analysis, and the impacts of actual and suspected threats.

*Restrictions:* Enrollment is limited to Graduate level students.

**CRJ 647 Prob 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**CRJ 648 Con Prob Probation & Parole (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**CRJ 649 Invest, Interv, Hum Intel Gath (3 credits)**

Broadly defined as "the use of human beings to collect or confirm information through overt, covert, or clandestine methodologies," human intelligence (HUMINT) gathering is an essential component in military, national security, and law enforcement contexts. This course will begin with situating HUMINT in the broader intelligence cycle and to understand the critical role of intelligence analysis. The course will then focus on the more overt form of HUMINT collection where information, intelligence, and/or admissions are elicited from targets, subjects, or suspects. In common parlance, seeking information for tactical or strategic purposes, or to lead to arrest and prosecution, is referred to as interrogation, and the interrogation tactics, techniques, and procedures from the Army Field Manual, law enforcement manuals and elsewhere will be thoroughly reviewed for their effectiveness. The course will also cover the ethical issues related to HUMINT, including torture, and introduce the emerging practice of "investigative interviewing" as an alternate model to accusatory and coercive interrogation.

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Restrictions:* Enrollment is limited to Graduate level students.

**CRJ 653 Mediation Theory and Practice (3 credits)****CRJ 654 Systems Design (3 credits)****CRJ 655 Inside/Out Exp Crime & Justice (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**CRJ 656 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**CRJ 658 The Wire (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 659 Rest 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**CRJ 770 Spec 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Restrictions:* Enrollment is limited to Graduate level students.

**CRJ 790 Internship in Behv Analysis I (3 credits)****CRJ 791 Internship in Behv Analysis II (3 credits)****CRJ 792 Internship in Behv Analysis III (3 credits)****CRJ 793 Thesis Supervision (3,6 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.

*Prerequisites:* CRJ 570 and CRJ 575

*Restrictions:* Enrollment is limited to Graduate level students.

## Decision & System Sciences (DSS)

**DSS 100 Excel Competency (1 credit)**

Mastering Excel is a critical for students as they enter the workforce. In Excel Competency, students will learn basic, intermediate and advanced Excel skills including financial, accounting, statistical, and decision making. The course will explore the use of excel in all fields of the business school. Students will be provided with instruction and short videos for reinforcement and review.

*Restrictions:* Enrollment limited to students with a class of Freshman. Enrollment limited to students in the Haub School of Business college.

*Attributes:* Undergraduate

**DSS 150 Freshman Seminar (3 credits)**

First Year Seminars will have varying topics.

*Attributes:* First-Year Seminar, Undergraduate

**DSS 200 Intro 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 the effect of technology 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.

*Prerequisites:* DSS 100 or ACC 101EC

*Attributes:* Undergraduate

**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.

*Attributes:* Undergraduate

**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.

*Prerequisites:* DSS 210

*Attributes:* Undergraduate

**DSS 315 BIA Concepts & Practices (3 credits)**

This course is an introduction to various scientific viewpoints on the decision-making process. Viewpoints covered include cognitive psychology of human problem-solving, judgment and choice, theories of rational judgment and decision, and the mathematical theory of games, and these topics will be focused in the field of Business Intelligence and Analytics, with systems theory as an overarching theme. Latest academic research and industry practice will be presented by guest speakers to motivate the topic an enhance learning.

*Prerequisites:* DSS 200

*Attributes:* Undergraduate

**DSS 325 Open Source Program Lang (3 credits)**

As data volume grows across industry and government, techniques to manage and use this data are critical. In this course, we learn the use of open-source programming languages, such as Python, that make it possible to deal with the demands placed on us by big data. The course covers topics including variables, input and output, compound data types, conditionals and branching, functions, recursion, data dictionaries, exception handling, and object-oriented programming. The course stresses good programming style and practical applications.

*Prerequisites:* DSS 220

*Attributes:* Undergraduate

**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.

*Prerequisites:* DSS 200 or CSC 120

*Attributes:* Undergraduate

**DSS 370 Insurance Data & Analytics (3 credits)**

A revolution is well underway in statistics: “Data & Analytics”, “Big Data”, and “Data Science” are now embraced as the new table stakes in data analysis. Given the quantitative nature of risk, the risk management professional is well-positioned to partner with other disciplines to advance the potential of these concepts to benefit the insurance industry. In order to be a participant in the conversation, however, the risk management professional should have knowledge of the language, practices, tools and techniques of the technology supporting this revolution.

*Prerequisites:* DSS 210 and RMI 200

*Attributes:* Undergraduate

**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.

*Prerequisites:* DSS 220

*Attributes:* Undergraduate

**DSS 425 Analytics Cup (3 credits)**

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.

*Prerequisites:* DSS 420

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Business Intellig. Analytics.

*Attributes:* Undergraduate

**DSS 430 Alternative Risk Financing (3 credits)**

The course focuses on the theory and practice of evaluating the value impact of risk financing options. The course covers simulating risk distributions, evaluating retention and transfer strategies, evaluating risk financing options (after-tax, NPV), off-shore financing, role of reinsurance, forecasting risk loss, capital market functions, forming captive insurance companies. The course's projects rely heavily on Excel as a tool to evaluate and model risk financing options – using both simulated and real-world data. Group projects also utilize Access to create relational databases of risk data for analysis. This course is aligned with the risk management industry designation exam, ARM 56. This course is also approved under The Institutes Collegiate Studies for CPCU program. DSS 330 is recommended for this course, but is not a required prerequisite.

*Prerequisites:* DSS 220 and RMI 301

*Attributes:* Undergraduate

**DSS 435 Advanced Business Analytics (3 credits)**

This course extends several of the foundation Business Analytics topics from DSS 220 to address more complex problem solving situations. Techniques to be covered are optimization models (linear programming, integer programming, non-linear programming and others), simulation models, optimization/simulation models, and decision analysis. These techniques will all be presented in the context of real world problems. To improve the students' ability to develop such models, fundamental problem solving skills of modeling and process analysis will be developed.

*Prerequisites:* DSS 220

*Attributes:* Undergraduate

**DSS 440 Six Sigma Apps & Foundations (3 credits)**

This course presents an introduction of Six sigma and its vocabulary, coverage of business statistics focusing on hypothesis testing, multiple regression, experimental design, analysis of variance, statistical process control, analytic hierarchy process, discrete event simulation and other tools of six sigma. This course includes roughly the material covered on the yellow belt/green belt certification examination.

*Prerequisites:* DSS 220

**DSS 445 Statistical Programming Lang (3 credits)**

The goal of this course will be to use R's command line interface (CLI) to build familiarity with the basic R toolkit for statistical analysis and graphics. Specifically, students will learn good programming practices to manage and manipulate data, become familiar with some of R's most commonly used statistical procedures, and apply knowledge of data mining techniques (Multivariate Statistics, Regression, ANOVA, Cluster Analysis, Logistic Regression) for complex data sets using R.

*Prerequisites:* DSS 420 or MAT 423 or ECN 410

*Attributes:* Undergraduate

**DSS 460 Geographic Information Systems (3 credits)**

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.

*Prerequisites:* DSS 200 and DSS 220



**DSS 470 DSS Special Topics I (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.

*Prerequisites:* DSS 200 and DSS 220

*Attributes:* Undergraduate

**DSS 471 DSS Special Topics II (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.

*Prerequisites:* DSS 200

*Attributes:* Undergraduate

**DSS 490 Internship I (3 credits)****DSS 491 Internship II (3 credits)****DSS 492 Internship III (3 credits)****DSS 493 Independent Study I (3 credits)****DSS 494 Independent Study II (3 credits)****DSS 500 Math for Grad 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**DSS 509 Curricular Practical Training (1 credit)****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.

*Prerequisites:* HSB Waiver with a score of DS500 or DSS 500 (may be taken concurrently)

*Restrictions:* Enrollment is limited to Graduate level students. Enrollment limited to students in the Haub School of Business college.

**DSS 525 BI and Analytics Foundation (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**DSS 545 Data Visual & Perf Analyt (3 credits)**

This course introduces the concept of creating meaningful performance measures, identifying key performance indicators, graphic design, and best practices in data visualization through short hands-on projects. Students will work to understand best practices for visual design of performance dashboards to communicate, rather than dazzle, understand current software and uses, and leverage modern tools to discover stories within the data. Emphasis will be placed on learning how to present critical information that provides insightful and actionable results. By the end of the course, students will also be prepared to take the Tableau certification exam and the Qlik Sense certification exam.

*Restrictions:* Enrollment is limited to Graduate level students.

**DSS 560 Business Analytics for MBA (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 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.

*Prerequisites:* DSS 510 or HSB Waiver with a score of DS510

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Restrictions:* Students in the MBAEX program may **not** enroll. Graduate level students may **not** enroll.

**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.

*Prerequisites:* DSS 581

*Restrictions:* Students in the MBAEX program may **not** enroll. Graduate level students may **not** enroll.

**DSS 583 Data Analytics & 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.

*Prerequisites:* DSS 581

*Restrictions:* Students in the MBAEX program may **not** enroll. Graduate level students may **not** enroll.



**DSS 584 Business Intelligence (1 credit)****DSS 585 Data Visual & Perf Analyt (2 credits)**

This course introduces the concept of creating meaningful performance measures, identifying key performance indicators, graphic design, and best practices in data visualization through short hands-on projects. Students will work to understand best practices for visual design of performance dashboards to communicate, rather than dazzle, understand current software and uses, and leverage modern tools to discover stories within the data. Emphasis will be placed on learning how to present critical information that provides insightful and actionable results. By the end of the course, students will also be prepared to take the Tableau certification exam and the Qlik Sense certification exam.

*Restrictions:* Enrollment is limited to students with a major in Executive MBA Program (1-year) or Executive MBA Program. Enrollment limited to students in the MBAEX program.

**DSS 591 Data Analytics (2 credits)**

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.

*Restrictions:* Enrollment is limited to Graduate level students.

**DSS 592 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 applied to the food and pharmaceutical industries.

*Restrictions:* Enrollment is limited to Graduate level students.

**DSS 593 Forecasting (2 credits)**

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

*Prerequisites:* DSS 592

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Food Marketing or Pharmaceutical Marketing. Enrollment is limited to Graduate level students.

**DSS 594 Data Analytics (2 credits)**

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 may be used to analyze complex business problems and arrive at a rational solution.

*Prerequisites:* DSS 592

*Restrictions:* Enrollment is limited to Graduate level students.

**DSS 600 Found for Bus Intel & Analyts (3 credits)**

This course provides a complete operations overview for the student new to business. It is broken into three major component parts. The first is the introduction of operations. We examine the relationship between strategic and tactical decisions and the overall impact on the company. We discuss both manufacturing and service operations. The second part is focused on the management of processes and providing the necessary tools to understand the flow of information and materials in a business setting. The third part examines the supply chain through presentation of the supply chain strategies and sustainability.

*Restrictions:* Enrollment limited to students in the MSBI program.

Enrollment is limited to Graduate level students.

**DSS 610 Business Analytics for MSBIA (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 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.

*Prerequisites:* DSS 600 (may be taken concurrently) or (DSS 525 and DSS 510)

*Restrictions:* Enrollment is limited to Graduate level students.

**DSS 615 Python Programming (3 credits)**

Python is an open source programming language that focuses on readability, coherence and software quality. It boosts developer productivity beyond compiled or statically typed languages and is portable to all major computing platforms. This course is designed as an introduction to python programming and the characteristics that make it unique. Student will learn the use of the python interpreter, how to run programs, python object types, python numeric types, dynamic typing, string fundamentals, lists and dictionaries, and tuples and files.

*Prerequisites:* DSS 560 and DSS 610

*Restrictions:* Enrollment is limited to Graduate level students.

**DSS 620 Con & Pract 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.

*Prerequisites:* DSS 560 or DSS 610

*Restrictions:* Enrollment is limited to Graduate level students.

**DSS 630 Database Mgmt Theory & Pract (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 such as SQL for program development.

*Prerequisites:* DSS 560 or DSS 610

*Restrictions:* Enrollment is limited to Graduate level students.

**DSS 640 Enterprise(Distributed) 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.

*Prerequisites:* (DSS 560 or DSS 610) and DSS 630

*Restrictions:* Enrollment is limited to Graduate level students.

**DSS 650 Process Simulation & 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 560 or DSS 610

*Restrictions:* Enrollment is limited to Graduate level students.

**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 tool set 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 560 or DSS 610

*Restrictions:* Enrollment is limited to Graduate level students.

**DSS 665 R Statistical Language (3 credits)**

The goal of this course will be to use R's command line interface (CLI) to build familiarity with the basic R toolkit for statistical analysis and graphics. Specifically, students will learn good programming practices to manage and manipulate data, become familiar with some of R's most commonly used statistical procedures, and apply knowledge of data mining techniques (Multivariate Statistics, Regression, ANOVA, Cluster Analysis, Logistic Regression) for complex data sets using R.

*Prerequisites:* (DSS 560 or DSS 610) and DSS 660

*Restrictions:* Enrollment is limited to Graduate level students.

**DSS 670 Data Visual & Perf Analyt (3 credits)**

This course introduces the concept of creating meaningful performance measures, identifying key performance indicators, graphic design, and best practices in data visualization through short hands-on projects. Students will work to understand best practices for visual design of performance dashboards to communicate, rather than dazzle, understand current software and uses, and leverage modern tools to discover stories within the data. Emphasis will be placed on learning how to present critical information that provides insightful and actionable results. By the end of the course, students will also be prepared to take the Tableau certification exam and the Qlik Sense certification exam.

*Restrictions:* Enrollment is limited to Graduate level students.

**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 560 or DSS 610) and DSS 660

*Restrictions:* Enrollment is limited to Graduate level students.

**DSS 690 Special Topics Course (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.

*Prerequisites:* DSS 560 or DSS 610

*Restrictions:* Enrollment is limited to Graduate level students.

**DSS 693 Independent Study I (3 credits)****DSS 694 Special Topics (1 credit)****DSS 710 Six Sigma Apps & Found (3 credits)**

This course 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.

*Prerequisites:* DSS 600 and DSS 610

*Restrictions:* Enrollment is limited to Graduate level students.

**DSS 720 Bus Analytics:Supply Chain Mgt (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.

*Prerequisites:* DSS 600 and DSS 610

*Restrictions:* Enrollment is limited to Graduate level students.

**DSS 730 Web Analytics (3 credits)**

This course will explore the basics of web analytics, review web analytic tools (such as Google Analytics, etc.), study the methodologies of analyzing websites, and learn to use web analytics to guide marketing strategies on the web.

*Restrictions:* Enrollment is limited to Graduate level students.

**DSS 740 Analytics w/ Machine Learning (3 credits)**

Machine learning is a branch of computer science and related artificial intelligence methodologies that can "learn" how to perform useful tasks from prior data. This course teaches students different machine learning techniques such as statistical pattern recognition, supervised and unsupervised learning, regularization, clustering, decision trees, neural networks, genetic algorithms, and Naïve Bayes and illustrates how to implement learning algorithms using machine learning software packages. Students will learn to apply these techniques to analyze data collected from systems and processes of interest, with the purpose of uncovering dependencies, and identifying patterns and behaviors of interest.

*Prerequisites:* (DSS 560 or DSS 610) and DSS 615 (may be taken concurrently)

**DSS 750 Fundamentals of Cyber Security (3 credits)**

This course introduces students to the interdisciplinary field of cybersecurity by discussing the evolution of information security into cybersecurity, cybersecurity theory, and the relationship of cybersecurity to nations, businesses, society, and people. Students will be exposed to multiple cybersecurity technologies, processes, and procedures, learn how to analyze the threats, vulnerabilities and risks present in these environments, and develop appropriate strategies to mitigate potential cybersecurity problems.

*Prerequisites:* (DSS 560 or DSS 610)

*Restrictions:* Enrollment is limited to Graduate level students.

**DSS 760 CPS Framework (3 credits)**

This course introduces students to the CPS Framework, which was developed by the National Institute of Standards and Technology (NIST) in an effort to facilitate a shared understanding of cyber-physical systems, their foundational concepts and their unique dimensions. Cyber-physical systems are smart systems that include interacting networks of physical and computational components. They are widely recognized as having great potential to enable innovative applications and impact multiple economic sectors in the worldwide economy. Through the use of a shared vocabulary, the CPS Framework facilitates a thorough analysis of complex systems and processes, the uncovering of dependencies, weaknesses, risks, and the identification of corrective actions, both within the cyber domain and outside of it.

*Prerequisites:* DSS 560 or DSS 610

**DSS 770 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.

*Prerequisites:* DSS 560 or DSS 610

*Restrictions:* Enrollment is limited to Graduate level students.

**DSS 790 Adv Topics: Cyber Analytics (3 credits)**

Content of this course varies to allow for ongoing changes to cyber analytics and related fields. The instructor will provide the course description for a given semester.

*Prerequisites:* DSS 560 or DSS 610

## Economics (ECN)

**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.

*Attributes:* GEP Social Science, International Relations Course, Undergraduate

**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 but recommended.

*Attributes:* GEP Social Science, International Relations Course, Undergraduate

**ECN 150 First-Year Seminar (3 credits)****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.

*Prerequisites:* ECN 101

*Attributes:* Undergraduate

**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.

*Prerequisites:* ECN 102

*Attributes:* Undergraduate

**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.

*Prerequisites:* ECN 101 or ECN 102

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Economics, International Business, International Relations or Latin American Studies.

*Attributes:* Ethics Intensive (New GEP), Globalization Course (New GEP), International Relations Course, Latin American Studies Course, Undergraduate

**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. ECN 101 is recommended. Note: counts towards the quantitative track.

*Prerequisites:* ECN 102

*Attributes:* Globalization Course (New GEP), International Relations Course, Undergraduate

**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. Note: Can count towards quantitative track with the completion of additional coursework and permission of the instructor.

*Prerequisites:* ECN 101

*Attributes:* Undergraduate

**ECN 340 Government Finance (3 credits)**

This course examines the nature of government spending, the decision-making process, and trends. It describes and evaluates several kinds of taxation and proposals for reform. It utilizes microeconomics to investigate tax incidence and the welfare effects of taxation.

*Prerequisites:* ECN 101

*Attributes:* Undergraduate

**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. Note: counts towards the quantitative track.

*Prerequisites:* ECN 102

*Attributes:* Undergraduate

**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.

*Prerequisites:* ECN 101

*Attributes:* Undergraduate

**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. Note: counts towards the quantitative track

*Prerequisites:* ECN 101

*Attributes:* Undergraduate

**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.

*Prerequisites:* ECN 101 or ECN 102

*Attributes:* Globalization Course (New GEP), International Relations Course, Latin American Studies Course, Undergraduate

**ECN 375 Environmental Economics (3 credits)**

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, economic analysis of environmental policy in The United States, and international environmental issues.

*Prerequisites:* ECN 101

*Attributes:* Undergraduate

**ECN 385 Law and Economics (3 credits)**

This course provides a basic understanding of the economic analysis in specific areas of common law in the United States. Covering a broad range of topics from the implications of property law and contract law for economically efficient behavior, to the effects of tort law and criminal law on the incentives for individuals to conduct themselves in a socially desirable manner. This course uses microeconomic tools to examine torts, contracts, and property law as well as the theory and empirical evidence on the economics of crime and punishment.

*Prerequisites:* ECN 101

*Attributes:* Undergraduate

**ECN 390 The Economics of Healthcare (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.

*Prerequisites:* ECN 101

*Attributes:* Undergraduate

**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. Note: Required for quantitative track.

*Prerequisites:* ECN 101 and ECN 102 and (MAT 118 or MAT 128 or DSS 210)

*Attributes:* Undergraduate

**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. Note: counts towards the quantitative track.

*Prerequisites:* ECN 101 and ECN 102 and (MAT 118 or MAT 128 or DSS 210)



**ECN 420 Sports Economics (3 credits)**

This course is an extension of microeconomics and encompasses three areas of economic theory - labor economics, urban economics and industrial organization. Sports, particularly professional sports, command an inordinate amount of attention and interest. By studying the economic decisions of leagues, teams and municipalities, students will see how the tools of economic theory are applied and how they impact not only the revenues and profits of the professional sports teams but the play on the field as well as the general welfare and attitude of the community.

*Prerequisites:* ECN 101 or ECN 1015 or ECN 1011

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Economics or Sports Marketing.

*Attributes:* Undergraduate

**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.).

*Prerequisites:* ECN 101

*Attributes:* Globalization Course (New GEP), International Relations Course, Undergraduate

**ECN 435 History of Economic Thought (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.

*Prerequisites:* ECN 101 and ECN 102

*Attributes:* European Studies Course, Undergraduate

**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.

*Attributes:* International Relations Course, Undergraduate

**ECN 445 Econ of Multinatl 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.

*Prerequisites:* ECN 101

*Attributes:* International Relations Course, Undergraduate

**ECN 450 Economics of Steel Industry (3 credits)**

This course investigates various economic issues in the steel industry, including competitive conditions within the US and globally, as well as the heavy use of trade protection to prevent foreign competition and challenge foreign government subsidization. The course also focuses on the impact of environmental policy and labor unions in the steel industry, as well as the role of technology in the displacement of steel workers and an evaluation of various government policies that attempt to alleviate the economic hardship of displaced steel workers.

*Prerequisites:* ECN 101 and ECN 102

*Attributes:* Undergraduate

**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.

*Prerequisites:* ECN 101 or ECN 102

*Attributes:* Africana Studies Course, International Relations Course, Non-Western Studies (GEP), Undergraduate

**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.

*Prerequisites:* ECN 101 or ECN 102

*Attributes:* Asian Studies Course, International Relations Course, Non-Western Studies (GEP), Undergraduate

**ECN 477 Chinese Economics (3 credits)**

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.

*Prerequisites:* ECN 101

*Attributes:* Asian Studies Course, International Relations Course, Non-Western Studies (GEP), Undergraduate, Writing Intensive Course- GEP

**ECN 480 Econ of Poverty & Income Dist (3 credits)**

In this course, we study several facets of income distribution and inequality in the United States through the lens of economic theory. Initially, we discuss the basics of income and wealth distribution (definitions and measurements), and study the trends and patterns of income, wealth and well-being, followed by a similar discussion with respect to poverty. The second portion of the course focuses on causes and explanations of poverty and income inequality. This section relies heavily on the foundation of labor economic theory with discussion of labor force participation, unemployment and human capital. Finally, we focus on policies that may cause or alleviate poverty and income inequality – both current and proposed policy – followed with a discussion of societal goals. If time permits, we also cover labor market discrimination and wage gaps, specifically with respect to race/ethnicity. This course is an upper-division Economics elective that also meets the Faith-Justice course studies criteria.

*Prerequisites:* ECN 101

*Attributes:* Undergraduate, Writing Intensive Course- GEP



**ECN 482 Latin American Economies (3 credits)**

This course tackles a variety of topics that are relevant for understanding the multiple forces that have shaped the current and historical economic development of Latin America. The analysis is conducted from multiple perspectives, including economic theory and historical accounts, but not disregarding cultural and institutional features particular to Latin America. This course also discusses and applies economic analysis to examine the opportunities, constraints and tradeoffs that the economies of Latin America and their policymakers face today in their path towards development. Microeconomic issues such as poverty, inequality, education, and health are also discussed.

*Attributes:* Latin American Studies Course

**ECN 485 Econ of Migration & Immigratr (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.

*Prerequisites:* ECN 101 or ECN 102

*Attributes:* International Relations Course, Undergraduate

**ECN 487 Research Methods (3 credits)**

This course is an upper-level economics elective that provides students with an introduction into research methods. We will discuss current research in applied microeconomics and apply the methods learned to create original research. Throughout the course we will investigate multiple facets of research including literature review, data analysis, and analytic writing. Throughout the course, students will be given verbal and written feedback about their analysis and writing. Throughout this course, there will be opportunities for reading about, writing about, and discussing current policies, problems, and events that are relevant to writing a comprehensive research paper. In order to gain the most from these discussions, students are required to take on an active role in these discussions.

*Prerequisites:* ECN 101 and ECN 410 and ENG 101

*Attributes:* Undergraduate, Writing Intensive Course- GEP

**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.

*Attributes:* Undergraduate

**ECN 491 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.

*Attributes:* Undergraduate

**ECN 493 Independent Research (3 credits)**

Students will study a topic in economics with a faculty mentor.

*Prerequisite:* Permission of the Instructor.

*Attributes:* Undergraduate

**ECN 494 Independent Research (3 credits)**

Taken in senior year under the direction of a thesis mentor.

*Attributes:* Undergraduate

## Education (EDU)

**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 140 Publ Schls & Soc Eq in Urb Env (3 credits)**

This course explores the controversies that the current education reform has created in urban school districts such as the School District of Philadelphia. Particular attention is given to the debate over school funding and the role that charter schools play in this debate. To understand the complexity of this issue, the course will introduce students to some of the main changes experienced by the School District of Philadelphia in recent times and will address how charter schools came to be regarded as "the" solution for public education in this City. Because this course also aims at providing students with an introduction to the process of research and to familiarize them with the conventions of different ways of writing, students will be required to conduct library-based research and to present their conclusions in different academic formats.

*Restrictions:* Enrollment is limited to PLS/HDC level students.

*Attributes:* Adult Learning Seminar

**EDU 150 Schools in Society-Fr Seminar (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. Satisfies Freshman Seminar GEP requirement.

*Attributes:* Diversity Course (New GEP), First-Year Seminar, Undergraduate

**EDU 150F FE Schools in Soc (preK-4/4-8) (0 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. Satisfies Freshman Seminar GEP requirement.

**EDU 151 Develop, Cognition, & 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.

*Prerequisites:* ENG 101

*Attributes:* Undergraduate, Writing Intensive Course- GEP

**EDU 151F FE Devel, Cognition & Learning (0 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.

*Attributes:* Undergraduate

**EDU 155 Foundations of Early Childhood (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

*Attributes:* Undergraduate

**EDU 155F FE Found Early Child (preK-4) (0 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

*Attributes:* Undergraduate

**EDU 157 Adolescent Development (3 credits)**

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

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Educational Studies, Elementary Educ 4th - 8th Gr, Secondary Education 7-12 or Special Education (7 to 12).

*Attributes:* Undergraduate

**EDU 157F FE Adolescent Development (0 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."

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Educational Studies, Elementary Educ 4th - 8th Gr, Secondary Education 7-12 or Special Education (7 to 12).

*Attributes:* Undergraduate

**EDU 160 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.

*Attributes:* Diversity Course (New GEP), Undergraduate

**EDU 160F FE Schools in Soc(preK-4/4-8) (0 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.

*Attributes:* Undergraduate

**EDU 231 Assessment and Evaluation (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.

*Attributes:* Undergraduate

**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.

*Prerequisites:* EDU 151

*Restrictions:* Enrollment is limited to students with a major in Elem - Special Education, Elementary Education or Elementary Educ Pre K -4th Gr.

*Attributes:* Undergraduate

**EDU 232F FE Reading/Literature I (0 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.

*Prerequisites:* EDU 150 and EDU 151

*Attributes:* Undergraduate

**EDU 240 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.

*Prerequisites:* EDU 232

*Attributes:* Undergraduate

**EDU 240F FE: Reading Literature II (0 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.

*Prerequisites:* EDU 232

*Attributes:* Undergraduate

**EDU 241 Soc/Emo Dev/Lrn: Erly Chld (3 credits)**

This course focuses on the domain of social and emotional development in early childhood, and it explores the complex ways in which this domain of development changes over time from birth to allow the growing child to react and interact with others around them. An interactional model will serve as the primary theoretical framework that underlies all discussions and assignments in order to allow students to understand the concept that each major area of development in early childhood are interdependent on one another and directly contribute to the adaptability and resilience of the whole child. Students will become familiar with current theories on how the young child develops socially and emotionally from birth and how mastery of development in these areas provides lays the foundation for cognitive, linguistic, and motoric growth in the early years. Special topics include early childhood mental health, parent-child attachment, floor time and early exploration (play), family systems dynamics, resiliency, adversity/risk, policy reform, and promotion/prevention/intervention.

*Restrictions:* Enrollment is limited to students with a major in Elementary Educ Pre K -4th Gr.

*Attributes:* Undergraduate

**EDU 242 Tech Enhncd Curr & Instrs PK-8 (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.

*Restrictions:* Enrollment is limited to students with a major in Elementary Educ Pre K -4th Gr.

*Attributes:* Undergraduate

**EDU 242F FETech Enhncd Curr&Instrs PK-8 (0 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 and EDU 151

**EDU 246 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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Educational Studies, Elementary Educ 4th - 8th Gr, English - Secondary Education, History - Secondary Education, Mathematics - Secondary Education or Secondary Education.

*Attributes:* Diversity Course (New GEP), Undergraduate

**EDU 246F FE: Literacy, Language & Culture (0 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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Educational Studies, Elementary Educ 4th - 8th Gr or Secondary Education.

*Attributes:* Undergraduate

**EDU 247 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 and EDU 157

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Educational Studies, Elementary Educ 4th - 8th Gr or Secondary Education.

*Attributes:* Undergraduate

**EDU 247F FE: Literacy in Content Areas (0 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 and EDU 157

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Educational Studies, Elementary Educ 4th - 8th Gr or Secondary Education. Enrollment is limited to PLS/HDC or Undergraduate Day Division level students.

**EDU 362 Social Studies Thru Arts PK-4 (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.

*Prerequisites:* EDU 151

*Restrictions:* Enrollment is limited to students with a major in Elementary Educ 4th - 8th Gr.

*Attributes:* Undergraduate

**EDU 362F FE: Soc Studies Thru Arts PK-4 (0 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.

*Prerequisites:* EDU 151

**EDU 363 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.

*Prerequisites:* EDU 151

*Restrictions:* Enrollment is limited to students with a major in Elementary Educ Pre K -4th Gr.

*Attributes:* Undergraduate

**EDU 363F FE: Science Methods PK-4 (0 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.

*Prerequisites:* EDU 151

**EDU 365 Math & Technology (PreK-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.

*Prerequisites:* EDU 151

*Restrictions:* Enrollment is limited to students with a major in Elementary Educ Pre K -4th Gr.

*Attributes:* Field Experience, Undergraduate

**EDU 365F FE Math & Technology (PreK-4) (0 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.

*Prerequisites:* EDU 151



**EDU 369 Perspectives of Women in Edu (3 credits)****EDU 381 Math in the Elementary School (3 credits)****EDU 382 Social Studies in Elem School (3 credits)****EDU 383 Science in the Elem School (3 credits)****EDU 390 Elem Pedagogy Field Exp (0 credits)****EDU 391 Math in the Elementary School (3 credits)****EDU 392 Social Studies in Elem School (3 credits)****EDU 393 Science in the Elem School (3 credits)****EDU 410 Instructional Tech -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. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy. 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 and EDU 157 and SPE 160

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Elementary Educ 4th - 8th Gr or Secondary Education.

*Attributes:* Undergraduate

**EDU 410F FE: Instru Tech for English (0 credits)****EDU 412 Instruct Techniques: Soc Stud (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. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy. 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 and EDU 157 and SPE 160

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Elementary Educ 4th - 8th Gr or Secondary Education.

*Attributes:* Undergraduate

**EDU 412F FE: Instru Tech-Social Studies (0 credits)****EDU 414 Instruct Techniques: Lang (3 credits)**

This Course introduces the student or teacher to the substance and strategies of proficiency-oriented second- language instruction(K-12). Students will be placed in a K-12 classroom where they will study issues related to teaching pedagogy. 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 and EDU 157 and SPE 160

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Elementary Educ 4th - 8th Gr or Secondary Education.

*Attributes:* Undergraduate

**EDU 414F FE: Instr Tech Foreign Lang (0 credits)**

*Prerequisites:* EDU 150 and EDU 157 and SPE 160

*Attributes:* Undergraduate

**EDU 416 Instructional Techniques -Math (3 credits)**

This course is intended to assist students in the development of their individual approaches to instructional styles and strategies. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy. 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 and EDU 157 and SPE 160

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Elementary Educ 4th - 8th Gr or Secondary Education.

*Attributes:* Undergraduate

**EDU 416F FE: Instru Tech Mathematics (0 credits)****EDU 418 Instruct Techniques: 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 and EDU 157 and SPE 160

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Elementary Educ 4th - 8th Gr or Secondary Education.

*Attributes:* Undergraduate

**EDU 418F FE: Instru Tech for Science (0 credits)****EDU 422 Instruct Tech. for Art Edu (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. Students will be placed in a K-12 art classroom where they will study issues related to teaching pedagogy.

*Prerequisites:* EDU 150 and EDU 151 and SPE 160

*Attributes:* Undergraduate

**EDU 422F FE: Instruct Tech for Art Edu (0 credits)****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.

*Restrictions:* Enrollment is limited to students with a major in Elementary Educ 4th - 8th Gr.

*Attributes:* Undergraduate



**EDU 479 Independent Study Education (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.

**EDU 491 Secondary Student Teaching (12 credits)**

This experience is designed as the capstone professional course for the Secondary Education Certification program; it is to be the final course taken in the educational coursework sequence. The student teaching experience approximates a full-time working experience for the semester (14 weeks). In addition, each week students attend a seminar in which issues related to student teaching are studied. At the conclusion of the student teaching experience, the student will have demonstrated proficiencies in instructional management, student motivation, curriculum planning, learning theory, solving problems in the educational setting, using technology in the classroom, identifying instructional resources, and assessing student achievement. A maximum of one additional course may be taken during the student teaching semester. Students should apply to the 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 for on-line application and guidelines.

*Restrictions:* Enrollment is limited to students with a major in Secondary Education.

*Attributes:* Undergraduate

**EDU 495 ECE Student Teaching (12 credits)**

This experience is designed as the capstone professional course for the PK-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 for on-line application and guidelines. <http://www.sju.edu/academics/education>

*Restrictions:* Enrollment is limited to students with a major in Elementary Educ Pre K -4th Gr.

*Attributes:* Undergraduate

**EDU 496 4-8 Student Teaching (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 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 for on-line application and guidelines. <http://www.sju.edu/academics/education>

*Restrictions:* Enrollment is limited to students with a major in Elementary Educ 4th - 8th Gr.

*Attributes:* Undergraduate

**EDU 498 Dual Major Student Teaching (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. 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 for on-line application and guidelines.

*Restrictions:* Enrollment is limited to students with a major in Elem - Special Education or Elementary Education.

*Attributes:* Undergraduate

**EDU 550 Hist & Contemp Perspect Educ (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 550F FE:Hist & Contemp Perspect Edu (0 credits)****EDU 551 Psych Teaching:Develop Perspec (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 551F FE: Psych Teach: Develop Perspec (0 credits)**

**EDU 552 FE: Hist & Contemp Perspect Edu (1 credit)**

**EDU 553 FE: Psychology of Teaching (1 credit)**

**EDU 555 Foundations of Early Childhood (3 credits)**

**EDU 556 FE: Found. of Early Childhood (1 credit)**

**EDU 557 Adolescent Psychology (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 557F FE: Adolescent Psychology (0 credits)**

**EDU 558 FE: Middle Level Development (1 credit)**

**EDU 560 Using Tech for Instru & Asses (3 credits)**

**EDU 570 Education Independetn Study (3 credits)**

**EDU 600 Educ Lead Research&Refl Pract (3 credits)**

**EDU 601 Field Experience Cert I (1 credit)**

**EDU 602 Certification Lab II (1 credit)**

**EDU 603 Elementary Pedagogy Lab (1 credit)**

**EDU 605 Critical Contemp Educ. Issues (3 credits)**

**EDU 606 Math in Elementary School (3 credits)**

**EDU 607 Social Studies in Elem School (3 credits)**

**EDU 608 Science In Elementary School (3 credits)**

**EDU 610 Instruct Techniques: English (3 credits)**

Intensive study and practice of teaching modalities and classroom management strategies appropriate for a secondary classroom. The study of curriculum resources in the student's area of certification is included. Topics in the course include instructional management, student motivation, the implications of learning theory for classrooms, and the procedures for the measurement of student achievement. Students are expected to demonstrate proficiency in these skills for successful completion of the course.

*Prerequisites:* EDU 557 and EDU 557F

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 610F FE: Instruct Techniques: Engl (0 credits)**

**EDU 611 Instruct Techniques - Eng Lab (1 credit)**

**EDU 612 Instruct Techniques: Soc Stud (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.

*Prerequisites:* EDU 557 and EDU 557F

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 612F FE: Instruct Tech: Soc Studies (0 credits)**

**EDU 613 Instruct Tech - Soc Stud Lab (1 credit)**

**EDU 614 Instruct Techniques: Lang (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.

*Prerequisites:* EDU 557 and EDU 557F

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 614F Instruct Techniques: Lang (0 credits)**

**EDU 615 Instruct Tech - For Lang Lab (1 credit)**

**EDU 616 Instruct Techniques: Math (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.

*Prerequisites:* EDU 557 and EDU 557F

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 616F FE: Instruct Techniques: Math (0 credits)**

**EDU 617 Instruct Techniques - Math Lab (1 credit)**

**EDU 618 Instruct Techniques: Science (3 credits)**

Intensive study and practice of teaching modalities and classroom management strategies appropriate for a secondary classroom. The study of curriculum resources in the student's area of certification is included. Topics in the course include instructional management, student motivation, the implications of learning theory for classrooms, and the procedures for the measurement of student achievement. Students are expected to demonstrate proficiency in these skills for successful completion of the course.

*Prerequisites:* EDU 557 and EDU 557F

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 618F FE: Instruct Techniques: Sci (0 credits)**

**EDU 619 Instruct Techniques - Sci Lab (1 credit)**

**EDU 620 Multimedia Production (3 credits)**

**EDU 621F FE: Instru Tech: Comp Sci Edu (0 credits)**

Candidates will learn subject-specific standards for competencies based upon the Computer Science Teachers Association (CSTA) standards. The CSTA academic standards detail a core set of learning objectives providing the foundation for a rigorous K-12 computer science curriculum. The standards introduce the foundation concepts of computer science making them accessible for all learners. Topics will include the following: Algorithms and Programming, Computing Systems, Data and Analysis, Impacts of Computing, Networks and the Internet and Pedagogy.

**EDU 622 Instructional Tech: Art Ed (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 622F FE: Instructional Tech: Art Ed (1 credit)****EDU 623 Instruct Tech in Art Ed Lab (1 credit)****EDU 625 Theory & Prac in Second Teach (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 625F FE:Theory & Prac Second Teach (0 credits)****EDU 627 Theory&PracticeSecTch Math/Sci (3 credits)**

This course studies the content and methods for teaching the PA certification disciplines: Mathematics, Science. 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 627F FE:Theory&PractSecTch Math/Sci (0 credits)****EDU 630 Early Literacy & Numeracy (3 credits)****EDU 631 Assessment & Evaluation (3 credits)****EDU 632 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.

*Prerequisites:* EDU 4035 Placement Score with a score of 1 or EDU 551

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 632F FE Reading/Literature I (0 credits)****EDU 633 FE: Assessment & Evaluation (1 credit)****EDU 634 FE: Reading Literature I (1 credit)****EDU 635 Networks:Config & Implement (3 credits)****EDU 640 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.

*Prerequisites:* EDU 632

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 640F FE:Reading Literature II (0 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.

*Prerequisites:* EDU 632

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 641 Social Motor Development (3 credits)****EDU 642 Perspectives in Early Child Ed (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 642F FE:Curriculum & Inst in ECE (0 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 643 FE: Reading Literature II (1 credit)****EDU 644 Socio-Emotion & Motor Develop (3 credits)****EDU 645 Trauma:Infancy & Early Child (3 credits)****EDU 646 Language and Culture (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 646F FE: Language and Culture (0 credits)****EDU 647 Literacy & Learn Across Curric (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 557/557F.

*Prerequisites:* EDU 557 and EDU 557F

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 647F FE:Literacy/Lrng Across Curric (0 credits)****EDU 650 Assessment of Young Children (3 credits)****EDU 651 Trauma:Infancy & Early Child (3 credits)****EDU 652 Trauma Princ Infant&EarlyChild (3 credits)****EDU 653 Literacy in the Content Areas (3 credits)****EDU 654 Literacy, Language and Culture (3 credits)****EDU 655 FE: Social Studies Methods (1 credit)****EDU 656 FE: Liter/Soc Studies Meth 4-8 (1 credit)****EDU 657 Enhance Trauma Prin.Chld/Infan (3 credits)****EDU 660 Science Methods ECE (3 credits)****EDU 661 Math & Technology ECE (3 credits)****EDU 662 Science & Math Methods 4-8 (3 credits)****EDU 663 Science Methods PK - 4 (3 credits)**

This course is designed to provide students with the opportunity to investigate the philosophy, curriculum planning and organization, skill development, content knowledge, and instructional approaches relevant to teaching elementary school science.

*Prerequisites:* EDU 551 and EDU 551F

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 663F FE: Science Methods PK - 4 (0 credits)**

This course is designed to provide students with the opportunity to investigate the philosophy, curriculum planning and organization, skill development, content knowledge, and instructional approaches relevant to teaching elementary school science.

*Prerequisites:* EDU 551 and EDU 551F

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 664 FE: Science Methods ECE (1 credit)****EDU 665 Interscip Teach Math,Sci&Tech (3 credits)**

This is a course in elementary level science and math teaching methods. Students will be exposed to the current academic stands for math, science, technology, and engineering standards using the Pennsylvania Standards Aligned System (PA SAS) as well as the PA Common Core Mathematics Standards (PA CCCMS). It is designed to take students' thinking beyond the facts and tools of science and mathematics to the level of the underlying ideas that expose their relatedness. Thinking conceptually about science and mathematics means thinking in terms of unifying scientific ideas or mathematical constructs that have the potential to produce sharable tools and understandings. In addition, the course will address the role that technology tools are playing in children' math and science education.

*Prerequisites:* EDU 551 and EDU 551F

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 665F FE:Inter.Teach Math, Sci Tech (0 credits)****EDU 667 Teach Soc Stud Thru Arts PK-4 (3 credits)**

EDU 667 Teach Soc Stud Thru Arts PK-4 (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.

*Prerequisites:* EDU 551 and EDU 551F

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 667F FE:Teach Soc Stud Thru ArtPK-4 (0 credits)****EDU 668 Literature for Adolescents (3 credits)****EDU 669 Tech Across Curriculum PK12 (3 credits)**

This course will introduce students to the role that technology plays in Pre-K-12 learning environments. Explore the impact technology has on student motivation, and how it can enhance the overall learning experience for 21st century classrooms. Students will evaluate the use of basic software applications, multimedia tools, and Web 2.0 tools with connections to ISTE and PDE Standards. An emphasis will be placed on the use of instructional theories and teaching models associated with using technology to create higher order thinking 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.

**EDU 670 Creative Expressions (3 credits)****EDU 671 Writing in the Classroom (3 credits)**

This course introduces theories and practices of writing instruction, with a specific emphasis on writing process pedagogy. Candidates will experiment with writing across genres, and will learn how to use mentor texts, develop mini-lessons, create workshop classrooms, and develop assessment tools. Candidates will be able to concentrate on specific student populations based on their certification.

*Restrictions:* Enrollment is limited to Graduate level students.



**EDU 672 Field Experience 7 ECE (1 credit)****EDU 673 Field Experience 7 4-8 (1 credit)****EDU 679 Directed Research I (3 credits)**

These directed experiences (students may do a maximum of 3) provide 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 680 Directed Research II (3 credits)**

These directed experiences (students may do a maximum of 3) provide 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 681 Directed Research III (3 credits)**

These directed experiences (students may do a maximum of 3) provide 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 682 Social Studies in Elem School (3 credits)****EDU 683 Science in Elementary School (3 credits)****EDU 690 Elementary Student Teaching (6 credits)****EDU 691 Secondary Student Teaching (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 692 Elem/Sped Student Teaching (6 credits)****EDU 695 PK-4 Student Teaching (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 696 4-8 Student Teaching (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 697 Secondary Student Teaching (6 credits)****EDU 700 Psychology of Literacy (3 credits)**

Designed to provide educators with an understanding of the psychological basis of literacy acquisition and development. Emphasis will be placed upon interactive models of the reading process and their implications for classroom instruction. The role of language, cognition, information processing, affective factors and measurement in reading will be examined in detail.

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 701 Assess & Instr in Liter K-3 (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.

*Restrictions:* Enrollment is limited to Graduate level students.



**EDU 702 Assess & Instr in Liter 4-12 (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.

*Prerequisites:* EDU 701

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 703 Literacy Research (3 credits)**

This course is designed to enable students to read and react critically to current research in the field of literacy. Emphasis will include an examination of the nature of educational research and the use and misuse of statistical analyses and interpretations of data. Students will complete a modified literature review of a specific topic to inform their own research agenda.

*Prerequisites:* EDU 701

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 704 Plng & Org a Literacy Program (3 credits)**

The study of the reading program (K-12) is central to this course which utilizes the concept of communication as a unifying theme. Aspects of the planning and organizing of the literacy curriculum are examined. Emphasis is placed on the role of the reading specialist in developing, coordinating, and administering a literacy program. Students will assess the strengths and needs of a school's literacy program and make recommendations for improvement. *Prerequisites:* three reading specialist courses.

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 705 Literacy Practicum (6 credits)**

During this practical experience, students work intensively with pupils who have reading difficulties in their school setting. Under the guidance of a supervisor, graduate students will conduct assessments and draw from these data to inform their instruction. Each student will be expected to develop a case study on at least one student during the practicum experience.

*Prerequisites:* EDU 700 and EDU 701 and EDU 702

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 706 Socio Cult Aspects of Literacy (3 credits)**

This course is based on theoretical frameworks relating literacy learning to the various contexts which lead learners to socially and culturally different ways of making sense and being in the world. It examines multiple views of language, literacy, and literacy development. Students explore the factors that impact literacy learning across different cultural communities. They also explore issues of race, class, and culture on language and literacy acquisition and development.

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 707 Internship for ESL & Literacy (1 credit)**

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.

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 708 Multicultural Lit for Children (3 credits)**

This course addresses literature that reflects the lifestyles, heritage, and values of the various cultures that make up the pluralistic American society. Students will examine various genres of multicultural literature, including folktales, realistic fiction, historical fiction, non-fiction, and poetry.

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 710 English Linguistics (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 711 Language and Culture (3 credits)****EDU 712 Topics in Language Acquisition (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.

*Prerequisites:* EDU 646

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 713 Method Teach English Sec Lang (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 (*prerequisites:* EDU646, EDU710, EDU712).

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 713F FE:Meth Teach English Sec Lang (0 credits)**

*Prerequisites:* EDU 646 and EDU 710 and EDU 712

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 714 Intnshp-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 PK-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:* EDU 712 and EDU 713 and EDU 646

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 714F FE: Intnshp-ESL/Bilingual Prog (0 credits)****EDU 716 Cultural Diversity in Classrooms (3 credits)**

This course is designed to promote the exploration of issues of cultural diversity in American Education in preparation for the changing needs of society. Specific emphasis will be placed upon the role of literature as a springboard for discussion an integration of diversity issues into the curriculum. Students will also investigate current research investigating diversity in schools.

*Restrictions:* Enrollment is limited to Graduate level students.

**EDU 769 Advanced Fieldwork in Literacy (6 credits)**

## Education Leadership (EDL)

**EDL 600 Leadership for Social Justice (3 credits)**

This course is an important opportunity for reflection, dialogue, and analysis intended to produce leaders who are critically-conscious and focused on making their schools and communities more just. The purpose of this course is to establish a historical, theoretical, and practical basis from which to critically analyze schools and school leadership practices. This course will strive to provide the tools to help leaders create more equitable schools and lead for social justice.

*Restrictions:* Enrollment is limited to Doctoral or Graduate level students.

**EDL 605 Critical Contemp Ed Issues (3 credits)**

Current educational problems, trends and issues will be identified and addressed, especially as they relate to the different constituencies, organization and structure of both public and private schools, as well as to American society as a whole. Issues include, but are not restricted to: equal educational opportunity, educational choice and multicultural education. Emphasis will be placed on the values associated with the issues treated.

*Restrictions:* Enrollment is limited to Graduate level students.

**EDL 655 Interpersonal Relations (3 credits)**

A study of the dynamics of interpersonal, intragroup, and intergroup relations. Emphasis will be placed on the teaching/learning process as well as the counselor/client relationship. A variety of instructional approaches, including lectures, discussions, and group activities will be utilized to develop interpersonal skills.

*Restrictions:* Enrollment is limited to Graduate level students.

**EDL 660 Data-Informed Assessment (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 is focused on the leader's grounding in standards-based reform, 21st Century skills and dispositions, and the ability to serve as a leader for data-informed assessment for decision making in the school. The individual learns how to access and use appropriate data to inform decision-making at all levels of the system through the use of technology and tools, multiple measures of data, and the interpretation and use of data to promote student learning.

*Restrictions:* Enrollment is limited to Graduate level students.

**EDL 665 Transformational Leadership (3 credits)**

This course introduces foundational knowledge about leadership theory and practice relative to organizational systems. Students also gain a research base of organizational theory, strategic planning, and foundations of building level instructional leadership. Content provides a framework for analyzing administrative and organizational structures, allowing for reflection of the theoretical base that informs future practice as school leaders. Cultivating ethical behavior in others through modeling and relationship development, gaining knowledge and comfort in becoming a leader in cultural competency, and demonstrating the capacity to collaboratively evaluate, develop, and communicate mission and vision-driven priorities in alignment with data use, technology, equity, diversity, digital citizenship, and community engagement are outcomes of this course focused on transformational leadership and organizational dynamics.

*Restrictions:* Enrollment is limited to Graduate level students.

**EDL 670 Human Resources & Prof Growth (3 credits)**

This course explores a foundational question related to human resources, the most-costly expenditure for a district/school: How do school leaders facilitate the professional growth of their staff in ways that benefit students? In order to explore this fundamental question, this course is organized around three overarching conceptual areas, including mission/vision, culture of learning, and social capital. This course will provide opportunities for practice aligned to the conceptual areas, including: recruiting, hiring, and retaining staff, designing professional development and evaluating staff, and facilitating teacher leadership and learning communities.

*Restrictions:* Enrollment is limited to Graduate level students.

**EDL 675 Curriculum Develop & Practice (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**EDL 680 School Law, Policy, and Ethics (3 credits)**

This course will focus upon the legal aspects of the school and its environment and on the paramount legal-educational issues currently facing the nation, especially as those related to policy determination and implementation. Particular attention will be given to the issues of contract, negligence, sexual harassment and students with disabilities law, as well as due process, collective bargaining, equal protection and establishment, and the legal rights and duties of administrators, faculty, and students. The ethical implications of school law will also be stressed.

*Restrictions:* Enrollment is limited to Graduate level students.

**EDL 685 Leading School Curriculum (3 credits)**

This course examines theoretical, historical and psychological underpinnings of curriculum development, as well as the practical application of designing, implementing, and assessing curriculum. In order to analyze the role of the school leader in leading curriculum in an equity-minded approach, this course will be structured around three central themes, including: the school leader as the architect of the design of curriculum through an equity-minded leadership lens, the school leader as the catalyst of curricular and instructional change through a data-informed leadership lens, and the school leader as the facilitator of curricular and instructional change through an empowerment and capacity-building lens. Within each theme, this course explores the theoretical foundations and the practical skills needed by school leaders to effectively administer curriculum and instruction in today's school settings.

*Restrictions:* Enrollment is limited to Graduate level students.

**EDL 690 Equitable Fiscal Allocation (3 credits)**

Investigating economic theory to the study of education and market theory to education, partnerships, equitable allocation of resources, and the examination of educational enterprises are a focus of this course. Content on K-12 school finances including characteristics of revenue procurement, taxation for education, effective budget management, capital outlays, equity and adequacy of school funding, funding and student performance, vouchers, and labor market issues is covered.

*Restrictions:* Enrollment is limited to Graduate level students.

**EDL 695 Internship I: Leaders/Action (3 credits)**

EDL 695 is the first part of a two-semester professional internship that provides the candidate the opportunity to apply the practical skills needed to lead in PK-12 schools as principals and/or curriculum supervisors. Candidates collaborate with a site mentor and faculty advisor to develop these skills in a manner that draws on the candidates' personal strengths and helps to develop the competencies required of practicing leaders. Particular attention is paid to the meeting of theory and practice as well as the creation of more just and equitable schools that serve the needs of all students.

*Restrictions:* Enrollment is limited to Graduate level students.

**EDL 696 Internship II: Leaders/Action (3 credits)**

EDL 696 is the second part of a two-semester professional internship that provides the candidate the opportunity to apply the practical skills needed to lead in PK-12 schools as principals and/or curriculum supervisors. Candidates collaborate with a site mentor and faculty advisor to develop these skills in a manner that draws on the candidates' personal strengths and helps to develop the competencies required of practicing leaders. Particular attention is paid to the meeting of theory and practice as well as the creation of more just and equitable schools that serve the needs of all students.

*Prerequisites:* EDU 4595 or EDL 695

*Restrictions:* Enrollment is limited to Graduate level students.

**EDL 700 Edu Ldrship Special Topics (3 credits)**

This course will address current issues in the field of Educational Leadership. Course content will be determined by instructor.

**EDL 800 Professional Seminar (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.

*Restrictions:* Enrollment is limited to Doctoral level students.

**EDL 805 Principles Quant Research (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.

*Restrictions:* Enrollment is limited to Doctoral level students.

**EDL 810 Quant Research Design (3 credits)**

This course continues the development of Cohort members' understanding of the methods and techniques of quantitative research. The central focus of the course is the opportunity for Cohort members to design, implement, and assess quantitative research within an authentic educational context.

*Restrictions:* Enrollment is limited to Doctoral level students.

**EDL 815 Social Change Culture & Ed (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.

*Restrictions:* Enrollment is limited to Doctoral level students.

**EDL 820 Ethics in Ed Leadership (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.

*Restrictions:* Enrollment is limited to Doctoral level students.

**EDL 825 Fiscal Resources (3 credits)**

This course provides a general instruction to the financial management practices and problems of nonprofit organizations, including colleges and schools. Specific topics will include fund accounting, preparation and interpretation of financial statements, financial analysis and cost accounting, budgeting, cost containment and retrenchment, and strategic planning. Special emphasis will be placed on providing studies and practice in labor relations and negotiations.

*Restrictions:* Enrollment is limited to Doctoral level students.

**EDL 830 Contemporary Curriculum (3 credits)**

This course enables Cohort members to develop the knowledge of curriculum theory, design, delivery, and evaluation of instruction and learning outcomes, the ability to conceptualize and communicate the total educational program to all constituents, and the commitment to meet the needs of all constituents.

*Restrictions:* Enrollment is limited to Doctoral level students.

**EDL 835 Principles Qual Research (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.

*Restrictions:* Enrollment is limited to Doctoral level students.

**EDL 840 Qualitative Research Design (3 credits)**

This course continues the development of Cohort members' understanding of the methods and techniques of qualitative research. The central focus of the course is the opportunity for Cohort members to design, implement, and assess qualitative research within an authentic educational context.

*Restrictions:* Enrollment is limited to Doctoral level students.

**EDL 845 Policy & School Law (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.

*Restrictions:* Enrollment is limited to Doctoral level students.

**EDL 850 Educational Environment (3 credits)**

This course is structured to provide Cohort members with the theory and techniques essential for management of educational facilities. Leadership requirements are emphasized and applied to planning and construction of new buildings, renovations to existing structures, and utilization, operation and maintenance of facilities.

*Restrictions:* Enrollment is limited to Doctoral level students.

**EDL 855 Human Resource Management (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.

*Restrictions:* Enrollment is limited to Doctoral level students.

**EDL 860 Ed Planning & Evaluation (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.

*Restrictions:* Enrollment is limited to Doctoral level students.

**EDL 865 Communication & Public Relations (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.

*Restrictions:* Enrollment is limited to Doctoral level students.

**EDL 870 Diss Sem & Proposal Writing (3 credits)**

This course provides Cohort members with the knowledge, skills, and abilities to design, conduct and report research studies related to topics in education and educational leadership. The expected outcome of the strand is a viable dissertation proposal, which include the first three chapters of the dissertation.

*Restrictions:* Enrollment is limited to Doctoral level students.

**EDL 875 Administer Dynamic Institution (3 credits)**

This course explores and contrasts the major conceptual models that describe the structure, organization and administrative processes employed in educational institutions. Topics include governance and management models, decision-making and conflict resolution, communication, motivation and the process of change.

*Restrictions:* Enrollment is limited to Doctoral level students.

**EDL 880 Dissertation Writing Seminar I (3 credits)****EDL 893 Dissertation Study (12 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.

*Restrictions:* Enrollment is limited to Doctoral level students.

**EDL 894 Dissertation Study (0 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.

*Restrictions:* Enrollment is limited to Doctoral level students.

**EDL 899 Dissertation Study (0 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.

*Restrictions:* Enrollment is limited to Doctoral level students.

## English (ENG)

**ENG 101 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 Variable Course.

*Attributes:* Undergraduate

**ENG 102 Texts & 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. GEP Signature Course.

*Prerequisites:* ENG 101 or ENG 111

*Attributes:* Signature Course (New GEP), Undergraduate

**ENG 113 Literature & 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. Available only to students enrolled in the PLS or HDC programs

*Prerequisites:* ENG 101 or ENG 111 or ENG 112

*Restrictions:* Enrollment is limited to PLS/HDC level students.

*Attributes:* Undergraduate



**ENG 140 Adult Learning Seminar (3 credits)**

In this seminar, adult learners will study the idea of work through reading fiction and nonfiction on jobs, employment, and careers. Students will read stories about work and write narratives of work histories that will provide the context and experience for the course. In the second part of the course, students will reflect and theorize on these histories as either empowering sources of vocation, discouraging instances of alienation, or some combination of both. In the final part of the course, students will then engage with either their own present work or future work by preparing cover letters and resumes for their future job applications and writing a significant piece of communication (business proposal, conflict resolution, grant application, etc.) within their current or prospective professional career. Available only to students enrolled in the PLS or HDC programs

*Restrictions:* Enrollment is limited to PLS/HDC level students.

*Attributes:* Adult Learning Seminar

**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. First year seminar.

*Attributes:* First-Year Seminar, Undergraduate

**ENG 196 English Elective (3 credits)****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.

*Attributes:* English Area 5 - American Lit, GEP Art/Literature, Undergraduate

**ENG 202 Global English Literature (3 credits)**

This course examines English as a global literary language through works of fiction and film. Students will read works by authors who represent diverse regions of the English-speaking world beyond the United Kingdom (excluding the U.S.) that expand the English language, rethink the present-day legacy of the British Empire, and redefine conceptions of Englishness. Specific course topics and reading lists vary with each course offering. Diversity/Globalization/Non-Western overlay.

*Attributes:* English Area 4- British/Irish, GEP Art/Literature, Non-Western Studies (GEP), Undergraduate

**ENG 203 English Grammar (3 credits)**

To prepare current and future English language teachers, this course focuses on various aspects of English grammar, especially those are particularly challenging for ESL/EFL learners. It provides useful background knowledge for English language teachers and preparation that strengthens applications for teaching positions, fellowships, and scholarships. This course is beneficial to Linguistics and TESOL majors/minors who plan to teach English in any context and at any level as well as to students in ENG, COM, EDU and other academic areas where a solid grasp on the linguistic structure of English would be useful. Counts as an ENG elective.

*Attributes:* Undergraduate

**ENG 204 Drama (3 credits)**

Critical study of various forms of drama.

*Prerequisites:* ENG 113

*Attributes:* GEP Art/Literature, Undergraduate

**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: American Voices; British Multiculturalism and the Booker Prize, or Multiethnic Literature. Diversity Globalization/Non-Western overlay.

*Prerequisites:* ENG 101 or ENG 111

*Attributes:* Africana Studies Course, Diversity Course (New GEP), English Diversity, GEP Art/Literature, Undergraduate, Writing Intensive Course- GEP

**ENG 206 Public Speaking & Presentation (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.

*Attributes:* English Area 1 - Writing, BUAD FBEN LEOS ILC Area Course, Undergraduate

**ENG 208 Special Topics in Literature (3 credits)**

Depending on the instructor, the course will focus on a particular topic of interest in literature (e.g., American West in Imagination, Psychology and Literature).

*Prerequisites:* ENG 101 or ENG 111

*Attributes:* GEP Art/Literature, Undergraduate

**ENG 209 Literature and Film (3 credits)**

This course deals with film treatments of significant literary texts. Specific focus of the course depends on the instructor (e.g., King Arthur In Literature and Film, American War in Literature and Film: Vietnam to Now, Horror in Literature and Film, etc.).

*Attributes:* GEP Art/Literature, Undergraduate

**ENG 210 The Roaring Twenties (3 credits)**

Exploration of diverse writers who were part of the "make it new" challenge in the tumult of cultural change during the 1920s in America, with particular attention given to contributions by Anderson, Fitzgerald, Millay, Cummings, Parker, Hemingway, Faulkner, O'Neill, and Hughes.

*Attributes:* English Area 5 - American Lit, GEP Art/Literature, Undergraduate, Writing Intensive Course- GEP

**ENG 211 Black Popular Culture (3 credits)**

Beginning with W. E. B. Du Bois's 1897 essay "The Problem of Amusement" we trace the trajectory of the literary interpretations of Black popular culture in the U.S. paying particular attention to its evolution through detective fiction, graphic novels, new media, and science fiction. Likely authors include: Kyle Baker, Octavia Butler, Chester Himes, Nalo Hopkinson, Aaron McGruder, Mia McKenzie, and Walter Mosely. Diversity/Globalization/Non-Western overlay Africana Studies.

*Attributes:* Africana Studies Course, American Studies Course, Diversity Course (New GEP), English Area 5 - American Lit, English Diversity, GEP Art/Literature, Undergraduate, Writing Intensive Course- GEP



**ENG 215 Passing Narratives - Black Lit (3 credits)**

In W.E.B DuBois' 1903 foundational text *The Souls of Black Folks*, he suggests emphatically that the most significant problem for the 20th century (and beyond) will be the color line. But what about those who write across the color line? What do we do with authors who write tales that straddle, obscure, erase that line? In the US, passing has almost exclusively referred to racial passing and more specifically, Black people passing as white people. Passing is understood to occur when a person deemed a member of one racial group performs as and is recognized as a member of a different one. Literarily, its meaning, presence and articulation has been far more broad. Some authors have written passing as an act of intentionality, one designed to undermine an oppressive racial classification system that habitually denies Black people basic human, social and political rights. For other authors, passing lacks any such political frame and rather exists as a place to express the complications of an ephemeral identity. This course will examine the range of such literary expressions.

*Prerequisites:* ENG 101 or ENG 111

*Attributes:* Africana Studies Course, American Studies Course, Diversity Course (New GEP), English Area 5 - American Lit, English Diversity, GEP Art/Literature, Undergraduate, Writing Intensive Course- GEP

**ENG 216 Re-Reading the Sixties (3 credits)**

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

*Attributes:* English Area 5 - American Lit, GEP Art/Literature, Undergraduate

**ENG 217 Music & 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.

*Attributes:* English Area 5 - American Lit, GEP Art/Literature, Undergraduate

**ENG 218 Lesbian & Gay Narrative (3 credits)**

Lesbian and Gay Narrative is designed to introduce students to works by and about lesbian, gay, bisexual, transgendered, and queer or questioning persons. Our survey will include works in a variety of genres: plays, novels (including one graphic novel and one bio mythography), essays and poetry. These will come from a range of historical periods.

*Attributes:* English Area 5 - American Lit, GEP Art/Literature, Undergraduate, Writing Intensive Course- GEP

**ENG 222 SophSem:Critical App Lit Study (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.

*Restrictions:* Enrollment is limited to students with a major in English.

*Attributes:* Undergraduate

**ENG 241 Creative Writing: Intro Wrkshop (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.

*Attributes:* English Area 1 - Writing, GEP Art/Literature, Undergraduate

**ENG 261 News Reporting (3 credits)**

This course introduces students to reporting and writing for the news media. In frequent assignments throughout the semester, students will practice the basic principles of journalism with an emphasis on structure, accuracy, clarity and style - key for journalists working in any medium. They will gain experience in story pitching and development and in news gathering methods, including interviewing, fact gathering and fact checking. Additionally, students will study timely topics related to journalism ethics and the law as well as journalism's transition into the digital age. While this course is based in the classroom, students are expected to learn and adhere to professional newsroom standards. Does not fulfill GEP Art/Lit requirement.

*Prerequisites:* ENG 101 or ENG 111

*Attributes:* English Area 1 - Writing, English Journalism Track, Undergraduate

**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 slide share presentation materials. Writing Intensive overlay.

*Prerequisites:* ENG 101 or ENG 111

*Attributes:* English Area 1 - Writing, Undergraduate, Writing Intensive Course- GEP

**ENG 265 Writing for Public Relations (3 credits)**

This course introduces students to the basic strategies and techniques of public relations writing through the creation and evaluation of a variety of materials commonly used in PR. Students will gain core knowledge of the following: AP style, branding, crisis communication, social media (Facebook, Twitter, and LinkedIn), audience targeting, blogging, media kits, media tracking, fact sheets, press releases, feature articles, and brochures. Does not fulfill GEP Art/Lit requirement.

*Prerequisites:* ENG 101

*Attributes:* English Area 1 - Writing, Undergraduate

**ENG 267 Negotiations, Writing&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.

**ENG 268 Fact-checking and Fake News (3 credits)**

With daily charges of “fake news” flying off the tongues of politicians and citizens alike, there has never been a better time to learn how to be a fact-checker. In this course, students will dabble in the art of fact-checking and arm themselves with media literacy tools to help them discern fact from fiction. In addition to the required course texts, students will read articles and analyses, listen to podcasts and watch films that will provide fodder for discussions about the fake news debate that occupies the current moment in history.

**ENG 269 Intro to Mass Communication (3 credits)**

This course focuses on the fundamentals of how mass media operate in America, and globally. Students will cover three broad areas: media history, media economics, and the roles of media in society. Specifically, students will delve into the nature of electronic information processes and their impact on the emerging global culture. Students will use the assigned text as a guide to develop an understanding of the complex connections between media and culture. Students will monitor the latest media developments and ongoing coverage of the political, economic and cultural issues affecting our mass media and culture, in order to bridge the gap between media history and contemporary media culture.

*Attributes:* English Area 1 - Writing, English Journalism Track, Undergraduate

**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.

*Attributes:* English Area 2 - Medieval/Ren, English Early Lit, GEP Art/Literature, Medieval, Ren & Reform Studies, Undergraduate

**ENG 302 Renaissance Non-dramatic Lit (3 credits)**

Was the Renaissance the age of the individual? Was poetry – the dominant literature of the day – a means to power, a force for good or instead a corrupting agent? This course will consider divergent views on the English Renaissance alongside major works by authors such as Sidney, Spenser and Milton.

*Prerequisites:* PHL 154

*Attributes:* English Area 2 - Medieval/Ren, English Early Lit, English Literary Theory, Ethics Intensive (New GEP), GEP Art/Literature, Medieval, Ren & Reform Studies, Undergraduate

**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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in English.

*Attributes:* English Area 2 - Medieval/Ren, English Theatre/Drama, English Early Lit, GEP Art/Literature, Medieval, Ren & Reform Studies, Undergraduate

**ENG 305 Eighteenth Century English Lit (3 credits)**

This course deals with the literature of the Restoration and eighteenth-century, a time of intellectual, cultural, and political revolutions. Among the writers who may be studied are Behn, Dryden, Swift, Pope, Haywood, Defoe, Richardson, Fielding, Johnson, Sterne, Burney, Inchbald, and Wollstonecraft. Depending on the instructor, the course may focus on a particular genre or it may deal with a specialized topic, such as “The Rise of Gender in the Novel,” “The Idea of Authorship in the 18th Century,” or “The Satiric Mode.”

*Attributes:* English Area 4- British/Irish, GEP Art/Literature, Undergraduate

**ENG 306 Nineteenth Century English Lit (3 credits)**

Depending on the instructor, the course may be focused in a variety of ways, all exploring different developments in literature in England in the 19th Century (Major Romantic Poets, The Nineteenth-Century English Novel, Rebels-Reactionaries: Victorian Literature).

*Attributes:* English Area 4- British/Irish, GEP Art/Literature, Undergraduate

**ENG 307 Modernism: British & Irish Lit (3 credits)**

A study of representative authors of British and Irish Modernism, including Auden, Conrad, Eliot, Forster, Joyce, Lawrence, Woolf, and Yeats. Depending on the instructor, this course may also explore works by Bowen, Ford, Lewis, Moore, O'Brien, Wilde, or other authors.

*Attributes:* English Area 4- British/Irish, GEP Art/Literature, Undergraduate

**ENG 310 20th Century Irish Literature (3 credits)**

Investigates crucial authors and stages in the development of Irish literature in English from the period of Gregory, Joyce, O'Casey, Synge, and Yeats, through the mid-century period of Beckett, Behan, Bowen, Kavanagh, and O'Brien, to works by late twentieth-century authors (for example, Banville, Boland, Carr, Enright, Friel, and Heaney)

*Attributes:* English Area 4- British/Irish, GEP Art/Literature, Undergraduate

**ENG 311 Contemporary Brit & Irish Lit (3 credits)**

A study of contemporary representative British and Irish novelists, playwrights, and poets from the Thatcher era to the present

*Prerequisites:* ENG 101

*Attributes:* English Area 4- British/Irish, GEP Art/Literature, Undergraduate

**ENG 315 Literature of South Asia (3 credits)**

This course examines contemporary fiction and film from the Indian subcontinent (primarily India, but with some focus on Pakistan as well). Works studied include both Anglophone texts and texts in translation read alongside major events of twentieth- and twenty-first century South Asian history, particularly Independence and Partition. Featured authors may include Mulk Raj Anand, Saadat Hasan Manto, R.K. Narayan, Arundhati Roy, and Salman Rushdie. Diversity/ Globalization/Non-western overlay.

*Attributes:* Asian Studies Course, English Area 4- British/Irish, English Diversity, GEP Art/Literature, Non-Western Studies (GEP), Undergraduate

**ENG 317 Literature of South Africa (3 credits)**

This course provides a historical view of South African literature, focusing on apartheid, its segregationist precedents, and its present-day legacies. Utilizing novels, historical and legal documents, and creative nonfiction, as well as short fiction and film, the course introduces students to the writings of South Africans who represent diverse 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/ Globalization/Non-western overlay. Africana Studies.

*Attributes:* Africana Studies Course, English Area 4- British/Irish, English Diversity, GEP Art/Literature, Globalization Course (New GEP), Non-Western Studies (GEP), Undergraduate

**ENG 319 Postmodernism (3 credits)**

Engagement with a wide range of writers whose work represents both radical extension and rejection of the earlier modernist movement, with exploration of texts by Fowles, Barth, Barthelme, Calvino, Heller, Vonnegut, Pynchon, Smith, Eggers.

*Attributes:* GEP Art/Literature, Undergraduate

**ENG 320 Contexts of Faith in Modern Lit (3 credits)**

This course examines representations of religious faith in a variety of literary genres (fiction, drama, poetry, film) from the 20th century to the present. Students will consider to what extent the texts studied reflect and develop traditional expressions of religion and the degree to which they engage readers in an evaluation of faith as a source of knowledge. Acceptable for Faith and Reason GEP requirement.

*Attributes:* English Area 5 - American Lit, Faith-Reason Course (New GEP), Undergraduate

**ENG 321 Early American Literature (3 credits)**

A study of the literary genres that emerged from the colonization of North America and the establishment of the federal republic of the United States, with a focus on the role of literature in defining American national identity. Readings will include histories, journals, sermons, poems, autobiographies, and novels by authors including John Winthrop, Anne Bradstreet, Mary Rowlandson, Benjamin Franklin, Olaudah Equiano, Nathaniel Hawthorne, Harriet Beecher Stowe, as well as explorers, Indigenous people, and other early national authors.

*Attributes:* American Studies Course, English Area 5 - American Lit, English Early Lit, GEP Art/Literature, Undergraduate

**ENG 322 American Romantic & Transcendental Lit (3 credits)**

An in-depth study of the writers associated with the Transcendentalism and the social reform movements they inspired, including abolition, women's suffrage, labor reform, and projects of associated living. Authors considered include Ralph Waldo Emerson, Margaret Fuller, Frederick Douglass, Henry David Thoreau, Nathaniel Hawthorne, Herman Melville, and Walt Whitman. A variety of critical and creative writing assignments will provide opportunities for us to reflect on how matters of race, gender, class and ethnicity continue to affect perceptions of democracy today.

*Attributes:* American Studies Course, English Area 5 - American Lit, English Early Lit, GEP Art/Literature, Undergraduate

**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.

*Attributes:* American Studies Course, English Area 5 - American Lit, GEP Art/Literature, Undergraduate

**ENG 324 Twentieth Century American Lit (3 credits)**

An exploration of a century of dramatic change in the American literary landscape—from Dreiser's *Sister Carrie* to Toni Morrison's *The Bluest Eye*; through poets as diverse as E. E. Cummings, Allen Ginsberg, and Rita Dove; with options that may include key work from William Faulkner, Richard Wright, Sylvia Plath, Don DeLillo, and Louise Erdrich.

*Attributes:* English Area 5 - American Lit, GEP Art/Literature, Undergraduate

**ENG 325 Contemporary American Lit (3 credits)**

An exploration of representative American works (creative non-fiction, fiction, poetry) from the past 25 years— including books from Jhumpa Lahiri, Joy Harjo, Tobias Wolfe, Junot Diaz, Mark Doty, Kevin Powers, David Eggers and Cheryl Strayed.

*Prerequisites:* ENG 101

*Attributes:* English Area 5 - American Lit, GEP Art/Literature, Undergraduate

**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.

*Attributes:* American Studies Course, English Area 5 - American Lit, GEP Art/Literature, Undergraduate

**ENG 328 African American Literature (3 credits)**

This thematic survey explores how African American authors write about what it means (and has meant) to be a Black person in the U.S. Exploring poetry, autobiography, drama, short stories, novels, essays, and films, we grapple with the multifaceted experiences of "Blackness" in literary texts produced from the era of slavery to the present. Through our reading we develop an understanding of specific African American literary traditions. Diversity/Globalization/Non-western overlay. Africana Studies.

*Attributes:* Africana Studies Course, American Studies Course, Diversity Course (New GEP), English Area 5 - American Lit, English Diversity, GEP Art/Literature, Undergraduate, Writing Intensive Course- GEP

**ENG 329 Black Women's Literature (3 credits)**

Linked by history, race, gender, and fate, but arguably little else, how do Black women writing in the U.S. write themselves into the idea of America? This course examines exclusively Black women's literature in order to answer this question. Covering a minimum of three traditional African American literary periods, students are positioned to question notions of privilege and power driven by the intersectionalities of gender and race. Diversity/Globalization/Non-western. Africana Studies.

*Attributes:* Africana Studies Course, American Studies Course, Diversity Course (New GEP), English Area 5 - American Lit, English Diversity, Gender Studies Course, GEP Art/Literature, Undergraduate, Writing Intensive Course- GEP

**ENG 330 Caribbean Lit in English (3 credits)**

This course explores the intersectionalities of racial, ethnic, and linguistic identities within Anglophone and Francophone Caribbean literary traditions. In dialogue these literary traditions complicate a monolithic Caribbean narrative. With careful study of language, class, color, and identity we determine how authors contend with and memorialize French, British, and American imperialisms in the Caribbean. Likely authors include Michelle Cliff, Edwidge Danticat, Merle Hodge, Thomas Glave, George Lamming, and Jamaica Kincaid. Diversity/Globalization/Non-western. Africana Studies.

**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.

*Attributes:* English Theatre/Drama, GEP Art/Literature, Undergraduate

**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.

*Attributes:* English Area 1 - Writing, English Theatre/Drama, GEP Art/Literature, Undergraduate

**ENG 333 Read, Write, Adapt Theatre Drama (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.

*Attributes:* English Area 1 - Writing, English Theatre/Drama, GEP Art/Literature, Undergraduate

**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.

*Attributes:* English Area 1 - Writing, GEP Art/Literature, Undergraduate

**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.

*Attributes:* English Area 1 - Writing, GEP Art/Literature, Undergraduate

**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.

*Attributes:* English Area 1 - Writing, GEP Art/Literature, Undergraduate

**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.

*Attributes:* English Area 1 - Writing, GEP Art/Literature, Undergraduate

**ENG 345 Tutor Prac, Writ Cntr Thry Pr (3 credits)**

This course introduces students to writing center history, theories, and practices. Readings include landmark and contemporary texts about writing pedagogy in general and the tutoring of writing specifically. Additionally, students study issues and strategies of relevance to ESL writers for whom English is not their first or home language. Students are introduced to the practices of peer tutoring through class discussions and through observation and tutoring in the University Writing Center. Upon successful completion of this course, they are eligible to be hired in subsequent semesters as writing tutors. 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.

*Prerequisites:* ENG 101

*Attributes:* English Area 1 - Writing, Undergraduate, Writing Intensive Course- GEP

**ENG 346 The Art of The Interview (3 credits)**

In this course students will learn and practice interviewing skills. The reason the word art is included in the title of this course is that a good interview is just that: a work of art, one that involves creativity and deep thinking. It also requires curiosity and active listening and the ability to read people. Good interviewers do their homework before they ask questions, but they also know how to think quickly on their feet, crafting new questions, following new trails, depending on where the interview takes them. They know when to push their subjects and when to pull back and how to balance easier questions with the hard ones. They understand the power of both words and silences. If this sounds intimidating, remember: As with any skill, practice is key. The more interviews you do, the more comfortable you will become doing them.

*Attributes:* English Area 1 - Writing, English Journalism Track, Undergraduate

**ENG 350 Adv Tools for News Writing (3 credits)**

"Advanced Tools for News Writing" is an upper-level reporting class that teaches students practical skills for real world journalism, whether that's emailing a source for an interview, filing a FOIA request, pulling police/courts documents or distilling an academic report into 300 words for a quick web post. It's for students who have serious potential but have little idea how to develop a story idea and do the reporting needed to nail it down in this fast-paced journalism landscape. This course focuses on where to find and how to use resources that allow students to work at the fast pace necessary to succeed in digital journalism.

*Attributes:* English Area 1 - Writing, English Journalism Track, Undergraduate

**ENG 360 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, that lingers for many moments, or days, or years after you first encounter it. In this course, students study outstanding examples of feature stories and multimedia feature packages. From those examples, they learn how to combine the best reporting practices with the best storytelling practices in order to produce their own powerful features that marry in-depth reporting and research with captivating and creative storytelling skills. Students should have taken ENG 261 or have prior journalism experience before enrolling in this course. Does not fulfill GEP Art/Lit requirement.

*Attributes:* English Area 1 - Writing, English Journalism Track, Undergraduate

**ENG 362 Photojournalism (3 credits)**

This is an introductory course in photojournalism presented in a multimedia context. Students will be required to have access to either point-and-shoot cameras or (ideally) DSLR camera kits. The course will be taught as a hands-on workshop. Instruction will progress from basic camera operation and single image assignments to more comprehensive visual storytelling. Does not fulfill GEP Art/Lit requirement.

*Attributes:* English Area 1 - Writing, English Journalism Track, Undergraduate

**ENG 363 Sports Journalism (3 credits)**

This hands-on, multimedia course covers all aspects of current sports journalism, from reporting and telling stories in print and broadcast media as well as in blogs, podcasts and social media. In addition to learning how to break news across multiple platforms, students will practice the kind of in-depth reporting and compelling storytelling that leads to profiles and full-length features. Students should have taken ENG 261 or have prior journalism experience before enrolling in this course. Does not fulfill GEP Art/Lit requirement.

*Attributes:* English Area 1 - Writing, English Journalism Track, Undergraduate



**ENG 364 Stunt Journalism (3 credits)**

In 1887, when journalist Nellie Bly feigned madness in order to get herself locked up in the Women's Lunatic Asylum on Blackwell's Island in New York, stunt journalism wasn't yet a brand. But the kind of immersive, investigative journalism that Bly did would soon become a way for journalists and newspapers to grab headlines, increase circulation and even affect real social change. Nowadays, serious stunt journalism is more commonly referred to as "immersion journalism" while some of the less serious attempts are questionably journalism at all. No matter what you call it, stunt journalism differs from traditional journalism in this significant way: The journalist deliberately becomes a part of the story—and often in disguise—in order to tell it. In addition to required readings, students will produce significant works of stunt journalism that, at least on a smaller scale, mirror the challenges of the stunt journalist.

*Attributes:* English Area 1 - Writing, English Journalism Track, Undergraduate

**ENG 365 Multimedia Journalism (3 credits)**

Multimedia journalism is a foundational course in audio-visual storytelling. The course will provide an overview of the language and theories of audio-visual communication, and introduce skills to produce news narratives for radio, television, and online news reporting. In this course students will learn the vocabulary of multimedia production and editing, use audio-visual production techniques to produce multimedia stories, and learn methods to critically evaluate audio-visual narratives.

*Attributes:* English Area 1 - Writing, English Journalism Track, Undergraduate

**ENG 370 Independent Study: Jr. 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).

*Attributes:* GEP Art/Literature, Undergraduate

**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.

*Attributes:* English Area 1 - Writing, English Literary Theory, GEP Art/Literature, Undergraduate

**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.

*Attributes:* English Area 1 - Writing, GEP Art/Literature, Undergraduate

**ENG 401 Chaucer & 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.

*Attributes:* English Area 2 - Medieval/Ren, English Area 4- British/Irish, English Early Lit, GEP Art/Literature, Medieval, Ren & Reform Studies, Undergraduate

**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.

*Attributes:* English Area 2 - Medieval/Ren, English Area 3 - Shakespeare, English Area 4- British/Irish, English Early Lit, European Studies Course, GEP Art/Literature, Medieval, Ren & Reform Studies, Undergraduate, Writing Intensive Course- GEP

**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.

*Prerequisites:* ENG 101

*Attributes:* English Area 2 - Medieval/Ren, English Area 3 - Shakespeare, English Area 4- British/Irish, English Early Lit, European Studies Course, GEP Art/Literature, Medieval, Ren & Reform Studies, Undergraduate, Writing Intensive Course- GEP

**ENG 404 Eng, 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.

*Prerequisites:* ENG 101 or ENG 111

*Attributes:* English Area 4- British/Irish, European Studies Course, GEP Art/Literature, Undergraduate

**ENG 405 Henry VIII Life & Literature (3 credits)**

A study of writings from and about Henry VIII and his court, with a particular focus on the controversial personalities of Thomas Wolsey, Thomas More, Thomas Cromwell, Anne Boleyn, Katherine of Aragon, and Henry himself. May include poems by Wyatt and Surrey, Cavendish's Life of Wolsey, Shakespeare and Fletcher's play Henry VIII, More's Utopia and other of his works, the second novel in Hilary Mantel's Wolf Hall series (Bring up the Bodies), and selected writings about Henry's first divorce.

Ethics Intensive overlay

*Prerequisites:* ENG 101 and PHL 154

*Attributes:* English Area 4- British/Irish, English Early Lit, Ethics Intensive (New GEP), European Studies Course, GEP Art/Literature, Medieval, Ren & Reform Studies, Undergraduate, Writing Intensive Course- GEP

**ENG 407 20th Century British/Irish Novel (3 credits)**

A study of major developments in British and Irish fiction from World War I to the present, including Conrad, Forster, Joyce, Lawrence, Woolf, and Beckett. Depending on the instructor, this course may also explore works by Bowen, Ford, Fowles, Greene, Lewis, Moore, O'Brien, or other authors.

*Attributes:* English Area 4- British/Irish, GEP Art/Literature, Undergraduate

**ENG 410 Irish Gothic 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.

*Attributes:* English Area 4- British/Irish, English Literary Theory, GEP Art/Literature, Undergraduate



**ENG 411 Black British Literature (3 credits)**

This course focuses on narrative and criticism by Black British writers since the 1948 arrival of the Empire Windrush. We examine the way "Blackness" in Britain has been called upon to both unite and exclude while exploring the contested perception that Black experience in Britain should be examined solely in terms of race and identity. Likely authors include: Sam Selvon, Kwame Kwei-Armah, Jackie Kay, Andrea Levy, Caryl Phillips, and Zadie Smith. Diversity/Globalization/Non-western overlay. Africana Studies.

**ENG 415 Postcolonial Studies (3 credits)**

An examination of diverse literary texts, films and theoretical essays that engage the idea of "post colonialism," 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/Globalization/Non-western overlay

*Attributes:* Africana Studies Course, GEP Art/Literature, Globalization Course (New GEP), Undergraduate

**ENG 416 Rebellious Women Writers (3 credits)**

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

*Attributes:* Diversity Course (New GEP), English Area 4- British/Irish, English Early Lit, English Diversity, GEP Art/Literature, Undergraduate, Writing Intensive Course- GEP

**ENG 417 Post-Soul Black Literature (3 credits)**

Many believed that the 1964 Civil Rights Act would usher in a radically different era of freedom and opportunity for all Black Americans, ultimately improving their quotidian experiences with racism. However, the present epidemic of police shootings and resulting Black Lives Matter Protests, suggest otherwise. While it is important to note that this is neither a sociology nor history course, we will approach the study of Black literature in it understanding that, in some ways, life informs art and/or the artists who create it. Throughout this course we will read literature and literary criticism written after the signing of the Civil Rights Act identifying common themes, styles, imagery and artistic strategies emerging from what literary critic Mark Anthony Neal has termed the "post-soul imagination". How are African American authors actively memorializing this period? How are they articulating the concepts of freedom and citizenship as raced and gendered subjects into the 21st century? Question such as these will shape the focus our study throughout the class. Likely authors may include Kyle Baker, Octavia Butler, Brittney Cooper, Michelle Elam, Percival Everett, Victor LaValle, and Kiese Laymon. This course is Writing Intensive and satisfies all diversity requirements.

*Attributes:* American Studies Course, Diversity Course (New GEP), English Area 5 - American Lit, English Diversity, GEP Art/Literature, Undergraduate, Writing Intensive Course- GEP

**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.

*Attributes:* English Area 5 - American Lit, GEP Art/Literature, Undergraduate

**ENG 421 American Novel, 19th 20th Cent (3 credits)**

A study of the evolution of the novel in America; may include novels by Cooper, Hawthorne, Melville, Twain, Chesnutt, Wharton, James, Hemingway, Pynchon, Bellow, Updike, Kesey, Tan, Silko, or others depending on the instructor.

*Attributes:* English Area 5 - American Lit, GEP Art/Literature, Undergraduate

**ENG 423 Amer.Poetry, 19th & 20th Cent. (3 credits)**

An analytical study of poetic development, with emphasis on Romantic and modern theory and practice. Among those studied: Poe, Whitman, Dickinson, Stevens, and Frost.

*Attributes:* English Area 5 - American Lit, GEP Art/Literature, Undergraduate

**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.

*Attributes:* English Area 5 - American Lit, GEP Art/Literature, Undergraduate

**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.

*Attributes:* English Area 5 - American Lit, English Theatre/Drama, GEP Art/Literature, Undergraduate

**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.

*Prerequisites:* ENG 101

*Attributes:* English Area 1 - Writing, English Area 5 - American Lit, Undergraduate, Writing Intensive Course- GEP

**ENG 427 The Harlem Renaissance (3 credits)**

Black artists in Harlem (and other densely populated urban areas) produced a significant collection of work remarkable for its breadth and complexity during the anachronistically named Harlem Renaissance (1922-1941). This course explores that creative explosion in an attempt to develop a comprehensive understanding of what compelled the movement and why the Harlem Renaissance continues to be so influential in Black literature and culture today. ENG 215, 328, or 329 recommended. Diversity/Globalization/Non-western overlay. Africana Studies.

*Prerequisites:* ENG 101 or ENG 111

*Attributes:* Africana Studies Course, American Studies Course, Diversity Course (New GEP), English Area 5 - American Lit, GEP Art/Literature, Undergraduate, Writing Intensive Course- GEP

**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.

*Attributes:* American Studies Course, English Area 5 - American Lit, GEP Art/Literature, Undergraduate

**ENG 429 ReadingWritingCivil Right Move (3 credits)**

Consideration of how writing—speeches, poetry, fiction, and autobiography—both responded to and documented the Civil Rights movement and how writing was used to shape a social change agenda—with a close look at the rhetorical strategies involved in a wide range of texts; authors will include Martin Luther King, Jr., Malcolm X, Maya Angelou, James Baldwin, Taylor Branch, John Steinbeck, Alice Walker, and Eudora Welty. Diversity/Globalization/Non-western overlay.

*Attributes:* Diversity Course (New GEP), English Area 1 - Writing, English Area 5 - American Lit, English Diversity, GEP Art/Literature, Undergraduate, Writing Intensive Course- GEP

**ENG 431 Special Topics in Theater (3 credits)**

Course content to be determined by instructor.

*Attributes:* English Theatre/Drama, GEP Art/Literature, Undergraduate

**ENG 432 Theater Performance Practicum (3 credits)**

Rehearsal and performance of a campus production (produced by the Cap and Bells Dramatic Society and directed by a faculty director) with the student in the role of actor or stage manager. Comprehensive study of the rehearsal and performance processes which culminates in the writing of a final research paper of ten pages in length. In order to register for this course, the production must be the third campus production in which the student has served as cast member or stage manager. Instructor approval required.

*Attributes:* English Theatre/Drama, GEP Art/Literature, Undergraduate

**ENG 433 Writing and Environmt Justice (3 credits)****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. Does not fulfill GEP Art/Lit requirement.

*Attributes:* English Area 1 - Writing, GEP Art/Literature, Undergraduate

**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).

*Prerequisites:* ENG 101 or ENG 111

*Attributes:* English Area 1 - Writing, GEP Art/Literature, Undergraduate

**ENG 444 Writing ThroughRaceClassGender (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. Writing Intensive overlay

*Attributes:* Diversity Course (New GEP), English Area 1 - Writing, English Diversity, GEP Art/Literature, Undergraduate, Writing Intensive Course- GEP

**ENG 445 Gender & 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.

*Attributes:* English Area 1 - Writing, GEP Art/Literature, Undergraduate

**ENG 446 Writing the Grant Proposal (3 credits)**

This course introduces students to the grant-making process from initial research to the submission of a final proposal. Students will first work together to consult for a single non-profit, while learning about the components of a strong grant proposal and the grant-making process overall. Then, each student will be paired with a local nonprofit organization, as volunteer consultants for that organization. Students will work with their nonprofit organization to identify a new or existing project that needs funding. They will then take what they learn in class about the grant-making process and apply it to meet the needs of their nonprofit "client," with the ultimate goal of producing a complete grant proposal that can be submitted to funders

*Attributes:* English Area 1 - Writing, Undergraduate

**ENG 450 Hospital Stories (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.

*Prerequisites:* ENG 101

*Attributes:* Diversity Course (New GEP), English Area 1 - Writing, English Diversity, GEP Art/Literature, Undergraduate, Writing Intensive Course- GEP

**ENG 452 Writing and Reading Animals (3 credits)**

This hybrid literature and writing course considers the representation of animals in a range of texts and explores how the depiction of animals as companions, gods, guides, objects, heroes, or monsters reflects changes in relationships between humans and nature. Students will also use the literary forms we study (fiction, nonfiction, and poetry) to reflect on their own experiences with animals (pets, animals in captivity or in the wild, and in books and films). Acceptable for GEP Art/Lit requirement, Writing Intensive overlay.

*Attributes:* English Area 1 - Writing, GEP Art/Literature, Undergraduate, Writing Intensive Course- GEP

**ENG 460 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.

*Attributes:* English Area 1 - Writing, English Journalism Track, Undergraduate

**ENG 461 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.

*Attributes:* English Area 1 - Writing, English Journalism Track, Undergraduate

**ENG 462 Travel 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.

*Attributes:* English Area 1 - Writing, English Journalism Track, Undergraduate

**ENG 463 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.

*Attributes:* English Area 1 - Writing, English Journalism Track, Undergraduate

**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.

*Attributes:* English Area 1 - Writing, English Journalism Track, Undergraduate

**ENG 466 Journalism & Entrepreneurship (3 credits)**

This course prepares and inspires students to approach journalism from the start-up perspective. The theories and practices of entrepreneurial journalism will be studied and simulated, with a special emphasis on new venture creation, cutting-edge business strategy and state-of-the-art storytelling techniques. Students should have taken ENG 261 or have prior journalism experience before enrolling in this course. Does not fulfill GEP Art/Lit requirement.

*Attributes:* English Area 1 - Writing, English Journalism Track, Undergraduate

**ENG 467 Communication and the Law (3 credits)**

At a time when the news media's role in society, its accepted practices and its storytelling tools and platforms are all undergoing radical transformations, adhering to ethical standards is more important than ever for veteran and aspiring journalists. This course examines and challenges those ethics, their significance in the public sphere and the principles and theories serving as their foundation. Students should have taken ENG 261 or have prior journalism experience before enrolling in this course. Does not fulfill GEP Art/Lit requirement.

*Attributes:* English Area 1 - Writing, English Journalism Track, Undergraduate

**ENG 468 Media/Culture in South Africa (3 credits)**

This summer program in South Africa offers students an opportunity to study through lived experiences – the culture, economics, and politics of pre- and post-apartheid South Africa. Students will accomplish this set of objectives by working as foreign correspondents, researching and writing multimedia narratives for The Hawk, Saint Joseph University's independent student-run newspaper. For the month in South Africa, students will report stories, go on field trips to historic sites, and interact with South Africans from all walks of life, in order to engage in thoughtful and meaningful discussions about issues of social justice.

*Attributes:* English Area 1 - Writing, English Journalism Track, Undergraduate

**ENG 469 The Art of Editing (3 credits)**

This course will introduce students to three basic levels of editing: substantive editing, copyediting, and proofreading. The course may include guest editor presentations as well as 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.

*Attributes:* English Area 1 - Writing, English Journalism Track, Undergraduate

**ENG 470 Independent Study: Senior Level (3 credits)**

The senior-level independent study is for students to engage in faculty mentored research and writing. Students will develop a course of study with the faculty mentor that results in a substantial piece of scholarship, creative writing, or journalism. Minimum GPA of 3.0 (or cumulative average of 3.4 or higher for courses in the major field).

*Attributes:* GEP Art/Literature, Undergraduate

**ENG 481 Literary Forms & 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.

*Prerequisites:* ENG 101

*Attributes:* English Literary Theory, GEP Art/Literature, Undergraduate

**ENG 482 Literature & Culture (3 credits)**

This course focuses on how literature engages readers in thinking through complex cultural problems. Specific focus of the course will depend on the instructor.

*Attributes:* GEP Art/Literature, Undergraduate

**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.

*Prerequisites:* ENG 101

*Attributes:* English Literary Theory, GEP Art/Literature, Undergraduate, Writing Intensive Course- GEP

**ENG 484 Spec 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.

*Prerequisites:* ENG 101

*Attributes:* English Literary Theory, Undergraduate, Writing Intensive Course- GEP

**ENG 492 English Internship (3 credits)**

This course is designed to help guide students who wish to earn credit for professional work experience in writing, editing, social media management, or journalism, to name a few. Possible venues include, but are not limited to, newspapers and magazines, academic journals, publishing companies, television stations, radio stations, public relations firms and communications departments, online media outlets, advertising agencies, governmental and university departments, nonprofit organizations, and private and public schools. Students must complete a minimum of 112 hours at the internship site during the semester. Course requirements include a statement of goals, a journal or field notes, a profile of an English alum for the English Department blog, attendance at a career-related panel or activity, a letter of assessment from an internship supervisor, a final Reflection Essay, and an updated resume or link to a web-based resume. A minimum GPA of 3.0 (or cumulative average of 3.4 or higher for courses in the major field), or permission of instructor is required. Minimum GPA of 3.0 (or cumulative average of 3.4 or higher for courses in the major field), or permission of chair.

*Attributes:* English Area 1 - Writing, Undergraduate

**ENG 493 Indep Research Project (Fall) (3,6 credits)**

Includes College Honors theses. Requirements for college honors are listed above and under 'Honors Program'.

*Attributes:* GEP Art/Literature, Undergraduate

**ENG 494 Indep Research Project (SPR) (3 credits)**

Includes College Honors theses. Requirements for college honors are listed above and under 'Honors Program'.

*Attributes:* GEP Art/Literature, Undergraduate

**ENG 550 The Practice of Writing (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).

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Writing Studies. Enrollment is limited to Graduate level students.

**ENG 560 Rhetoric Then & Now (3 credits)**

Consideration of the history of rhetoric, from the Sophists to the present day, with particular concern both for the ethical considerations involved in persuasive uses of language and for the stylistic choices in developing written work.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Writing Studies. Enrollment is limited to Graduate level students.

**ENG 600 Poetry Today (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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in English. Enrollment is limited to Graduate level students.

**ENG 605 Readers/Writers in Victorian Age (3 credits)****ENG 610 What is an Author? (3 credits)****ENG 612 Writing from the Borders (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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in English. Enrollment is limited to Graduate level students.

**ENG 614 Lit Imagin: Arthurian Legend (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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in English. Enrollment is limited to Graduate level students.

**ENG 615 Road to Revolution in 1960s (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*.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in English. Enrollment is limited to Graduate level students.

**ENG 616 Writing and Inciting (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?

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in English. Enrollment is limited to Graduate level students.



**ENG 617 Writing and the Other Arts (3 credits)**

Study of relationship between the work of writers and that produced by other kinds of creative people (in music, in architecture, in painting and drawing, in film) in order to get a full sense of any particular cultural moment (the Renaissance, the Age of Enlightenment, the Roaring 20's, the Rebellious 60's).

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in English. Enrollment is limited to Graduate level students.

**ENG 618 Idea of the Book: Codex-Hypertext (3 credits)****ENG 619 Young Adult Literature Coming of Age Narrative (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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Writing Studies. Enrollment is limited to Graduate level students.

**ENG 620 Special Topics in Lit/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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Writing Studies. Enrollment is limited to Graduate level students.

**ENG 630 Composition Theory (3 credits)**

Exploration of theories of composition, with particular emphasis on contributions to the field in the past half century.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in English. Enrollment is limited to Graduate level students.

**ENG 635 The Writing Teacher Writing (3 credits)**

Consideration of the writing that teachers can do in order to develop their approach to the teaching of writing.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Writing Studies. Enrollment is limited to Graduate level students.

**ENG 636 Writing & Empowerment (3 credits)**

In this course students will explore how writing can be used as a tool, a method, and a means of empowerment. They will consider how the ability to tell one's story can be empowering and what the risks of telling that story are. They will also consider what an author might choose to leave out of the telling of a particular tale. Finally, students will research stories of empowerment and write their own stories of empowerment. Each student will complete two projects in different genres including fiction, nonfiction, pedagogy, poetry, and academic prose.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Writing Studies. Enrollment is limited to Graduate level students.

**ENG 638 Pedagogies Old & New (3 credits)****ENG 639 Writing & Cultural Conflict (3 credits)****ENG 640 Experiments in Narrative (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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Writing Studies. Enrollment is limited to Graduate level students.

**ENG 641 Rhetorical Theory: Special Topics (3 credits)**

Study of select issues in the domain of rhetoric, to be determined by the instructor.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Writing Studies. Enrollment is limited to Graduate level students.

**ENG 642 Style (3 credits)****ENG 643 Special Topics in Essay (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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in English. Enrollment is limited to Graduate level students.

**ENG 646 Multi-Media Writing (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 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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Writing Studies. Enrollment is limited to Graduate level students.

*Attributes:* English Area 2 - Medieval/Ren

**ENG 665 Autobiography (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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in English. Enrollment is limited to Graduate level students.

**ENG 668 Creative Nonfiction Workshop (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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Writing Studies. Enrollment is limited to Graduate level students.



**ENG 669 Poetry Writing Workshop (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 workshoping 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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Writing Studies. Enrollment is limited to Graduate level students.

**ENG 670 Fiction Writing Workshop (3 credits)**

Workshop method of critique, with students expected to put together a portfolio of polished short stories. Published short stories will be read as models, and there will be discussion of strategies of getting fiction published. 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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Writing Studies. Enrollment is limited to Graduate level students.

**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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in English. Enrollment is limited to Graduate level students.

**ENG 673 Screenwriting Workshop (3 credits)**

Exploration of screenwriting in a workshop format with consideration of the whole process involved in development of screen projects.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in English. Enrollment is limited to Graduate level students.

**ENG 675 Special Topics Writing Wkshop (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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Writing Studies. Enrollment is limited to Graduate level students.

**ENG 676 Writing for Publication (3 credits)**

Successful freelance publishing begins with an awareness of what editors and their readers want. It demands knowledge of the manuscript market and familiarity with the requirements of specific publications: subject, length, organization, style. Unpublished writers can perfect their skills by analysis and imitation of authors who already write for the publications in which learners wish to appear. The course requires that assignments be composed—from the beginning—for specific publications and that completed work will be submitted for publication. Content can be fiction, nonfiction, or journalism and varies with the instructor. Can be repeated with the permission of the graduate director.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in English. Enrollment is limited to Graduate level students.

**ENG 677 Case Study:Public Relations (3 credits)**

Comparative analysis of several public relations campaigns, with consideration of the rhetorical principles involved in the effort to sway public opinion.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Writing Studies. Enrollment is limited to Graduate level students.

**ENG 678 Case Study: MagazinePublishing (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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in English. Enrollment is limited to Graduate level students.

**ENG 679 Special Topics in Journalism (3 credits)**

Exploration of a particular topic in journalism. May include sports journalism, literary journalism, or other topics as determined by the instructor.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Writing Studies. Enrollment is limited to Graduate level students.

**ENG 680 Writing the Grant Proposal (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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Writing Studies. Enrollment is limited to Graduate level students.

**ENG 682 New Media (3 credits)**

Exploration of new communications media as the hypertext world expands and technology continues to make possible increased broadcast media opportunities.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in English. Enrollment is limited to Graduate level students.

**ENG 683 Editing Practicum (3 credits)**

Assignment to a specific, actual editing project, with expectation that the student will engage in several editorial functions in preparing manuscripts for publication.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Writing Studies. Enrollment is limited to Graduate level students.

**ENG 684 Health Writing (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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in English. Enrollment is limited to Graduate level students.

**ENG 770 Directed Readings (3 credits)****ENG 771 Directed Research (3 credits)****ENG 772 Directed Writing (3 credits)****ENG 773 Directed Fieldwork (3 credits)****ENG 791 Graduate Internship (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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in English or Writing Studies. Enrollment is limited to Graduate level students.

**ENG 793 Thesis Project I (3,6 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 (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 times a year (in 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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Writing Studies. Enrollment is limited to Graduate level students.

**ENG 794 Thesis Project II (3 credits)**

## English as Second Lang (ESL)

**ESL 201 Composition & Crit Thinking (3 credits)**

This course provides the non-native student with the critical reading and writing skills necessary to perform well in GEP 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.

*Prerequisites:* Language Placement with a score of ES201

*Attributes:* Undergraduate

**ESL 202 Composition & Crit 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 GEP 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.

*Prerequisites:* Language Placement with a score of ES202

*Attributes:* Undergraduate

## Environmental Science (ENV)

### ENV 102 Environ Theory & Ethics Sem (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.

*Prerequisites:* (ENV 105 or ENV 106) and PHL 154

*Attributes:* Ethics Intensive (New GEP), Undergraduate

### ENV 103 Intro to Planet Earth (3 credits)

#### 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.

*Restrictions:* Students cannot enroll who have a major in Biology, Chemistry, Chemical Biology or Physics.

*Attributes:* GEP Natural Science, Undergraduate

#### 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.

*Attributes:* GEP Natural Science, Science Course w/Lab (Sci Maj), Undergraduate

#### ENV 106L Exploring the Earth Laboratory (0 credits)

#### ENV 150 Global Change Biology (3 credits)

This course explores the scientific basis of global climate change, the impacts of climate change, and the solutions needed to solve the problem. It also explores Catholic Social Teaching on the subject of care for the environment.

*Restrictions:* Students cannot enroll who have a major, minor, or concentration in Environmental Science.

*Attributes:* First-Year Seminar, Undergraduate

#### ENV 270 Special Topics (3 credits)

#### ENV 390 Environmental Science Seminar (0 credits)

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.

*Attributes:* Undergraduate

#### ENV 490 Environmental Sci Internship (3 credits)

The Environmental Science Internship entails spending a minimum of ten (10) 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

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Environmental Science.

*Attributes:* Undergraduate

#### ENV 493 Undergraduate Research in Env (3 credits)

This course pairs individual students with faculty mentors to perform independent environmental science related research.

## Family Busn & Entrepreneurship (FBE)

#### FBE 150 Social Entrepreneurship (3 credits)

This course introduces students to the field of social entrepreneurship. Social entrepreneurship is the use of entrepreneurial business skills for the explicit pursuit of creating innovative solutions to social problems. In both non-profit and for-profit ventures, organizations engaged in social entrepreneurship act as agents of social change, creating large-scale social change in 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

*Restrictions:* Enrollment limited to students with a class of Freshman.

*Attributes:* First-Year Seminar, Undergraduate

#### FBE 230 Intro:Entrepreneur/New Venture (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.

*Prerequisites:* MGT 110 or MGT 120 or MGT 121

*Restrictions:* Enrollment limited to students in the Haub School of Business college.

*Attributes:* Undergraduate

#### 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

*Prerequisites:* FBE 230

*Attributes:* Undergraduate

#### FBE 270 Spec Topics: FBE (3 credits)

*Prerequisites:* HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of Chair.

*Prerequisites:* MGT 110 or MGT 120 or MGT 121

*Restrictions:* Enrollment limited to students in the Haub School of Business college.

**FBE 330 Social Enterprise & Soc 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

*Prerequisites:* PHL 154 and (MGT 110 or MGT 120 or MGT 121)

*Restrictions:* Enrollment limited to students in the Haub School of Business college.

*Attributes:* Ethics Intensive (New GEP), Undergraduate

**FBE 360 Bus Law-Entrepreneurial Firms (3 credits)**

This course surveys and analyzes the legal issues faced by new entrepreneurs and entrepreneurial firms. The course covers issues facing the entrepreneur including: leaving your current employer, structuring the ownership of the new company, and obtaining appropriate legal, accounting and insurance advice. A number of issues facing entrepreneurial firms are covered, including: liabilities and insurance, raising capital, contracts and leases, licensing, intellectual property, human resource matters, e-commerce and the sale of goods and services, outsourcing, global entrepreneurship, changing between private and public ownership, and other relevant topics.

**FBE 370 FBE Special Topics (3 credits)**

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of Chair.

**FBE 470 FBE Special Topics (3 credits)**

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of Chair.

**FBE 490 FBE 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 FBE 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, Bus & EntrepResearch 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, Bus & EntrepResearch 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 Bus & Entrepren 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.

*Prerequisites:* ACC 101 and ACC 102 and FBE 230 and FBE 231 and FBE 360 (may be taken concurrently) and FIN 200 and MKT 201 and (MGT 110 or MGT 120 or MGT 121)

*Restrictions:* Enrollment limited to students with a class of Senior.

**FBE 545 Family Business & Global Econ (3 credits)****FBE 664 Create New&Enhance Exist Firms (3 credits)**

## Finance (FIN)

**FIN 100 Personal Financial Management (3 credits)**

This course provides an overview of personal finance topics to help students set and work toward their particular financial goals. This course is designed for students of any major who want to be better prepared at managing their own financial affairs.\*Does not satisfy any major or minor Finance, FPL, RMI, or REF requirement.

*Attributes:* Undergraduate

**FIN 140 Finance Adult Learning Seminar (3 credits)**

The Finance Adult Learning Seminar is designed to introduce students to the field of finance. Specific topics covered in the course will vary. \*May only fulfill the HDC Adult Student Seminar requirement in the GEP. Does not satisfy any requirement for the Finance major. Does not satisfy any free elective credit.

*Restrictions:* Enrollment is limited to PLS/HDC level students.

*Attributes:* Adult Learning Seminar, Undergraduate

**FIN 150 Finance through Movies (3 credits)**

This First-Year Seminar is designed to introduce students to the field of finance through the lens of movies. Students will gain an understanding of a breadth of topics including corporate form of business entity, corporate governance, and role of a corporation in a society. We will also cover stock trading and role of information in stock trading. Finally we will discuss value creation through mergers and divestitures. \*May only fulfill the GEP First-Year Seminar requirement. Does not satisfy any major or minor Finance requirement. Does not satisfy any free elective credit.

*Attributes:* First-Year Seminar, Undergraduate

**FIN 200 Intro 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 required for all business students and is a prerequisite for all other 200- to-400 level finance courses.

*Prerequisites:* ACC 101 and ECN 101

*Attributes:* Undergraduate



**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.

*Prerequisites:* FIN 200

*Attributes:* Undergraduate

**FIN 202 Finance 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. 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.

*Prerequisites:* FIN 200 (may be taken concurrently)

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Finance.

*Attributes:* Undergraduate

**FIN 225 Fund of Quantitative Finance (3 credits)**

This course provides a mathematical approach to corporate finance and practice as it relates to financial analysis, investor decisions, risk management, and the valuation of firms. Topics include: the determination of interest rates, the time value of money, annuities, the raising of capital using debt and equity, debt and equity valuation techniques, risk and return, risk management, and capital budgeting. Because this course can be take in lieu of FIN 200 within the sequence of Business Foundation courses, a student may not receive credit for both this course and FIN 200. This course is also a substitute for FIN 200 when satisfying the prerequisite requirements for all other 200- to-400 level finance courses.

*Prerequisites:* ACC 101 and ECN 101 and (MAT 155 or MAT 161)

*Attributes:* Undergraduate

**FIN 300 Intermediate 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 and reorganization.

*Prerequisites:* FIN 200 and (DSS 210 or MAT 118 or MAT 128 or MAT 322)

*Attributes:* Undergraduate

**FIN 301 Investments (3 credits)**

This course will teach students how to evaluate the potential risks and returns of investments and portfolios; perform fundamental equity analysis using economic, industry, and discounted cash flow analysis; value bonds; compute the price sensitivities of assets; understand diversification and the basics of portfolio asset allocation; and evaluate portfolio performance. Students are strongly urged to complete FIN 201 before taking FIN 301.

*Prerequisites:* FIN 200 and (DSS 210 (may be taken concurrently) or MAT 118 or MAT 128 or MAT 322)

*Attributes:* Undergraduate

**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 and (DSS 210 or MAT 118 or MAT 128 or MAT 322)

*Attributes:* Globalization Course (New GEP), Undergraduate

**FIN 303 Small Business Finance (3 credits)**

This course focuses on critical strategic and operational issues facing a small firm: how to raise capital in non-public markets from a spectrum of sources from angel investors, private equity, and the SBA; estimating cost of capital, credit policy and terms, liquidity and liquidity management, bank relations, valuation of the business, and exit strategies. Students are required to manage online simulated competing small businesses in teams and make presentations regarding their strategies and results.

*Prerequisites:* FIN 200 and (DSS 210 or MAT 118 or MAT 128 or MAT 322)

*Attributes:* Undergraduate

**FIN 304 Honors Research (3 credits)****FIN 305 Honors Research (3 credits)****FIN 370 Topics in Finance (3 credits)**

These courses are 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.

*Attributes:* Undergraduate

**FIN 371 Topics in Finance (3 credits)**

These courses are 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 and DSS 210

*Attributes:* Undergraduate

**FIN 372 Topics in Finance (3 credits)**

These courses are 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 and DSS 210

*Attributes:* Undergraduate

**FIN 400 Mergers & Acquisitions (3 credits)**

This course covers theory and evidence concerning mergers & acquisitions and corporate control. It examines the accounting and valuation aspect of mergers & acquisitions activities, the M&A process, and reviewing the relevant historical empirical evidence. Mergers and acquisitions activity is evaluated in terms of the strategic alternatives faced by the firm. Cases are used and a graded team buy and sell deal negotiation simulation is required.

*Prerequisites:* FIN 300

*Attributes:* Undergraduate

**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, participates in the construction of the portfolio, and has a functional role. Each sector is represented by a sector team. FIN 402 Portfolio Management is highly recommended, but is not a required prerequisite for the course.

*Prerequisites:* FIN 301

*Attributes:* Undergraduate



**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 addressed. Market simulation, asset allocation software, databases, spreadsheet modeling, and optimization programs are used.

*Prerequisites:* FIN 201 and FIN 301 and DSS 210 and (MAT 119 or MAT 123 or MAT 155 or MAT 161)

*Attributes:* Undergraduate

**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 201 and FIN 301 and DSS 210 and (MAT 119 or MAT 123 or MAT 155 or MAT 161)

*Attributes:* Undergraduate

**FIN 470 Advanced Topics in Finance (3 credits)**

These courses are upper division courses 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 and FIN 301 and DSS 210 and PHL 154

*Attributes:* Undergraduate

**FIN 471 Advanced Topics in Finance (3 credits)**

These courses are upper division courses 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 and DSS 210 and (FIN 300 or FIN 301)

*Attributes:* Undergraduate

**FIN 493 Independent Research I (3 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 and DSS 210

*Restrictions:* Enrollment limited to students with a class of Junior or Senior. Enrollment is limited to students with a major, minor, or concentration in Finance.

*Attributes:* Undergraduate

**FIN 494 Independent Research II (3 credits)**

A second semester of independent study may be approved to allow a student to continue 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 and DSS 210

*Restrictions:* Enrollment limited to students with a class of Junior or Senior. Enrollment is limited to students with a major, minor, or concentration in Finance.

*Attributes:* Undergraduate

**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.

*Restrictions:* Enrollment is limited to Graduate level students.

**FIN 501 Economics Foundation (2 credits)**

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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Executive MBA Program (1-year), Executive MBA Program, Food Marketing or Pharmaceutical Marketing. Enrollment is limited to Graduate level students.

**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 or HSB Waiver with a score of FN500) and (DSS 500 or HSB Waiver with a score of DS500)

*Restrictions:* Enrollment is limited to Graduate level students.

**FIN 504 Finance Foundation (2 credits)**

The first 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 time series. In addition, we develop the common-size 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. ACC 510 is highly recommended, but is not a required prerequisite for the course.

*Prerequisites:* FIN 501 or HSB Waiver with a score of FN501

*Restrictions:* Enrollment is limited to Graduate level students.

**FIN 509 Curricular Practical Training (1 credit)****FIN 550 Shareholder Value Management (3 credits)**

This course covers the concepts and practices of value-based financial management. 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. ACC 550 and DSS 560 are highly recommended for traditional MBA students, but are not required prerequisites for the course.

*Prerequisites:* (FIN 503 or HSB Waiver with a score of FN503) and (ACC 500 or HSB Waiver with a score of AC500) and (DSS 510 or HSB Waiver with a score of DS510)

*Restrictions:* Enrollment is limited to Graduate level students.

**FIN 551 Managerial Finance (2 credits)**

This course picks up with a review of the WACC and applies this to the capital budgeting process. In this module, cash flow projections and initial outlay concepts are developed. 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.

*Prerequisites:* FIN 504 or FIN 504 Waiver Score with a score of 1 or HSB Waiver with a score of FN504

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Pharmaceutical Marketing. Enrollment is limited to Graduate level students.

**FIN 552 Managerial Finance I (2 credits)****FIN 553 Managerial Finance II (2 credits)****FIN 600 Fin Institutions & Capital Mkt (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 financial markets, the properties of the major financial securities traded in these markets, the behavior of interest rates, key characteristics and regulations of major financial institutions, including their risk exposures and various strategies to manage these risks.

*Prerequisites:* FIN 550

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Prerequisites:* FIN 550

*Restrictions:* Enrollment is limited to Graduate level students.

**FIN 602 Portfolio Management (3 credits)**

This course covers the theory and practice of portfolio management. Topics include asset allocation, capital market models, risk assessment, performance evaluation, mutual funds, international diversification, and managing risk with derivative securities. Recent empirical evidence is also covered. FIN 600 is highly recommended, but is not a required prerequisite for the course.

*Prerequisites:* FIN 550

*Restrictions:* Enrollment is limited to Graduate level students.

**FIN 603 Tax Plan Mgmt Decision Making (3 credits)**

This course identifies the tax considerations inherent in many, if not most, personal and business financial decisions. The material covered in this course will allow students to (1) gain an appreciation for the operation and complexity of the federal tax system; (2) achieve a working knowledge of essential tax concepts and terminology; and (3) develop a basic understanding of the role taxation plays in the everyday conduct of an individual's personal financial affairs and/or the operation of a business enterprise.

*Prerequisites:* FIN 550 or FIN 4025 or MBA 4315

*Restrictions:* Enrollment is limited to Graduate level students.

**FIN 604 Personal Insurance Planning (3 credits)**

This course is an introductory course in risk management and insurance. It covers the insurance component of the financial planning track. The focus of the course is to introduce the students to the terminology of insurance, reviews contract law, agency relationships, and an overview of the financial services industry. The course then examines personal property and liability insurance, commercial property and general liability insurance. In addition, there will be a discussion of employee benefits, medical plans, and social insurance programs.

*Prerequisites:* FIN 550

*Restrictions:* Enrollment is limited to Graduate level students.

**FIN 605 Pensions & Benefits Admin (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. Cross-Listed as FPL 300 for Undergraduate FPL Majors (Classes of 2018, 2019, or 2020, or students who declared the Financial Planning major in 2015 or 2016. Requires permission from the Finance Department Chair.)

*Prerequisites:* FIN 550

*Restrictions:* Enrollment is limited to Graduate level students.

**FIN 606 Estate Planning (3 credits)**

This course will begin with an overview of basic gift, estate, and generation-skipping-transfer tax law. Fundamental topics of estates and gifts will be covered as well as basic estate planning documents and estate devices. The student will explore how to apply these topics through 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 IRAs. Other areas to be discussed will include ownership of family business entities and limited liability companies.

*Prerequisites:* FIN 550

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Prerequisites:* FIN 550

*Restrictions:* Enrollment is limited to Graduate level students.

**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 single-period and multi-period evaluation of investment opportunities under certainty and uncertainty, risk analysis, capital structure, dividend policy, cost of capital, and firm valuation.

*Prerequisites:* FIN 550

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Prerequisites:* FIN 550

*Restrictions:* Enrollment is limited to Graduate level students.

**FIN 610 Security Analysis & Investment (3 credits)**

This course examines security valuation techniques. Topics include fundamental and technical analysis of stocks, bonds, and derivative securities; earnings estimation, risk assessment, and valuation of individual securities.

*Prerequisites:* FIN 550

*Restrictions:* Enrollment is limited to Graduate level students.

**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 merger and acquisition activities, discuss the alternative theories of mergers and acquisitions, and review the relevant empirical tests. 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 from both a finance and a strategic perspective.

*Prerequisites:* FIN 550

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Prerequisites:* FIN 550

*Restrictions:* Enrollment is limited to Graduate level students.

**FIN 614 Acct, Fin, & Econ 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.

*Prerequisites:* FIN 550

*Restrictions:* Enrollment is limited to Graduate level students.

**FIN 620 Fin Plan Dev&Presentn Capstone (3 credits)**

This course will require students to synthesize and apply 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. Cross-Listed as FPL 495 for Undergraduate FPL Majors (Classes of 2018, 2019, or 2020, or students who declared the Financial Planning major in 2015 or 2016. Requires permission from the Finance Department Chair.)

*Prerequisites:* FIN 601 and FIN 605

*Restrictions:* Enrollment limited to students in the MSFINS program.

**FIN 624 Intro to Markets & Investments (2 credits)**

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.

**FIN 770 Special 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. The prerequisites and topics selected are at the discretion of the instructor.

*Restrictions:* Enrollment is limited to Graduate level students.

**FIN 773 Internship (3 credits)**

## Financial Planning (FPL)

**FPL 100 Personal Financial Management (3 credits)**

The Personal Financial Management course provides an overview of personal finance topics to help students set and work towards their financial goals. Unlike FPL 200, this course is designed for any student who wants to be better prepared to managing his or her own financial affairs. Note: Does not satisfy any requirements for the FIN, FPL, or RMI majors or minors.

**FPL 200 Personal Financial Planning (3 credits)**

Introduction to Financial Planning is the introductory course in the financial planning major and minor. The course provides an introduction to the financial planning profession, including an overview of common business models. The course introduces the student to the financial planning process of aligning goals and objectives with financial resources. The course applies the financial planning process to common financial planning goals such as college funding, purchasing a home and minimizing taxes. The course will also stress the time value of money concepts and their application to financial planning.

*Attributes:* Undergraduate

**FPL 300 Retirement Plan (3 credits)**

Retirement Planning provides an overview of the common financial goal of planning for retirement. The course includes an examination of anticipated retirement needs and potential qualified and non-qualified options that might be available. The course considers the range of public and private retirement programs available to individuals and organizations. The course also examines the additional factors that can arise for individuals while saving for retirement and during retirement. Cross-listed as FIN 605.

*Prerequisites:* FPL 200

*Attributes:* Undergraduate

**FPL 301 Estate Planning (3 credits)**

Estate Planning examines the purpose of estate planning and estate documents that are commonly used. The course also includes calculating wealth transfer taxes and methods for minimizing transfer taxes. Estate planning tools and techniques are also introduced such as trusts, marital and charitable deduction vehicles, intra-family business and property transfers. Cross-listed as FIN 606.

*Prerequisites:* FPL 200

*Attributes:* Undergraduate

**FPL 302 Individual Taxation (3 credits)****FPL 470 Topics and 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 300-level courses as determined by the instructor.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Finance.

**FPL 493 Independent Research I (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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Finance.

*Attributes:* Undergraduate

**FPL 494 Independent Research II (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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Finance.

*Attributes:* Undergraduate

**FPL 495 Financial Planning Capstone (3 credits)**

The Financial Planning Capstone course requires students to synthesize and apply comprehensive financial planning concepts and techniques to simulated or actual client circumstances. The course requires students to apply and integrate financial planning concepts into a financial plan. Students also learn about effective oral and written communication when delivering financial recommendations to clients. Cross-listed as FIN 620.

*Prerequisites:* FPL 200 and FPL 300

## Food Marketing (FMK)

**FMK 150 Expl Hist Cult & Future: Eating (3 credits)**

This First Year Seminar course covers the importance of food to the development of civilization. The first half of the course will be devoted to the history of food, eating and its relationship to culture, from the prehistoric hunter-gatherers to the modern day fascination with all things culinary. The second half of the course will be devoted to understanding the modern food system within the developed world with particular emphasis on the thorny issues that are currently being debated: organics, buy local, genetic modification, sustainability, obesity, hunger and other topics of interest.

*Attributes:* First-Year Seminar, Undergraduate

**FMK 202 Overview of the Global Food Ind (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.

*Attributes:* Undergraduate

**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.

*Prerequisites:* DSS 210 and FMK 202

*Attributes:* Undergraduate

**FMK 302 Understanding Food Cust & 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.

*Prerequisites:* FMK 202 or MKT 201

*Attributes:* Undergraduate

**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.

*Prerequisites:* FMK 202 or MKT 201

*Attributes:* Undergraduate



**FMK 310 Brand Strategy (3 credits)**

This course addresses the brand management challenge of designing and implementing the best combination of marketing variables to carry 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.

*Prerequisites:* MKT 201

*Attributes:* Undergraduate

**FMK 311 Food Retailing (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

*Prerequisites:* MKT 201

*Attributes:* Undergraduate

**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.

*Prerequisites:* MKT 201 or MKT 211

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Food Marketing Co-Op or Food Marketing.

*Attributes:* Undergraduate

**FMK 313 Food Distribution & 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 food service perspectives.

*Prerequisites:* MKT 201 or MKT 211

*Attributes:* Undergraduate

**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.

*Prerequisites:* FMK 202 or MKT 201

*Attributes:* Undergraduate

**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.

*Prerequisites:* MKT 201

*Attributes:* Undergraduate

**FMK 316 Selling Skills & Decisn 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.

*Prerequisites:* FMK 202 or MKT 201

*Attributes:* Undergraduate

**FMK 317 Sales Mgt for CPG & Foodserv (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.

*Prerequisites:* MKT 201

*Attributes:* Undergraduate

**FMK 318 Retail Food Market Management (3 credits)**

Most management decisions and strategies in food marketing today are driven by the analysis of shopper, competitive, and business data; often based on very large data sets. To prepare students to be successful in this new environment, this course will use Excel, IRI/Nielsen data sets, and other quantitative tools to work through analysis and planning at the interface between food manufacturers and food distribution channels (e.g. Grocery and Foodservice). Common food industry business practices such as category management and promotion and media optimization will be examined. There will be opportunities to add realism through the use of case studies and in-class competitions based on actual companies

*Prerequisites:* FMK 202 or MKT 201



**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.

*Prerequisites:* FMK 202 or MKT 201

*Attributes:* Undergraduate

**FMK 330 Interntl Food Mktg 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.

*Prerequisites:* MKT 201

*Attributes:* Undergraduate

**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.

*Attributes:* Undergraduate

**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.

*Prerequisites:* MKT 201

*Attributes:* Undergraduate

**FMK 333 Foodserv Manufactg & Distribtn (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.

*Attributes:* Undergraduate

**FMK 351 Food and the Poor (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. This is a Service Learning course.

*Attributes:* Undergraduate

**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 FMK 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 370 Digital & Social Media (3 credits)**

Digital and social media represent a significant shift and change in consumer behavior, leaving marketers scrambling to take advantage of the changing environment. Consumers are spreading opinions and information about restaurants, food brands and grocery stores on sites such as Yelp, Facebook and Twitter. This course takes a broad look at digital and social media and investigates social networks, social media platforms and online advertising. A common theme throughout this course is to identify and discuss the differences between traditional and social media while highlighting the interaction and synergy between the two for key factors such as word of mouth, sales promotions and advertising. At the end of the course, students have the knowledge and insights necessary to establish key, clear marketing objectives and strategies, choose the proper social media platforms and measure the effectiveness of the online campaigns.

*Attributes:* Undergraduate

**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.

*Prerequisites:* FMK 202 and FMK 301 and FMK 302 and FMK 303 and FMK 318

*Attributes:* Undergraduate

**FMK 402 Future Issues in Food Mktg (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.

*Attributes:* Undergraduate

**FMK 403 Independent Study Food Mktg (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.

*Attributes:* Undergraduate

**FMK 488 FMK Coop I (3 credits)****FMK 489 FMK Coop II (3 credits)****FMK 490 FMK Coop III (3 credits)****FMK 493 Independent Research I in FMK (3 credits)****FMK 494 Independent Research II in FMK (3 credits)****FMK 711 Overview&Mgmt: Food&Beverage Ind (3 credits)**

The purpose of Overview and Management of the Food & Beverage Industry is to introduce students to concepts and terminology within the food and beverage industry. This will focus on various aspects of the food supply chain from agriculture to retail, as well as the supporting activities that comprise this supply chain. In addition, students will focus on how these key concepts and techniques are useful in appraising and prioritizing marketing activities within the broader context of firm management.

*Restrictions:* Enrollment limited to students in the MBAFMKT or MSFMKT programs. Enrollment is limited to Graduate level students.

**FMK 713 Food & Beverage Mktg Strategy (3 credits)**

Food & Beverage Marketing Strategy is designed to allow the student to integrate and apply the various marketing tools and techniques associated with developing a winning marketing strategy. Topic sequence has been structured around the strategic marketing planning process.

The major learning vehicles will be the analysis of marketing strategy in a competitive context and the identification of the rules of strategy. Time will be spent discussing topics such as defining the business, assessing the business situation, analyzing the environment, analyzing the product portfolio, and identifying competitive market structures.

*Restrictions:* Enrollment is limited to Graduate level students.

**FMK 714 Food & Beverage Mktg Analytics (3 credits)**

Food & Beverage Marketing Analytics, Data, Forecasting, and Pricing is designed to help understand the wealth of data available to food and beverage marketers. It will focus on solving food and beverage industry questions using food and beverage industry data. Particular attention will be paid to how to interpret the data as well as how to select relevant data for specific questions. Several different types of questions will be covered including general customer analytics, demand forecasting, and pricing optimization.

**FMK 722 Food & Beverage Mktg Research (3 credits)**

Food & Beverage Marketing Research will be an introduction to the market research process with applications to either students' own companies or companies in the market place. This course will cover secondary, qualitative and quantitative research, as well as converting management problems to answerable research questions. Each section will have a focus on best practices to collect and interpret the data. One major focus of the course is qualitative research as it is a powerful tool which plays a part in conducting food and beverage marketing research into customer value analysis, branding and naming, new product launch, customer satisfaction, and market segmentation, among other food and beverage marketing areas. Its techniques include all types of focus groups, in depth one-one-one interviews, intercept studies and observational research. Another major focus is quantitative research and survey design. This section of the course will help students understand how to write surveys and interpret surveys that are unbiased and help them develop real, tangible consumer insights. Then, the course will focus on the strategic decisions that market research can help influence, as well as the future of market research. Students will be assessed by completing a full market research report from hypothesis generation to analysis and will involve all three aspects of the research process.

*Restrictions:* Enrollment limited to students in the MBAFMKT or MSFMKT programs. Enrollment is limited to Graduate level students.

**FMK 725 Food & Beverage Consmr Insight (3 credits)**

Consumer Insight and Food & Beverage Consumer Behavior applies concepts, principles, and theories from the various social sciences (psychology, anthropology and sociology) to the factors that influence the acquisition, consumption, and disposition of consumer packaged products, services, and ideas. Knowledge of consumer behavior principles is becoming increasingly important for the food and beverage marketing manager and the public policy maker. Quite simply, in order to make good decisions the manager must have an understanding of how consumers are likely to respond to the actions of the firm or the government. In addition, an understanding of the factors that influence consumers may assist an individual in understanding his or her own buying patterns.

*Restrictions:* Enrollment limited to students in the MBAFMKT or MSFMKT programs. Enrollment is limited to Graduate level students.

**FMK 726 Innovation & New Product Dev (3 credits)**

Innovation & New Product Development describes the processes and issues involved in conceiving, developing and launching new food and beverage products into both the retail and foodservice markets. Topics covered include new product strategies and approaches, organizational structures, steps in the product development process, new product research, and creating marketing and sales programs to support product introduction. Application of skills will be demonstrated through individual written assignments and a team-based new product development project.

*Restrictions:* Enrollment is limited to students with a major in Food Marketing. Enrollment is limited to Graduate level students.

**FMK 732 Commun in Food & Beverage Mktg (3 credits)**

Communications in Food & Beverage Marketing is designed to investigate the strategy and tactics required to create and execute an integrated marketing communications program in the food industry. Communication theory and application will be discussed in their relation to advertising. Targeting, the creative process, media options, budgeting and the evaluation of advertising will be highlighted. Effective creation, communication and implementation of promotional strategies will be evaluated. The role of consumer promotions (coupons, rebates, contests, sampling, etc.) and trade promotions (off invoice, bill backs, advertising allowances, etc.) within the context of Marketing Strategy will be examined, as well as their advantages and limitations. Creative strategies to maximize impact and program development/evaluation will also be discussed.

*Restrictions:* Enrollment limited to students in the MBAFMKT or MSFMKT programs. Enrollment is limited to Graduate level students.

**FMK 742 Multicul&Int Food&Beverage Mkt (3 credits)**

Multi-Cultural & International Food & Beverage Marketing will explore the opportunity for food and beverage retailers and manufacturers to increase sales by better understanding the tastes and needs of an ethnic community. As the U.S. consumer demographics are shifting, it is critical to have a better understanding of current customers and potential customers. We will discuss products, advertising, promotional opportunities, community relations and important holidays. The goal will be to show how companies can create an "attitude" that will let people find the foods and beverages that they want in an atmosphere that makes them feel good. While the growth markets are the emerging markets, the bulk of food and beverage trade is still in the developed markets of the world such as the E.U., Canada, and Asia. This course will study exactly what the new rules of trade are and how they affect American food business. This course also explores the expanding market opportunities in the BRIC (Brazil, Russia, India and China) for food and beverage products and retailing formats, focusing on how business models differ between emerging countries and between developing countries.

*Restrictions:* Enrollment limited to students in the MBAFMKT or MSFMKT programs. Enrollment is limited to Graduate level students.

**FMK 753 Food & Beverage Retail Mktg (3 credits)**

Retailing in the food and beverage industry is constantly changing. From dollar stores to full service supermarkets to online venues, the industry has never been more diverse and competitive. Food & Beverage Retailing Marketing will seek to understand the strategic decisions that retailers make throughout the diversity of retail formats. A variety of perspectives including manufacturer and consumer on the retail landscape will also be covered. Students will be responsible for developing a retailing strategy in this course.

*Restrictions:* Enrollment is limited to students with a major in Food Marketing. Enrollment is limited to Graduate level students.

**FMK 762 Food & Beverage Policy (3 credits)**

Sustainability, both operational and environmental, and consumer well-being are driving forces within the food and beverage industry and stimulating key issues in food and beverage policy, especially for food and beverage security, environmental and obesity challenges. Food & Beverage Policy, Sustainability and Consumer Well Being will introduce marketers to fundamentals and current issues in food and beverage policy, sustainability stakeholders, and food and beverage well-being concepts. The course emphasizes a marketing perspective to drive consumer well-being and sustainability for competitive advantage and meaningful differentiation thereby optimizing growth and profitability in the context of a regulated environment.

*Restrictions:* Enrollment limited to students in the MBAFMKT or MSFMKT programs. Enrollment is limited to Graduate level students.

**FMK 772 Foodservice Mktg Management (3 credits)**

Foodservice Marketing Management provides an introduction to the role and function of foodservice marketing and the foodservice marketing channel. Students will develop an understanding of the commercial and non-commercial on-site segments and the underlying factors and processes that shape strategy and tactics for foodservice marketing. This course examines the dynamics of the ever-changing distribution network between a manufacturer and the foodservice operator. Manufacturers face the challenges of maintaining or increasing their market share against the competition and selecting the best distribution channels to get their products to the foodservice operator. Distributors' challenges include the increased costs of operations and pressure between balancing manufacturer brands and their own private label brands, and how that effects what foodservice operators and customers will buy. Students will learn logistics and ordering technologies, marketing incentives, and how direct or brokers sales forces play in the success of a manufacturer product as it travels through the distribution channel.

*Restrictions:* Enrollment limited to students in the MBAFMKT or MSFMKT programs. Enrollment is limited to Graduate level students.

**FMK 781 Indep Study: Food & Bev Mktg (3 credits)**

Independent Study in Food and Beverage Marketing 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.

*Restrictions:* Enrollment limited to students in the MBAFMKT or MSFMKT programs. Enrollment is limited to Graduate level students.

**FMK 783 Food & Beverage Mktg Digi Stra (3 credits)**

The food and beverage industry is changing as consumer preferences and technology changes. Digital Strategy for Food & Beverage Marketing investigates current trends in the food and beverage industry focused along technological advances through the internet and social media. Specifically, the rise of online grocery ordering and delivery will be investigated from a consumer and retailer perspective. The best strategies for online ordering will be discussed utilizing consumer behavior and preferences. Additionally, consumers are flocking online and on mobile channels to stay connected with brands through social media sites such as Facebook, Twitter, Snapchat and Instagram. The benefits and strategies for these social networking sites will be analyzed and discussed. The strategies for engaging customers through the mobile platform will also be discussed including loyalty programs, product information and shopping assisting tools.

**FMK 784 Food & Beverage Indry Summit (2 credits)**

The content for Food & Beverage Industry Summit seminar is based on the annual Department of Food Marketing Food Industry Summit 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 Food Industry Summit. These will be contemporary and important issues to the industry.

*Restrictions:* Enrollment limited to students in the MBAFMKT or MSFMKT programs. Enrollment is limited to Graduate level students.

**FMK 785 ST: Food & Beverage Mktg (3 credits)**

Future Issues/Special Topics in Food & Beverage Marketing is designed to address areas that will be very contemporary and may have just appeared on the food and beverage horizon or issues that warrant special examination. These may be open to the public for either all or part of the course.

*Restrictions:* Enrollment limited to students in the MBAFMKT, MBATRAD or MSFMKT programs.

**FMK 795 Capstone (3 credits)**

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 capstone course is intended to give students the opportunity to demonstrate the application of the concepts learned during their tenure in the program.

## French (FRE)

**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. Fulfills one course of a sequence that fulfills the GEP non-native language requirement.

*Prerequisites:* Language Placement with a score of FR101

*Restrictions:* Enrollment is limited to Undergraduate Day Division level students. Students with the French 102 Placement, French 201 Placement, French 202 Placement or French 301 Placement attributes may **not** enroll.

*Attributes:* Undergraduate

**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. Fulfills the GEP non-native language requirement.

*Prerequisites:* FRE 101 or French 102 Placement with a score of 1 or Language Placement with a score of FR102

*Restrictions:* Enrollment is limited to Undergraduate Day Division level students. Students with the French 201 Placement, French 202 Placement or French 301 Placement attributes may **not** enroll.

*Attributes:* Undergraduate



**FRE 150 First Year Seminar in French (3 credits)****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. Fulfills the GEP non-native language requirement.

*Prerequisites:* FRE 102 or French 201 Placement with a score of 1 or Language Placement with a score of FR201

*Restrictions:* Students with the French 202 Placement or French 301 Placement attributes may **not** enroll.

*Attributes:* Undergraduate

**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. Fulfills the GEP non-native language requirement.

*Prerequisites:* FRE 201 or French 202 Placement with a score of 1 or Language Placement with a score of FR202

*Restrictions:* Students with the French 301 Placement attribute may **not** enroll.

*Attributes:* Undergraduate

**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 Francophone Studies Program. Fulfills the GEP non-native language requirement.

*Prerequisites:* FRE 202 or French 301 Placement with a score of 1 or Language Placement with a score of FR301

*Attributes:* Undergraduate

**FRE 302 French Composition (3 credits)**

This course is designed to improve students' ability to communicate in written French and to develop the writing skills they will need to succeed in advanced French courses. Skills are developed through a process-oriented approach to writing, including steps related to vocabulary generation, organizing an outline, writing a draft, editing and revising, and writing a final version. Prerequisite: completion of the GEP language requirement in French. Fulfills the GEP Writing-Intensive Overlay requirement.

*Prerequisites:* FRE 301 or French 302 Placement with a score of 1

*Attributes:* Undergraduate, Writing Intensive Course- GEP

**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

*Prerequisites:* FRE 301 or FRE 302

*Attributes:* GEP Art/Literature, Undergraduate

**FRE 310 Identity (3 credits)**

This course focuses on a complex and multi-layered concept at the heart of what it means to be human. Exploring this idea in Francophone literature, music and film will allow us to develop a nuanced view of identity, belonging and community, learning about diverse cultural perspectives while also developing skill at analyzing and commenting on literary texts in different genres.

*Prerequisites:* FRE 301 or Language Placement with a score of FR310 or FRE 302

*Attributes:* GEP Art/Literature, Undergraduate

**FRE 315 Comp Stylistics & 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.

*Prerequisites:* FRE 301 or FRE 302

**FRE 321 Love & Desire in Med Fr Lit (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 form and we will also examine representations of love in desire in music, images, and other cultural products and practices. Fulfills the GEP Art/Literature requirement.

*Prerequisites:* FRE 301 or FRE 302

*Attributes:* GEP Art/Literature, Undergraduate

**FRE 322 Making our Voices Heard (3 credits)**

A study of representations of women in works written by French women writers of the Middle Ages and Renaissance, with special emphasis on issues of female identity and voice in the texts. Fulfills the GEP Art/Lit requirement., Diversity course, Gender Studies course, Medieval, Ren & Reform Studies.

*Prerequisites:* FRE 301 or FRE 302

*Attributes:* Medieval, Ren & Reform Studies

**FRE 325 The Francophone World (3 credits)**

This course is an introductory course for the Francophone Studies major while serving simultaneously as a language and culture course for French majors organized around the notion of "Francophonie." 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 Sub-Saharan Africa; 2) a sampling of critiques of French colonialism; 3) select texts in postcolonial theory; 4) an overview of the contemporary Francophone world.

*Prerequisites:* FRE 301 or FRE 302

*Attributes:* Undergraduate



**FRE 330 Medieval to Early Mod France (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. Fulfills the GEP Art/Lit requirement.

*Prerequisites:* FRE 301 or FRE 302

*Attributes:* GEP Art/Literature, Undergraduate

**FRE 331 France: 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. Fulfills the GEP Art/Lit requirement.

*Prerequisites:* FRE 301 or FRE 302

*Attributes:* European Studies Course, GEP Art/Literature, Undergraduate

**FRE 351 French Canada (3 credits)**

In this course, we will explore the culture, history, and literature of French-speaking Canada, concentrating specifically on Québec and Acadia.

By focusing on questions of language, heritage, and identity, students will examine what it means to be a Francophone in Canada, deepen their knowledge of the unique cultural contributions made by these communities, and enhance their understanding of the complex identities of French speakers in eastern Canada.

*Prerequisites:* FRE 301 or FRE 302

*Attributes:* GEP Art/Literature

**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.

*Prerequisites:* FRE 301 or FRE 302

*Attributes:* GEP Art/Literature

**FRE 366 Current Events in Fr-LangMedia (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.

*Prerequisites:* FRE 301 or FRE 302

*Attributes:* Undergraduate

**FRE 370 Special 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.

*Prerequisites:* FRE 301 or FRE 302 or Language Placement with a score of FR370

*Attributes:* Undergraduate

**FRE 402 Advanced French Composition (3 credits)**

This course will develop students' ability to communicate in written French by adding complexity and versatility to their writing skills. The course will guide students in a process-oriented approach to writing, seeking to increase their autonomy as writers and giving them writing and editing practice in a variety of genres.

*Prerequisites:* FRE 301 or FRE 302

*Attributes:* Undergraduate, Writing Intensive Course- GEP

**FRE 403 Adv Convrsion: A Just Society (3 credits)**

This conversation course focuses on current events and contemporary culture, paying particular attention to ethical thinking and the notion of fairness as a principle of social organization. Discussion of controversial topics will be an important aspect of students' work. The course will be informed by justice-focused ethical frameworks (Rawls, Nussbaum, Pope Francis). Participants will be asked to reflect on and to analyze issues as they are represented in television news reports, newspaper and magazine articles, popular songs, film and other media in French.

*Prerequisites:* FRE 301 or FRE 302

*Attributes:* Ethics Intensive (New GEP)

**FRE 409 Love and Hatred (3 credits)**

Please see the course 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.

*Prerequisites:* FRE 301 or FRE 302

*Attributes:* GEP Art/Literature, Undergraduate

**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.

*Prerequisites:* FRE 301 or FRE 302

*Attributes:* GEP Art/Literature, Undergraduate

**FRE 412 Short Nar in Francophone Lit (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.

*Prerequisites:* FRE 301 or FRE 302

*Attributes:* GEP Art/Literature, Undergraduate

**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.

*Prerequisites:* FRE 301 or FRE 302

*Attributes:* GEP Art/Literature, Undergraduate

**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.

*Prerequisites:* FRE 301 or FRE 302

*Attributes:* GEP Art/Literature, Undergraduate

**FRE 421 Love & Desire Med Fr Lit & Cul (3 credits)**

Please see the description for FRE 321. Students taking FRE 421 will have additional readings and projects to complete. Students who have taken at least three 300-level courses should enroll in FRE 421.

*Prerequisites:* FRE 301 or FRE 302

*Attributes:* GEP Art/Literature, Undergraduate

**FRE 422 Fr Wom Writ of Mid Ages & Ren (3 credits)**

Please see the description for FRE 322. Students taking 422 will have additional reading and projects to do. If you have taken at least three 300-level courses, you should enroll in 422.

*Prerequisites:* FRE 301 or FRE 302

*Attributes:* Diversity Course (New GEP), Gender Studies Course, GEP Art/Literature, Medieval, Ren & Reform Studies, Undergraduate

**FRE 431 The French Enlightenment (3 credits)**

Exploring the meaning of the French label for this period, “le siècle des Lumières,” reading a variety of texts by major authors (including Voltaire, Rousseau and Diderot, among others) and discussing the major ideas and intellectual projects of the time are the principal activities of the course. Students will gain knowledge of the literature and the social and intellectual culture of this particularly important period in the history of ideas in the West.

*Prerequisites:* FRE 301 or FRE 302

*Attributes:* GEP Art/Literature, Undergraduate

**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.

*Prerequisites:* FRE 301 or FRE 302

*Attributes:* GEP Art/Literature, Undergraduate

**FRE 451 Francophone Canada (3 credits)**

FRE 451 Francophone Canada (3 credits) Please see the description for FRE 351. Students taking 451 will have additional reading and projects to do. If you have taken at least three 300-level courses, you should enroll in 451. Fulfills the GEP Art/Lit requirement.

*Prerequisites:* FRE 301 or FRE 302

**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.

*Prerequisites:* FRE 301 or FRE 302

*Attributes:* GEP Art/Literature

**FRE 460 La Francophonie (3 credits)****FRE 461 Caribbean Francophone Liter (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 GEP Art/Lit requirement. Latin American Studies. *Attributes:* Africana Studies Course, GEP Art/Literature, Undergraduate

*Prerequisites:* FRE 301 or FRE 302

*Attributes:* Africana Studies Course, GEP Art/Literature, Undergraduate

**FRE 462 Contemprry 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.

*Prerequisites:* FRE 301 or FRE 302

*Attributes:* GEP Art/Literature, Undergraduate

**FRE 466 The Francophone Press (3 credits)**

An introduction to the press of the French-speaking world. The work of the course may include library and internet research, extensive readings in French-language newspapers and magazines, viewings of television news, round-table discussions of current events and regular writing assignments. The course aims to familiarize students with the contemporary Francophone world and its information media. It is also designed to improve students' general language skills in French.

*Prerequisites:* FRE 301 or FRE 302

*Attributes:* Undergraduate

**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.

*Prerequisites:* FRE 301 or FRE 302

*Attributes:* Undergraduate

**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.

*Prerequisites:* FRE 301 or FRE 302

*Attributes:* Undergraduate

**FRE 490 Internship (3 credits)****FRE 491 Internship (3 credits)****FRE 493 Independent Research in French (3 credits)****FRE 494 Independent Research in French (3 credits)**

## Gender Studies (GEN)

**GEN 200 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.

*Attributes:* Diversity Course (New GEP), Gender Studies Course, Undergraduate

**GEN 201 Seminar In Feminist Studies (3 credits)****GEN 470 Independent Study (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.

## German (GRM)

### 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. Fulfills the GEP non-native language requirement.

*Prerequisites:* Language Placement with a score of GR101

*Restrictions:* Enrollment is limited to Undergraduate Day Division level students. Students with the German 102 Placement, German 201 Placement, German 202 Placement or German 301 Placement attributes may **not** enroll.

*Attributes:* Undergraduate

### 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 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. Fulfills the GEP non-native language requirement.

*Prerequisites:* GRM 101 or German 102 Placement with a score of 1 or Language Placement with a score of GR102

*Restrictions:* Enrollment is limited to Undergraduate Day Division level students. Students with the German 201 Placement, German 202 Placement or German 301 Placement attributes may **not** enroll.

*Attributes:* Undergraduate

### GRM 113 First Year German III (4 credits)

### GRM 150 First Year Seminar in German (3 credits)

### 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. Fulfills the GEP non-native language requirement.

*Prerequisites:* GRM 102 or German 201 Placement with a score of 1 or Language Placement with a score of GR201

*Restrictions:* Students with the German 202 Placement or German 301 Placement attributes may **not** enroll.

*Attributes:* Undergraduate

### 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: Fulfills the GEP non-native language requirement.

*Prerequisites:* GRM 201 or German 202 Placement with a score of 1 or Language Placement with a score of GR202

*Restrictions:* Students with the German 301 Placement attribute may **not** enroll.

*Attributes:* Undergraduate

### GRM 301 German Conversation (3 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. Fulfills the GEP non-native language requirement.

*Prerequisites:* GRM 202 or German 301 Placement with a score of 1 or Language Placement with a score of GR301

*Attributes:* Undergraduate

### 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.

*Prerequisites:* GRM 301 or German 302 Placement with a score of 1

*Attributes:* Undergraduate

### GRM 303 From Bismark to Hitler (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. This course is taught in German.

*Prerequisites:* GRM 301 or Language Placement with a score of GR303

*Attributes:* GEP Art/Literature, Undergraduate

### 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 in the opera and film, will be studied. Fulfills the GEP Art/Literature requirement. Taught in English, does not satisfy the German major or minor requirements.

*Attributes:* GEP Art/Literature, Undergraduate

### GRM 306 Advanced German Conv & Comp (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.

*Restrictions:* Enrollment is limited to students with a minor in German.

*Attributes:* Undergraduate

**GRM 309 German Civilization & 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 GEP Art/Literature requirement.

*Attributes:* GEP Art/Literature, Undergraduate

**GRM 310 Selections in German Lit I (3 credits)**

An introduction to German literature with selected readings from the works of principal writers from various periods.

*Prerequisites:* GRM 301

*Attributes:* GEP Art/Literature, Undergraduate

**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.

*Prerequisites:* GRM 301

*Attributes:* GEP Art/Literature, Undergraduate

**GRM 321 Getting to Know the Germ Media (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.

*Prerequisites:* GRM 301 or Language Placement with a score of GR321

*Attributes:* Undergraduate

**GRM 330 German Business I (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. *Prerequisite:* GRM 301 or departmental approval.

*Attributes:* Undergraduate

**GRM 331 German Business II (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.

*Prerequisites:* Language Placement with a score of GR331

*Attributes:* Undergraduate

**GRM 370 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.

*Attributes:* Undergraduate

**GRM 396 German AP Course (3 credits)****GRM 401 Medieval German Literature (3 credits)****GRM 402 From Ger Enlightnment 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).

*Prerequisites:* GRM 301

*Attributes:* GEP Art/Literature, Undergraduate

**GRM 403 From Bismarck to Hitler (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.

*Prerequisites:* GRM 301 or Language Placement with a score of GR403

*Attributes:* GEP Art/Literature, Undergraduate

**GRM 404 Mod in Lit of Erly 20th Cent (3 credits)**

Readings, 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.

*Prerequisites:* GRM 301

*Attributes:* GEP Art/Literature, Undergraduate

**GRM 405 Lit of Ger-Speaking Countries (3 credits)**

Reading, discussion, and analysis of selected works by major authors, focusing on the social and cultural trends of the times.

*Prerequisites:* GRM 301

*Attributes:* GEP Art/Literature, Undergraduate

**GRM 406 Phantms, Spirits & the Uncanny (3 credits)**

This course explores the fantastic in German literature, utilizing examples from Romanticism to the present. The fantastic will be investigated with respect to its function within individual works of literature as well as within its socio-historical context.

*Prerequisites:* GRM 301

*Attributes:* GEP Art/Literature, Undergraduate

**GRM 420 Multikulti:German Migrant Lit (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.

*Prerequisites:* GRM 301

*Attributes:* Diversity Course (New GEP)

**GRM 423 German Short Story (3 credits)**

Readings, discussion and analysis of representative short stories in the post-45 German-speaking world.

*Prerequisites:* GRM 301

*Attributes:* European Studies Course, Undergraduate

**GRM 470 Topics in German (3 credits)****GRM 490 Internship (3 credits)****GRM 491 Internship (3 credits)****GRM 493 Independent Research (3 credits)****GRM 494 Independent Research (3 credits)**



## Graduate Gerontology (GRG)

### **GRG 550 Proseminar in Gerontology I (3 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.

*Restrictions:* Enrollment is limited to Graduate level students.

### **GRG 560 Proseminar in Gerontology II (3 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. .

*Restrictions:* Enrollment is limited to Graduate level students.

### **GRG 570 Delvry of Serv to Older Adults (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.

*Restrictions:* Enrollment is limited to Graduate level students.

### **GRG 580 Research Methods and Analysis (3 credits)**

Basic methods of research and statistical analysis used in research studies of older people will be reviewed. The goal of the course is to enable the student to critically read and evaluate research in the field. Must be taken in first 6 courses in the program.

*Restrictions:* Enrollment is limited to Graduate level students.

### **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.

*Restrictions:* Enrollment is limited to Graduate level students.

### **GRG 605 Iss Lng-Trm Care & Lvng Altr (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.

*Restrictions:* Enrollment is limited to Graduate level students.

### **GRG 610 Clinical Pathology (3 credits)**

A description and analysis of pathological behavior patterns in the older person, physical as well as psychological, from a preventive as well as a therapeutic perspective.

*Restrictions:* Enrollment is limited to Graduate level students.

### **GRG 620 Assessing the Older Adult (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.

*Restrictions:* Enrollment is limited to Graduate level students.

### **GRG 630 Counseling the Older Adult (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.

*Restrictions:* Enrollment is limited to Graduate level students.

### **GRG 640 Group Process and Practicum (3 credits)**

A consideration of interpersonal skills, communication skills, non-verbal as well as verbal, analytic and technical skills related to small group processes and interaction. Experiential exercises will supplement class presentations.

*Restrictions:* Enrollment is limited to Graduate level students.

### **GRG 650 Dementia in Older Adults (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.

*Restrictions:* Enrollment is limited to Graduate level students.

### **GRG 660 Dementia II (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.

*Prerequisites:* GRG 650

### **GRG 791 Advanced Internship I (3 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.

*Restrictions:* Enrollment is limited to Graduate level students.

### **GRG 792 Advanced Internship II (3 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.

*Restrictions:* Enrollment is limited to Graduate level students.

### **GRG 793 Directed Readings (3 credits)**

An opportunity to conduct an extensive literature review under the supervision of a faculty member. Such work must be preceded by a proposal which must be approved by the Director of the Gerontological Services program.

*Restrictions:* Enrollment is limited to Graduate level students.

### **GRG 794 Directed Research (3 credits)**

An opportunity to conduct a research project under the supervision of a faculty member. Such work must be preceded by a proposal which must be approved by the Director of the Gerontological Services program.

*Restrictions:* Enrollment is limited to Graduate level students.

### **GRG 795 Advanced Research Seminar (3 credits)**

An integrative course in which students are expected to complete an independent thesis project combining the research methods and subject matter competencies obtained in previous coursework. This should be the final course in the program.

*Restrictions:* Enrollment is limited to Graduate level students.



## Greek (GRK)

### GRK 101 Beginning Ancient Greek I (3 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.

*Prerequisites:* Language Placement with a score of GK101

*Attributes:* Ancient Studies Course, Undergraduate

### GRK 102 Beginning Ancient Greek II (4 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.

*Prerequisites:* GRK 1011 or GRK 101

*Attributes:* Ancient Studies Course, Undergraduate

### GRK 201 Intermediate Ancient Greek I (3 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.

*Attributes:* Ancient Studies Course, Undergraduate

### GRK 202 Intermediate Ancient Greek II (3 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.

*Prerequisites:* GRK 1211 or GRK 201

*Attributes:* Ancient Studies Course, Undergraduate

### GRK 493 Advanced Greek (3 credits)

## Health Administration (HAD)

### HAD 101 Intro 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.

*Attributes:* Undergraduate

### HAD 110 Prin Publ Hlth & Epiderm (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.

*Attributes:* Undergraduate

### HAD 115 Research Methods in HAD (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 Fin Mgt Hlth Care Organization (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.

*Prerequisites:* HAD 2605 or HAD 100 or HAD 101

*Restrictions:* Enrollment is limited to PLS/HDC level students.

*Attributes:* Undergraduate

### HAD 200 Health Care Law & 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.

*Prerequisites:* HAD 2605 or HAD 100 or HAD 101

*Restrictions:* Enrollment is limited to PLS/HDC level students.

*Attributes:* Undergraduate

### HAD 210 Plan & Mktg Health Care Org (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.

*Attributes:* Undergraduate

### 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 and regulations since 1965 have influenced health care delivery. Emphasis will be placed on current policy questions and important health care policy debates.

*Prerequisites:* HAD 2605 or (HAD 100 or HAD 101)

*Attributes:* Undergraduate

### HAD 301 Health Info Mgmt 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. Pre-requisite: HAD 101

*Restrictions:* Enrollment is limited to PLS/HDC level students.

**HAD 310 Seminar in Hlth 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: HAD 101, 110, 120, 200, 210, and 220..

Prerequisites: (HAD 101 and (HAD 110 and (HAD 200 and (HAD 120 or HAD 210 or HAD 220

Restrictions: Enrollment is limited to PLS/HDC level students.

Attributes: Undergraduate

**HAD 346 Admin Health Care Organization (3 credits)****HAD 551 Managed Health Care (3 credits)****HAD 552 Health Administration (3 credits)**

An introduction to the principles of administration within health and human services organizations and the basic concepts of leadership and organizational theories relevant to effective administration of healthcare institutions. Organizations are viewed as open systems requiring constant interactions with the environment. Considerable emphasis is placed on quality improvement and organizational change.

Restrictions: Enrollment is limited to Graduate level students.

**HAD 553 Health Care Organization (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.

Restrictions: Enrollment is limited to Graduate level students.

**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.

Restrictions: Enrollment is limited to Graduate level students.

**HAD 555 Acc for Health Care Organiztns (3 credits)**

An introduction to basic accounting techniques used in the healthcare industry. Prerequisites: three core courses – HAD 552, HAD 553, HAD 600, HSV 550, or HSV 551.

Restrictions: Enrollment is limited to Graduate level students.

**HAD 556 Fin Manag of Health Care Org. (3 credits)**

An introduction to the basic theories and practices of financial management as they relate to healthcare organizations. Course includes budgeting principles. Prerequisites: HAD 552, HAD 553, HAD 600, HSV 550, and HSV 551.

Prerequisites: HAD 555

Restrictions: Enrollment is limited to Graduate level students.

**HAD 557 Health Care Strat Plan & Mktg (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. Prerequisites: HAD 552, HAD 553, HAD 600, HSV 550, and HSV 551.

Restrictions: Enrollment is limited to Graduate level students.

**HAD 558 Hospital Administration (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. Prerequisites: HAD 552, HAD 553, HAD 600, HSV 550, and HSV 551.

Restrictions: Enrollment is limited to Graduate level students.

**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.

Restrictions: Enrollment is limited to Graduate level students.

**HAD 560 Health Care Informatics (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. Prerequisites: HAD 552, HAD 553, HAD 600, HSV 550, and HSV 551.

Restrictions: Enrollment is limited to Graduate level students.

**HAD 561 Health Care and the Internet (3 credits)**

Examination of the specific roles that internet technology plays in healthcare. Observations and trends that play a significant role in improving the quality of healthcare delivery will be discussed. Various components such as intranets, extranets, knowledge management and web design concepts will be explored.

Restrictions: Enrollment is limited to Graduate level students.

**HAD 562 Hlth Info Mgt Sys Data & Infra (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 is preferred.

**HAD 563 Hlth Info Mgt Syst Appl (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. Note: This course is available for Healthcare Informatics students only. It is preferred that students have taken both HAD 560 and HAD 562 before taking this course.

**HAD 564 Computer-Based Patient Record (3 credits)**

An in-depth analysis of the Institute of Medicine's (IOM) standards, requirements, attributes, and benefits of the CPR and its use in the healthcare delivery enterprise. The use of data warehouses, data repositories, and integration technology will be explored relevant to CPR development along with the various issues and strategies for implementation.

**HAD 565 Decision Support & Data Analy (3 credits)****HAD 566 Hlth Info Syst Res Mngt (3 credits)****HAD 567 Leadership, Strat & Plan HIMS (3 credits)****HAD 570 Psyc Aspects Chrmc Ill & Disb (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. Prerequisites: HAD 552, HAD 553, HAD 600, HSV 550, and HSV 551.

*Restrictions:* Enrollment is limited to Graduate level students.

**HAD 600 Ethics of Health Care (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**HAD 601 Fieldwork in Health Admin (3 credits)**

Students who have a GPA of 3.5 or higher may pursue experiential learning through fieldwork or internship in an approved healthcare facility or nonprofit organization. Prerequisites: HAD 552, HAD 553, HAD 600, HSV 550, HSV 551 plus one administrative course (either HSV 554, HAD 555, HAD 556 or HAD 560).

*Prerequisites:* HAD 552 and HAD 553 and HAD 554 and HAD 555 and HAD 556 and HAD 560 and HAD 600 and HSV 550 and HSV 551

*Restrictions:* Enrollment is limited to Graduate level students.

**HAD 602 Directed Resrch in Health Serv (3 credits)**

The Health Services Department provides opportunities for selected students to conduct independent research under the supervision of department faculty. Students desiring to participate in Directed Research must identify and meet with a faculty mentor, submit a formal research proposal with proposed timeline for completion, and obtain approval for the project from the faculty mentor, program director, department chair and associate dean. Prerequisites: HAD 552, HAD 553, HAD 600, HSV 550, HSV 551 plus one administrative course (either HSV 554, HAD 555, HAD 556 or HAD 560).

*Restrictions:* Enrollment is limited to Graduate level students.

## Health Care Ethics (HCE)

**HCE 400 Fieldwork: Clinical Bioethics (3 credits)**

This course provides students with practical experience in clinical bioethics from a range of perspectives, including medical, ethical, legal, and financial. Students will attend Interdisciplinary Ethics Teaching Rounds with the Medical Interns/Residents at the Mercy Catholic Medical Center one day a week. During these rounds, they will examine cases from the general floors, the Intensive Care Units (ICUs) and the Surgical Intensive Care Units (SICUs). They will also be given the opportunity to attend Institutional Ethics Committee meetings and Institutional Review Board (IRB) meetings and also to participate in clinical ethics consults as they arise during the course.

**HCE 490 Internship Health Care Ethics (3 credits)****HCE 493 Health Care Ethics Research (3 credits)****HCE 494 Health Care Ethics Research (3 credits)****HCE 500 Topics in Bioethics (3 credits)****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.

*Restrictions:* Enrollment is limited to Graduate level students.

**HCE 551 Methodologcl Issues Bioethics (3 credits)**

Bioethics represents a complex intellectual phenomenon. Although an established academic field, it still struggles to find a formal ad coherent methodology for the analysis of ethical problems triggered by advances in medicine and the life sciences. The course will, first, look at the historical roots of bioethics, concentrating, in particular, upon the original contribution of theologians and, later on, of philosophers to the field. It will then, discuss the dominant theories in contemporary bioethics, among others: principlism in its various version, rights-based theories, casuistry, virtue ethics and the ethics of care.

*Restrictions:* Enrollment is limited to Graduate level students.

**HCE 552 Theological Issues 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**HCE 553 Phil Eth 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**HCE 570 Clinical Bioethics & Rel Trad (3 credits)****HCE 571 Healthcare 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**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).  
*Restrictions:* Enrollment is limited to Graduate level students.

**HCE 573 Death & Dying: 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.  
*Restrictions:* Enrollment is limited to Graduate level students.

**HCE 574 Spirituality and Healthcare (3 credits)****HCE 600 Fieldwork 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.  
*Restrictions:* Enrollment is limited to Graduate level students.

**HCE 601 Issues in Neonatology (3 credits)****HCE 700 Integrative Capstone Bioethics (3 credits)**

## Health Education (HED)

**HED 551 Map Hlth Res, Pln, Pol Dev&Mkt (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.  
*Restrictions:* Enrollment is limited to Graduate level students.

**HED 552 Epidemiology and Com 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.  
*Restrictions:* Enrollment is limited to Graduate level students.

**HED 553 Program Planning for Wellness (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.  
*Restrictions:* Enrollment is limited to Graduate level students.

**HED 554 Curric Strat for Hlth Educatrs (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  
*Restrictions:* Enrollment is limited to Graduate level students.

**HED 555 Essentials: Population Health (3 credits)**

This comprehensive course focuses on preparing health professionals with the foundational skills needed to work in teams to effectively collaborate and coordinate care in population health management. Special emphasis will be on identification and stratification of populations at risk; evidence-based care, care coordination, patient and community engagement, and data analytics and reporting of outcomes. Key themes of multidisciplinary communication, collaboration, leadership, and professionalism will be ingrained throughout content. National standards and initiatives form the foundation to the course.

**HED 556 Foundations of Global Health (3 credits)**

This course will introduce students to the main concepts of the public health field and the critical links between global health and social and economic development. Students will get an overview of the determinants of health and how health status is measured. Students will also review the burden of disease, risk factors, and key measures to address the burden of disease in cost-effective ways. The course will cover key concepts and frameworks but be very practical in orientation. The course will be global in coverage with a focus on low-and middle-income countries and on the health of the poor domestically and abroad.

**HED 557 Determinants: Health-Behavior (3 credits)**

The focus of the program is on the interaction of biological, behavioral, sociocultural, and environmental variables in the etiology and prevention of health problems and in the promotion of healthy human development. The program is designed to cultivate competence in basic and applied research, in the evaluation of bio-behavioral health intervention strategies, and in university teaching. Graduates are prepared for research, teaching, or policy roles in health care settings, private and public research laboratories, government agencies, and universities including medical schools.

**HED 558 Mental Illness and Addictions (3 credits)**

This course provides an overview of a range of theories/models of mental health/addiction treatment, with an emphasis placed on psychotherapeutic approaches. The theory of pathology, theory of change, practice of therapy and common therapeutic strategies arising from each approach will be highlighted. The benefits, limitations, efficacy outcomes and contraindications of each approach will also be explored. The course also includes a brief overview of critical assessments of common approaches to addictions/mental health treatment and an introduction to Recovery-oriented practice in mental health treatment.

**HED 559 Human Aging and Dying (3 credits)**

This course focuses on the field of human aging. The course of study will include a multidisciplinary examination of the way in which human aging is viewed – how we perceive the process of growing older and how society responds to the issues of aging. The course will look at aging from multiple perspectives that include the social, political and biological sciences, arts and humanities, care giving and social services. Particular emphasis will be placed on how these issues will become prominent with the advent of the Baby Boomers.



**HED 560 Bio-Psycho Char.Aging American (3 credits)**

Areas of study include theories of aging, bio-psychosocial/spiritual characteristics of older people, family systems and non-systems, resources, policy, legislation, and activism.

*Restrictions:* Enrollment is limited to Graduate level students.

**HED 561 Human Sexuality (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**HED 562 Hlth Care of Childrn in Commun (3 credits)****HED 563 Behvrl Hlth of Childrn & Youth (3 credits)****HED 571 Employee Asst & Occup Health (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**HED 572 Concepts of Mental Health (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**HED 573 Women and Health Care (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**HED 574 Concepts of Nutrition & Health (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**HED 575 Stress and Crisis Management (3 credits)**

Study of health problems related to stress and exploration of methods to reduce the impact of stressors to improve bio-psychosocial health. Demonstrates how to identify, isolate, and manage a crisis and how to foresee future crises, as well as how to develop contingency plans. Physiology of stress, relaxation, biofeedback, fear control, and cognitive reacting are skills studied in relation to stress management.

*Restrictions:* Enrollment is limited to Graduate level students.

**HED 576 Addictions (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**HED 577 Health Education in HIV/AIDS (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**HED 578 Experiential Counseling (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**HED 579 Principles of Administration (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**HED 580 Leadership Principles (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 581 Physical Assessment:Nurse Anes (3 credits)****HED 582 Pharm Prin Nurse Anesthesia (3 credits)****HED 600 Dir Research in Hlth Ed (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 (3 credits)**

Individually arranged fieldwork in approved health education environment. Students need permission of the program director before registering. The program is designed to meet individual professional goals and may only be taken once during a student's completions of this degree program. All five core courses must be taken prior to enrolling in this course.

**HED 650 School Nurse Practicum (3 credits)****HED 651 School Nurse Practicum (3 credits)****HED 770 Special Topics in Hlth Educatn (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.

*Restrictions:* Enrollment is limited to Graduate level students.



## Health Services (HSV)

### HSV 550 Health Services Research (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.

*Restrictions:* Enrollment is limited to Graduate level students.

### HSV 551 Managed Health Care (3 credits)

This course is an introduction to managed care including current and evolving models, terminology, and differences among insurers and payer types. The course will focus on the use of financial incentives to restrain healthcare costs and the role of utilization review, peer review, provider.

*Restrictions:* Enrollment is limited to Graduate level students.

### HSV 700 Integ Capstne Crs in Hlth Serv (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. Integrative Capstone should be the final course in the curriculum. Prerequisites: HAD 552, HAD 553, HAD 555, HAD 556, HAD 560, HAD 600, HSV 550, HSV 551, and HSV 554

*Prerequisites:* HAD 552 and HAD 553 and HAD 555 and HAD 556 and HAD 560 and HAD 600 and HSV 550 and HSV 551

*Restrictions:* Enrollment is limited to Graduate level students.

## History (HIS)

### HIS 150 First Year Seminar (3 credits)

#### 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.

*Attributes:* Signature Course (New GEP), Undergraduate

### HIS 201 History of the United States (3 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 any order.

*Attributes:* American Studies Course, Undergraduate

### HIS 202 History of the United States (3 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 any order.

*Attributes:* American Studies Course, International Relations Course, Undergraduate

### HIS 203 Historical Intro to Latin Am (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. Latin American Studies.

*Attributes:* International Relations Course, Non-Western Studies (GEP), Undergraduate

### 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. Latin American Studies.

*Prerequisites:* PHL 154

*Attributes:* Diversity Course (New GEP), Ethics Intensive (New GEP), Faith Justice Course, International Relations Course, Justice Ethics and the Law, Latin American Studies Course, Undergraduate

### HIS 205 His Intro to the Islamic World (3 credits)

The course will provide students with a deeper understanding of the Islamic world from the seventh century to the present, including: the expansion and consolidation of Islamic states; relations with Western powers; the rise and fall of empires; and social, cultural, and intellectual developments.

*Attributes:* Africana Studies Course, International Relations Course, Undergraduate

### HIS 208 Historical Intro to Asian Civ (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. The course 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.

*Attributes:* International Relations Course, Undergraduate

### HIS 209 AP European History Credit (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.

*Attributes:* International Relations Course

**HIS 210 Historical Intro to Africa (3 credits)**

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.

*Attributes:* Africana Studies Course, Diversity Course (New GEP), International Relations Course, Non-Western Studies (GEP), Undergraduate

**HIS 296 AP World History Credit (3 credits)****HIS 301 United States and Latin Am (3 credits)**

The complex relationship between the United States and the Latin American nations in the nineteenth and twentieth centuries.

*Attributes:* International Relations Course, Undergraduate

**HIS 302 Colonial Mexico (3 credits)**

Social and cultural relations and conflicts in the Spanish colony that later became Mexico and the southwestern United States. Emphasis is placed on the seventeenth and eighteenth century.

*Attributes:* Non-Western Studies (GEP), Undergraduate

**HIS 303 History of Modern Mexico (3 credits)**

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. Latin American Studies.

*Prerequisites:* HIS 203

*Attributes:* International Relations Course, Non-Western Studies (GEP), Undergraduate

**HIS 304 Social Protest in Latin Am His (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. Latin American Studies.

*Attributes:* International Relations Course, Non-Western Studies (GEP), Undergraduate

**HIS 313 The Crusades (3 credits)**

In 1095, Pope Urban II gave a speech that launched the First Crusade, a speech that ushered in a new and violent age of relations among Christians, Muslims, and Jews. The actual gains of that Crusade and many others were minimal, but their legacy of intolerance and mistrust among the three monotheistic religions that claim common ancestry from Abraham persists to the present. This course will emphasize the Crusades of the eleventh through fifteenth centuries, and will conclude by examining the modern inheritance of these medieval campaigns.

*Prerequisites:* THE 154 and HIS 154

*Attributes:* Faith-Reason Course (New GEP)

**HIS 315 The Glory that was Greece (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.

*Attributes:* Ethics Intensive (New GEP), Undergraduate

**HIS 316 The Grandeur that was Rome (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. This course has been designated as writing intensive within the GEP.

*Prerequisites:* HIS 154

*Attributes:* Ancient Studies Course, European Studies Course, Undergraduate

**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.

*Prerequisites:* ENG 101

*Attributes:* Ancient Studies Course, Undergraduate, Writing Intensive Course- GEP

**HIS 318 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. This course has been designated as writing intensive within the GEP.

*Attributes:* Undergraduate

**HIS 319 Reform/Rev in Europe 1500-1650 (3 credits)**

Examines how "revolutionary" the Reformation was. We will examine the historical roots of the Protestant 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 response. 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.

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Faith-Reason Course (New GEP), Justice Ethics and the Law , Medieval, Ren & Reform Studies, Undergraduate

**HIS 320 Absltsm & Enlghtnmt:1650-1789 (3 credits)**

Ideas of human freedom and individual rights first spread widely while states attempted to impose strict controls on their subjects. The course will examine the works of absolutist and Enlightenment thinkers, the political machinery of the (would-be) absolutist state, the tensions and accommodations between the two, and the culture and society that surrounded them.

*Attributes:* Undergraduate

**HIS 321 French Revolution and Napoleon (3 credits)**

The causes of the French Revolution of 1789, the revolutionary governments and the Napoleonic era.

*Attributes:* International Relations Course, Undergraduate

**HIS 322 Europe in 20th Century (3 credits)**

A study of the political, economic, social, and diplomatic history of the period.

*Attributes:* International Relations Course, Undergraduate

**HIS 325 France 1814-1914 (3 credits)**

Political, diplomatic, social, economic and religious trends from the fall of Napoleon Bonaparte to the outbreak of the First World War.

*Attributes:* International Relations Course, Undergraduate

**HIS 326 The Age of Empire (3 credits)**

A study of European imperialism and anti-imperialism in Africa and Asia from the late eighteenth century to the present, with special emphasis on the nineteenth century and on the British Empire.

*Attributes:* International Relations Course, Undergraduate

**HIS 327 Trans in Early Mod Europe (3 credits)**

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.

*Attributes:* Justice Ethics and the Law , Medieval, Ren & Reform Studies, Undergraduate

**HIS 329 Crime & Punishment (3 credits)**

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, 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.

*Attributes:* European Studies Course, Justice Ethics and the Law , Medieval, Ren & Reform Studies

**HIS 330 Eng: Danes to Tudors, 700-1485 (3 credits)**

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.

*Attributes:* Undergraduate

**HIS 331 Tudor-Stuart England:1485-1714 (3 credits)**

Age of the Tudor and Stuart monarchs. Topics include Henry VIII and the Reformation, Elizabethan England, Puritanism, the English Civil War, Cromwell, the Restoration, the Glorious Revolution, the growth of the early modern state, the scientific revolution, social change, and cultural life.

*Attributes:* European Studies Course, Undergraduate

**HIS 332 Age of Aristocy: Brit 1689-1832 (3 credits)**

The evolution of Britain from a preindustrial toward an industrial society between the Glorious Revolution and the first reform of Parliament; the political world of the Stuart and Hanoverian oligarchy; the industrial revolution; the Empire, particularly the British Atlantic world, and slavery; the Evangelical revival; radical social and political movements; warfare and the consolidation of British national identity; reform and the unraveling of the confessional state in the years after Waterloo; the arts, from Classical to Romantic.

*Attributes:* International Relations Course, Undergraduate

**HIS 333 Victorian Britain: 1815-1901 (3 credits)**

The course is a study of Britain from 1815 to 1901 transformed by the urban and industrial revolutions; the growth of the modern state; social and political reforms; the evolution of the Liberal and Conservative parties; religious, cultural, and intellectual developments; labor movements; British foreign policy and growth of the British Empire.

*Attributes:* European Studies Course, International Relations Course, Undergraduate

**HIS 334 Twentieth-Century Britain (3 credits)**

Topics include Edwardian England; Armageddon, 1914-1918; the trials of the inter-war years and appeasement; the Finest Hour, 1939-1945; from Empire to Commonwealth to European Union; the welfare state and the politics of prosperity.

*Attributes:* International Relations Course, Undergraduate

**HIS 335 Germany: Fr Rev through WWI (3 credits)**

The impact of the French Revolution and Napoleon on the German states, the development of the German Confederation and the Zollverein, the contest between Austria and Prussia for German leadership, the Bismarck era and the rule of William II.

*Attributes:* European Studies Course, International Relations Course, Undergraduate

**HIS 336 Weimar Republic & Nazi Germany (3 credits)**

Focuseson the German Revolution of 1918, the creation, development and collapse of the Weimar Republic, the rise of Adolf Hitler and the history of the twelve-year Third Reich.

*Attributes:* International Relations Course, Undergraduate

**HIS 337 War & Peace in Imperial Russia (3 credits)**

A survey of the major political, social, economic, and cultural developments in Russia from 980 to 1861. It will cover Kievan Rus, the Mongol Empire's Golden Horde, the Rise of Moscurvy, the consolidation of the Romanov autocracy, the expansion of the Russian Empire, the Napoleonic Wars, and the Great Reforms that emancipated the serfs. Students will read primary and secondary sources, as well as a memoir of their choosing.

*Attributes:* International Relations Course, Undergraduate

**HIS 338 Russia-Soviet Union 1861-1991 (3 credits)**

The major political, social, economic, and cultural events of Russia and the Soviet Union from 1861 to 1991. During this time, the lands of the Russian Empire and its successor, the Soviet Union, changed from a "backward" agricultural country to a technologically advanced superpower to fifteen new countries with diverse political and economic systems. The course will examine these developments through the decline of tsarism and the fall of the Romanov dynasty, the Russian revolutions and the foundation of the Soviet Union, Stalinism, World War II, the Cold War, the "thaw years" under Khrushchev, the "stagnation years" under Brezhnev, and the reforms under Gorbachev that contributed to the collapse of the Soviet Union.

*Attributes:* International Relations Course, Undergraduate

**HIS 339 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.

*Attributes:* Asian Studies Course, Non-Western Studies (GEP), Undergraduate

**HIS 340 Stalinism 1920 to 1950 (3 credits)**

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.

*Attributes:* International Relations Course, Undergraduate

**HIS 341 Genocide&Human Rights:20th Cen (3 credits)**

Examines and compares four twentieth-century genocides: the Turkish genocide of the Armenians (1915-1917), the Holocaust (1933-1945), the Pol Pot genocide in Cambodia (1976-1979), and the genocide against the Tutsi in Rwanda (1994). The course will explore the concept of genocide and the development of national and global laws to prevent it, promote human rights, and prosecute abusers. In doing so, it will offer a historiography of genocide studies. Also, through primary and secondary source readings, students will study genocidal violence as a particularly vicious form of state policy and also as a human and personal experience of terror and murder.

*Attributes:* Ethics Intensive (New GEP), Justice Ethics and the Law

**HIS 343 African Ethnicities (3 credits)**

Informs 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 students will develop an understanding of ethnic construction that can be used as a foundation for further inquiry. This course has been designated as a non-western studies course under the GEP.

*Attributes:* Africana Studies Course, Ethics Intensive (New GEP), International Relations Course, Non-Western Studies (GEP), Writing Intensive Course- GEP

**HIS 344 The Middle East Since 1798 (3 credits)**

The history of the Middle East from Napoleon Bonaparte's invasion of Egypt in 1798 to the current struggles the region related to the Arab Spring, the Syrian Civil War, the rise of ISIS, and the ongoing refugee crisis that has spread throughout the Mediterranean and into the Balkans and Central Europe. Learning about this area and period of history is not only valuable in itself but an essential part of understanding the modern world in general, from literature and the arts, to religion and culture, to global politics and economics.

*Attributes:* International Relations Course, Undergraduate

**HIS 345 Blood, Boats, and Borders (3 credits)**

The ongoing refugee crisis that has struck North Africa, the Middle East, and Europe. Students will learn about the longer history behind the crisis, the relationship between refugee communities and asylum states, and the consequence of mishandling the international response to this human tragedy.

*Attributes:* Africana Studies Course, International Relations Course, Undergraduate, Writing Intensive Course- GEP

**HIS 346 Rel Thought & Phil in Afr Comm (3 credits)**

The role of religious thought and cultural philosophies in conflict and peace in Africa. The class will begin as a survey of the history, cultures and religions of Africa. After which, several case studies will be presented that put specific North-African interpretations of Judaism, Islam, Christianity or traditionalist beliefs at the center of either conflict or consensus in this region. A final extended case study will examine the Somali, where one has a unity of language, culture and religion, but due to decades of civil wars, no functional state. These case studies will focus on the specific religious beliefs or practices that either endeared religious groups to each other or transcended religious denominations to provide concrete examples for the ways in which the proponents of faiths and secularity coexist or cause conflict in Africa.

*Attributes:* Faith-Reason Course (New GEP), International Relations Course

**HIS 348 Witch, Law & Supnat Early Eur (3 credits)**

Examines 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 focuses especially on the "witch-craze" that occurred across Europe and its American colonies during the sixteenth and seventeenth centuries. Readings include trial records, journals, and demonology tracts, as well as secondary sources treating witchcraft as a crucial component of early modern beliefs about law, religion, and culture.

*Attributes:* Justice Ethics and the Law, Undergraduate

**HIS 350 Exchnng & Conq in Mod E. Asia (3 credits)**

An analysis 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.

*Attributes:* Asian Studies Course, International Relations Course, Undergraduate



**HIS 351 Gndr, Ideolgy & Rev in E. Asia (3 credits)**

This course will examine the institutional and ideological connections between gender roles and social unrest in East Asia since 1900.

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.

*Attributes:* Asian Studies Course, International Relations Course, Non-Western Studies (GEP), Undergraduate

**HIS 352 Late Imperial China (3 credits)**

A survey of 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.

*Attributes:* Asian Studies Course, International Relations Course, Non-Western Studies (GEP), Undergraduate

**HIS 353 Modern China (3 credits)**

A survey of Chinese social, political, intellectual, and cultural history from 1900 to the present. 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.

*Attributes:* Asian Studies Course, International Relations Course, Non-Western Studies (GEP), Undergraduate

**HIS 354 Japan Since 1600 (3 credits)**

A survey of Japanese history since 1600. 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.

*Attributes:* Asian Studies Course, International Relations Course, Non-Western Studies (GEP), Undergraduate

**HIS 355 Clnlism & Ntnlism SE Asia (3 credits)**

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.

*Attributes:* Asian Studies Course, International Relations Course, Undergraduate

**HIS 356 Modern South Asia (3 credits)**

The nation-states of India, Pakistan, Bangladesh, Sri Lanka, Bhutan, Nepal and the Maldives 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.

*Attributes:* International Relations Course, Non-Western Studies (GEP), Undergraduate

**HIS 357 History of Islam in Asia (3 credits)**

The early history of Islam, and the ways it grew beyond the Arabian peninsula and ultimately took hold in Central, South, Southeast Asia and East Asia. The course examines the expansion of Islam throughout Asia, its relationship with existing systems and geo-politics, the relationship between Islam and statecraft, and questions of gender, identity, belonging as well as the pressures of globalization, including the most current events affecting Asian Muslims.

*Attributes:* Asian Studies Course, International Relations Course, Non-Western Studies (GEP), Undergraduate

**HIS 358 Contemporary China (3 credits)**

History, politics, and 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-child policy; the 1989 democracy movement and its aftermath; China's 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. This course has been designated as a non-western studies course under the GEP.

*Attributes:* Asian Studies Course, International Relations Course, Non-Western Studies (GEP), Undergraduate

**HIS 359 India & Pak: Colony to Nation (3 credits)**

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. This course has been designated as a non-western studies course under the GEP.

*Attributes:* Asian Studies Course, International Relations Course, Non-Western Studies (GEP), Undergraduate

**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.

*Attributes:* Diversity Course (New GEP), Undergraduate

**HIS 361 America in the Age of Revolutn (3 credits)**

A survey of American history from the era of the American Revolution through the mid-nineteenth century with special emphasis on Independence, the 1800 revolution in politics, the transportation, agricultural, and industrial revolutions, and the social revolution accompanying modernization in the nineteenth century.

*Attributes:* Undergraduate



**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.

*Prerequisites:* PHL 154

*Attributes:* Africana Studies Course, American Studies Course, Ethics Intensive (New GEP), Undergraduate

**HIS 363 The Elections of 2020 (3 credits)**

An analysis of the presidential, congressional, and gubernatorial races of 2020. The course will offer the student a basis for understanding the ongoing election cycle of 2020, 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 2020.

*Attributes:* Undergraduate

**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.

*Attributes:* Africana Studies Course, Undergraduate

**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.

*Attributes:* Africana Studies Course, Undergraduate

**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 (Theodore) Roosevelt administration to the last (Franklin) one. Besides cleaning up at home, Progressives and New Dealers also tried to save the world abroad and preserve “normalcy” at home, with varying success. Two world wars complicated and deepened these trends. This course will examine the origins, nature, contradictions and social and political consequences of these important decades of reform, reaction, and transition.

*Attributes:* International Relations Course, Undergraduate

**HIS 367 Postwar Am, 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.

*Attributes:* International Relations Course, Undergraduate

**HIS 368 Am Ideas: Col Era to Civil War (3 credits)**

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.

*Attributes:* Undergraduate

**HIS 369 Am Ideas: Gilded Age to Present (3 credits)**

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.

*Attributes:* Undergraduate

**HIS 370 Special Topics in History (3 credits)**

Topics of interest in History that are not covered in a regularly offered course. 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.

*Attributes:* Undergraduate

**HIS 379 Afr Amer Hist Since Civil War (3 credits)**

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. They will also explore 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.

*Prerequisites:* HIS 154

*Attributes:* Africana Studies Course, Diversity Course (New GEP), Undergraduate

**HIS 380 Am Foreign Policy, 1775-1914 (3 credits)**

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.

*Attributes:* International Relations Course, Undergraduate

**HIS 381 US in the World, Wilson-Reagan (3 credits)**

The role 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.

*Attributes:* International Relations Course, Undergraduate

**HIS 382 American Foreign Policy (3 credits)**

This course offers an interdisciplinary perspective on the United States's role in global events emphasizing both historical understanding and theoretical approaches. Beginning with World War I, the course will develop major themes and challenges for U.S. foreign policy in the 20th century and beyond: isolationism vs. internationalism, hegemony vs. empire, citizens' rights vs. state interests, and the extent to which the pursuit of national security (national power and prosperity) should recognize ethical limits.

*Attributes:* American Studies Course, Undergraduate

**HIS 383 Food in American History (3 credits)**

Examines how food and foodways have historically shaped and reflected American culture, society, economy, and politics. Major topics include agriculture and labor; technology and industrial food processing; ethnic cuisines and traditions; restaurants and supermarkets; food, family, and gender; and the impact of government policies and regulations.

*Attributes:* Undergraduate

**HIS 384 The Civil Rights Mov in Am (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.

*Attributes:* Africana Studies Course, Justice Ethics and the Law , Undergraduate

**HIS 385 His of Women in Am Since 1820 (3 credits)**

The history of American women from the antebellum period to present. 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. (DGNW overlay)

*Attributes:* Diversity Course (New GEP), Undergraduate

**HIS 386 American Environmental History (3 credits)**

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.

*Attributes:* Ethics Intensive (New GEP), Undergraduate

**HIS 387 Popular Culture in the US (3 credits)**

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.

*Attributes:* Communication Studies ILC Crs, Undergraduate

**HIS 388 Reacting to the Past (3 credits)**

Immerses 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 playtesting of new "Reacting" games, thereby contributing to the development of an innovative interactive pedagogy.

*Attributes:* Undergraduate

**HIS 391 American Military History (3 credits)**

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.

*Attributes:* Undergraduate

**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.

*Prerequisites:* ENG 101 and HIS 154

*Attributes:* Undergraduate, Writing Intensive Course- 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.

*Prerequisites:* ENG 101

*Attributes:* Ethics Intensive (New GEP), European Studies Course, Undergraduate, Writing Intensive Course- GEP

**HIS 473 Seminar in Eurasian History (3 credits)**

Lectures, readings, and discussion focusing on an announced theme in Eurasian 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.

*Prerequisites:* ENG 101 and HIS 154

*Attributes:* Undergraduate

**HIS 474 Seminar in Latin Am His (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. Latin American Studies. Latin American Studies.

*Attributes:* Undergraduate

**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 them. This course has been designated as a writing intensive course under the GEP.

*Attributes:* Asian Studies Course, Undergraduate

**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.

*Attributes:* Africana Studies Course, Diversity Course (New GEP), Undergraduate

**HIS 478 Seminar in Global/Comp His (3 credits)**

Lectures, readings, and discussion focusing on an announced theme in global and 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.

*Prerequisites:* ENG 101

*Attributes:* International Relations Course, Undergraduate, Writing Intensive Course- GEP

**HIS 480 Direct Read: Latin Amer Hist (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.

**HIS 481 Direct Read: Asian Hist (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.

**HIS 482 Direct Read: European Hist (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.

**HIS 483 Direct Read: Amer Hist (3 credits)**

A study of significant themes and periods in 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.

**HIS 484 Direct Read: African Hist (3 credits)**

A study of significant themes and periods in African 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.

**HIS 491 Philadelphia Area Internship (3 credits)**

The Philadelphia Area Internship Program supports student internships in the public sector, private sector, or in a non-governmental organization (NGO) in the Philadelphia area. In addition, the course focuses on developing writing and analytical skills. Students work 10 hours per week (total 130 hours), write a resume and sample letter, keep a journal, read a book related to their internship and write a review, and attend and write about an SJU Career Development Center event. Students who complete the requirements will receive 3 credits for one upper-division course in History, Political Science, or International Relations. This course has been designated as writing-intensive under the GEP.

*Prerequisites:* ENG 101

*Attributes:* International Relations Course, Undergraduate, Writing Intensive Course- GEP

**HIS 493 Honors Resrch and Ind Study I (3 credits)**

Independent research leading to the successful completion and defense of an Honors Thesis.

*Attributes:* Undergraduate

**HIS 494 Honors Research & Ind Study II (3 credits)**

Independent research leading to the successful completion and defense of an Honors Thesis.

*Attributes:* Undergraduate

## Honors (HON)

**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

*Restrictions:* Enrollment limited to students with the Honors Program Student attribute.

*Attributes:* First-Year Seminar, Honors Course, Undergraduate

**HON 300 Community Engaged Scholarship (3 credits)**

In this course, students will work with a community-based organization to design and conduct research on an issue related to homelessness or affordable housing. Throughout the semester, students will learn about research methods, research ethics, and the particular urban context within which they will be working. More importantly, students will gain experience working alongside staff of a community-based organization to solve problems or assess needs and strengths. This is a service-learning course, which fulfills both the GEP Social Science requirement and the diversity overlay.

*Restrictions:* Enrollment limited to students with the Honors Program Student attribute.

*Attributes:* Diversity Course (New GEP), GEP Social Science, Honors Course, Undergraduate

**HON 301 Modern Mosaic I (3 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.

*Restrictions:* Enrollment limited to students with the Honors Program Student attribute.

*Attributes:* GEP Art/Literature, Honors Course, Undergraduate, Writing Intensive Course- GEP

**HON 302 Modern Mosaic II (3 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.

*Restrictions:* Enrollment limited to students with the Honors Program Student attribute.

*Attributes:* GEP Art/Literature, Honors Course, Undergraduate, Writing Intensive Course- GEP

**HON 303 Reason Revolution Reaction I (3 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.

*Restrictions:* Enrollment is limited to Undergraduate Day Division level students. Enrollment limited to students with the Honors Program Student attribute.

*Attributes:* English Area 4- British/Irish, GER Art/Literature, GEP Art/Literature, Honors Course, Undergraduate, Writing Intensive Course- GEP

**HON 304 Reason Revolution Reaction II (3 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.

*Restrictions:* Enrollment is limited to Undergraduate Day Division level students. Enrollment limited to students with the Honors Program Student attribute.

*Attributes:* English Area 4- British/Irish, GER Art/Literature, GEP Art/Literature, Honors Course, Undergraduate, Writing Intensive Course- GEP

**HON 305 America: Myth/Images/Real I (3 credits)****HON 306 America: Myth/Images/Real II (3 credits)****HON 307 Math Models in Chemistry I (3 credits)****HON 308 Math Models in Chemistry II (3 credits)****HON 309 Pens/Guns: Lit Road Am Civ 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.

*Prerequisites:* PHL 154

*Restrictions:* Enrollment limited to students with the Honors Program Student attribute.

*Attributes:* Ethics Intensive (New GEP), GEP Art/Literature, Honors Course, Undergraduate, Writing Intensive Course- GEP

**HON 310 Womens Writing as Emancipation (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.

*Restrictions:* Enrollment limited to students with the Honors Program Student attribute.

*Attributes:* Diversity Course (New GEP), GEP Art/Literature, Honors Course, Undergraduate, Writing Intensive Course- GEP

**HON 311 Paradoxes, Prob & Proofs (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 Mathematics GEP; Honors Team-taught.

*Prerequisites:* PHL 154

*Restrictions:* Enrollment limited to students with the Honors Program Student attribute.

*Attributes:* Ethics Intensive (New GEP), Honors Course, Math Beauty (New GEP)

**HON 312 Word Became Flesh: Cath Spirit (3 credits)****HON 315 An Understanding of Suffering (3 credits)**

The template through which this class will be offered is the Bio-Psycho-Social-Spiritual model. In so many words such a model is designed to help one arrive at an "Ecology of the Spirit" whereby one is led to respond to the question, What are the conditions through which a person is more open to be alert to the movements and workings of God's Spirit (whatever one's belief)? In effect, this "Ecology of the Spirit" may serve as a useful way of conceptualizing theologically suffering, trauma and evil, that is to say, a theodicy. This particular class is designed to accentuate the philosophical, psychological and theological meanings surrounding suffering and trauma. Using the faith and reason principle of *gratia perfecta natura* (grace perfects nature), I will suggest how God comes to a person in and through suffering, even in trauma. Various religious understandings of suffering and trauma will be offered with special emphasis given to the Catholic tradition. Through an appropriation of these understandings, the student will learn to become even more skilled in encountering suffering, one's own and that of others, and be a source and a resource for healing and hope. In this respect the student will become a competent and compassionate man/woman for others.

*Prerequisites:* PHL 154 and (THE 154 or THE 221) and ENG 101

*Restrictions:* Enrollment limited to students with the Honors Program Student attribute.

*Attributes:* Writing Intensive Course- GEP

**HON 318 Society, Democracy, Republic (3 credits)**

This Honors team-taught course will focus on the intellectual heritage of thinking and writing about collective human life, with particular reference to governance, decision-making, mores, social codes and conventional relationships of power (including both explicit power-sharing arrangements and customary divergences in status, authority, autonomy or control for various classes of persons). Despite an avowed focus on governance and the exercise of power, the course is devoted neither to the history of governments nor to political analysis. It will, instead, deal with principles, ethical frameworks and broadly humanistic values that we will illuminate through a large and varied sample of readings from the Ancient World and from the modern West. The intellectual content of the course will be rooted in social commentary and in literary and philosophical texts. Ethical considerations lie at its core. *Prerequisite:* PHL 154 Moral Foundations. Fulfills the following GEP requirements: Honors team-taught; Ethics-Intensive Overlay; Fine Art/Literature

*Prerequisites:* PHL 154

*Restrictions:* Enrollment limited to students with the Honors Program Student attribute.

*Attributes:* Ethics Intensive (New GEP), GEP Art/Literature, Honors Course, Undergraduate



**HON 320 Honors:Elections of 2012 (3 credits)**

This course coincides with the Federal Election cycle, and provides an analysis of the presidential, congressional, and gubernatorial races. Student will develop a basis for understanding the election cycle, 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 and then engage in the campaign process.

*Prerequisites:* ENG 101

*Restrictions:* Enrollment limited to students with the Honors Program Student attribute.

*Attributes:* GEP Social Science, Honors Course, Writing Intensive Course- GEP

**HON 366 Violence and Non Violence (3 credits)****HON 384 Jew/Chr. Theologies Compared (3 credits)****HON 388 Jews&Chr. Bible Interpretation (3 credits)****HON 390 Decending Tower: Commnty Rsrch (3 credits)**

Engaged scholarship can take several forms. Broadly defined, it means connecting the rich resources of the university to our most pressing social, civic, and ethical problems. One key way of sharing these resources is through research—not “on” the community, but “with” the community. This type of research model is one in which projects are developed collaboratively by community organization staff, faculty, and students, building on the unique strengths of those involved. In this course, students will work with a community-based organizations to design and conduct research. Throughout the semester, students will learn about research methods and ethics, and the particular urban context in which they will be working. More importantly, students will gain experience working alongside staff of a community-based organization to solve problems or assess needs and strengths.

*Restrictions:* Enrollment limited to students with the Honors Program Student attribute.

## Interdisciplinary (INT)

**INT 101 Seminar in Learning Strategies (1 credit)**

Adult students face many challenges while completing their degree. This course helps students develop both critical self-management and study skills to be successful in school and balance the needs of school, work and home.

*Restrictions:* Enrollment is limited to PLS/HDC level students.

*Attributes:* Undergraduate

**INT 170 Special Topics (3 credits)**

This course will focus on a special topic of interest to an interdisciplinary audience that is not covered in a regularly offered course. The specific topic/content of this course will vary by instructor. This course is designed as an introductory level course or as a course primarily for but not limited to first-year students.

*Attributes:* Undergraduate

**INT 270 Special Topics (3 credits)**

This course will focus on a special topic of interest to an interdisciplinary audience that is not covered in a regularly offered course. The specific topic/content of this course will vary by instructor. This course is designed primarily for but not limited to sophomores.

*Attributes:* Undergraduate

**INT 354 Psychology and Religion (3 credits)**

This course enters into the ongoing dialogue between psychology and religion, focusing first upon what psychologists have to say about the phenomenon of religion as it relates to culture, society, and the individual; then also considering ways in which religious people have articulated (from “non-psychological” perspectives) viable “psychologies” as well. The course surveys psychological thinking about religion in the works of James, Freud, Maslow, Jung, Allport, and more contemporary psychologists of religion. In addition, it focuses upon specific issues and problems related to religious experience and behavior, exploring what both psychologists and “religionists” have to say about such phenomena as cults, conversion, prayer and ritual behavior, shamanism, meditation, religious intolerance, and altruism.

*Prerequisites:* PHL 154 and THE 154

*Attributes:* Faith Justice Course, Faith-Reason Course (New GEP), Undergraduate

**INT 370 Special Topics (3 credits)**

This course will focus on a special topic of interest to an interdisciplinary audience that is not covered in a regularly offered course. The specific topic/content of this course will vary by instructor. This course is designed primarily for but not limited to juniors.

*Attributes:* Undergraduate

**INT 390 McNulty Seminar I (0 credits)**

Topics and agenda may include outside speakers, local speakers, and discussion of special topics in science, mathematics and computer science, especially as they relate to women in these and associated areas. McNulty Program Scholars, Associates, and Fellows are required to attend each semester. Graded on a P/NP basis.

*Attributes:* Undergraduate

**INT 391 McNulty Seminar II (0 credits)****INT 470 Special Topics (3 credits)**

This course will focus on a special topic of interest to an interdisciplinary audience that is not covered in a regularly offered course. The specific topic/content of this course will vary by instructor. This course is designed primarily for but not limited to seniors.

*Attributes:* Undergraduate

## Interdisciplinary Health Serv (IHS)

**IHS 100 Intro:Autism Spectrum Disorder (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.

*Attributes:* Undergraduate



**IHS 101 Intro to App Behavior Analysis (3 credits)**

This is the first course within the PLS 5th Edition Behavior Analyst Certification Board's # (BACB) Verified Course Sequence (VCS) BCaBA certification. This course is designed to introduce the current research-based interventions in the field of applied behavior analysis and autism. Students will gain a general understanding of the philosophical underpinnings, the concepts and principles of applied behavior analysis 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. Topics addressed include respondent and operating conditioning, reinforcement, punishment, extinction, generalization, discrimination, matching law, and various contingencies.

**IHS 102 Ethics & Professionalism in ABA (3 credits)**

This is the second course within the PLS 5th Edition Behavior Analyst Certification Board's # (BACB) Verified Course Sequence (VCS) BCaBA certification. This course will explore professional and ethical issues in the field of applied behavior analysis. The Behavior Analyst Certification Board's # Professional and Ethical Compliance Code will be examined and its relation to the provision of services. Students will explore ethical problem solving and practices, and societal issues of importance related to culture, human rights, punishment, parenting, education, behavior management, and workplace behavior. Students learn to demonstrate professionalism in the field and practice resolving ethical dilemmas from case studies and their work settings.

*Prerequisites:* IHS 101

**IHS 110 Psyc Aspects Illness & Disab (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 bio-psychosocial 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.

*Attributes:* Undergraduate

**IHS 150 First Year Seminar (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.

*Attributes:* First-Year Seminar, Globalization Course (New GEP), Undergraduate

**IHS 151 Global Health Care (3 credits)****IHS 200 Applied Behav Analysis & Autism (3 credits)**

This is the first course within the Onground 5th Edition Verified Course Sequence toward BCaBA Certification. This course is designed to introduce the gold standard of research-based interventions in the field of autism: applied behavior analysis, a natural science approach to studying behavior. It covers principles of learning and behavior in relation to autism spectrum disorders, from relatively simple concepts such as reinforcement to more complex issues such as the acquisition of human language. Students will gain a general understanding of applied behavior analysis principles and how these principles guide the foundation toward a behavioral treatment approach for individuals with autism.

*Attributes:* Undergraduate

**IHS 201 Skill Assess&Instruc: ABA&Aut (3 credits)**

This is the second course within the Onground 5th Edition Verified Course Sequence toward BCaBA Certification. This course is designed to provide research-based interventions in the field of autism for skill assessment and instruction, utilizing applied behavior analysis, a natural science approach to studying behavior. It covers principles of learning and behavior in relation to skill deficits in autism spectrum disorders, from relatively simple concepts such as prompting procedures to more complex treatment such as Discrete Trail Training (DTT). Students will gain an in-depth understanding of the steps necessary to utilize applied behavior analysis principles in skill assessment and intervention, and how these principles guide building an individualized social skills curriculum for children and adolescents with autism (ages 2 – 21 years old).

*Attributes:* Undergraduate

**IHS 202 Single Single Research in ABA (3 credits)**

This is the third course within the PLS 5th Edition Behavior Analyst Certification Board's # (BACB) Verified Course Sequence (VCS) BCaBA certification. This course covers assessment of behavior, including all dimensions of behavior and structured observation. Single-case research methods, including reversal, multiple baseline, changing criterion, alternating treatment, and multi-element designs are covered. Students will be expected to understand, interpret, and apply single-subject research methodology through the experience of defining behavior, collecting data, calculating inter-observer agreement, and creating graphical displays of data. Students will have the opportunity to implement basic experiments for evaluating the effectiveness of behavioral interventions.

*Prerequisites:* IHS 102

**IHS 211 HlthCareSystem/ 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.

*Attributes:* Undergraduate

**IHS 216 Alcohol, Drugs & Society (3 credits)****IHS 217 Mental Health & 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? How does mental illness relate to social norms? What roles do psychiatric diagnoses play in society and how do diagnoses affect individuals relative to society?

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Interdisciplinary Health Svcs.

*Attributes:* Undergraduate

**IHS 243 HelpHealing:EthicsCommPersonal (3 credits)****IHS 244 Health Care 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 Hlth 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.

*Attributes:* Undergraduate

**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.

*Prerequisites:* PHL 154

*Attributes:* Ethics Intensive (New GEP)

**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.

*Attributes:* Undergraduate

**IHS 253 Nutrition:Health & 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.

*Restrictions:* Students cannot enroll who have a major in Food Marketing.

*Attributes:* Undergraduate

**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.

*Attributes:* Gender Studies Course, Undergraduate

**IHS 256 HIV/AIDS (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.

*Prerequisites:* PHL 154

*Attributes:* Ethics Intensive (New GEP), Undergraduate

**IHS 263 Theory:AddictionAddictiveBehav (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.

*Attributes:* Undergraduate

**IHS 270 ViolenceAggression:Deconstruct (3 credits)****IHS 276 The Continuum of Adult Health (3 credits)**

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 280 Global Health Disparities (3 credits)****IHS 285 Med Terminology & Health Comm (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 300 Behav Assess&Interv ABA&Aut (4 credits)**

This is the third course within the Onground 5th Edition Verified Course Sequence toward BCaBA Certification and connects to the first concentrated supervised experience at the Kinney Center for Autism Education and Support. The course content covers the research-based and comprehensive interventions to address behavioral needs in the field of autism through functional behavior assessment and functional analysis within applied behavior analysis, through completing a total of 250 hours of supervised experience. Students will gain a thorough understanding of applied behavior analysis principles related to behavioral assessment and how these principles guide a formal behavior intervention plan process for children, adolescents, and adults with autism. Through this experience, students will apply concepts learned in Applied Behavior Analysis and Autism through a primary assignment of providing direct implementation with individuals with autism. Students will also apply concepts learned in Skill Assessment and Instruction in ABA and Autism through a progress monitoring assignment within a Social Skills program, where the student will select goals based on assessment, determine appropriate data collection materials, complete objective observations, and analyze progress for a group of individuals with autism. To apply concepts learned in Behavioral Assessment, students will complete their first functional behavioral assessment for an individual with autism.

*Prerequisites:* (IHS 100 or IHS 465) and IHS 200 and IHS 201

*Attributes:* Undergraduate

**IHS 301 Ethics&Profess: ABA&Aut (4 credits)**

This is the fourth course within the Onground 5th Edition Verified Course Sequence toward BCaBA Certification and connects to the second concentrated supervised experience at the Kinney Center for Autism Education and Support. This course covers ethical concepts and decision making for behavior analysis professionals through the Behavior Analyst Certification Board Professional and Ethical Compliance Code. Students will learn the depth of the compliance code as well as the ability to analyze and apply the code through real life settings, completing a total of 250 hours of supervised experience. Students will continue to enhance skills gained in Concentrated Field Experience 1, by continuing direct implementation with individuals with autism. Students will expand the progress monitoring assignment to a new age group of individuals with autism within a Social Skills program, where the student will select goals based on assessment, determine appropriate data collection materials, complete objective observations, and analyze progress for a group of individuals with autism. To apply concepts learned in Ethics and Professionalism in Applied Behavior Analysis and Autism Treatment, students will complete a second functional behavioral assessment for an individual with autism, as well as following their first functional behavioral assessment utilizing procedural integrity methods.

*Prerequisites:* (IHS 100 or IHS 465) and IHS 200 and IHS 201 and IHS 300

*Attributes:* Undergraduate

**IHS 302 Advan.App. Behavior Analysis (3 credits)**

This is the fifth course within the PLS 5th Edition Behavior Analyst Certification Board's # (BACB) Verified Course Sequence (VCS) BCaBA certification. This course is designed to expand upon the previously learned concepts of behavior analysis and connect it to the practical world. In this course, students will gain an understanding of how to use the principles and practices of applied behavioral. This course behavior change procedures from covers principles of learning and behavior from relatively simple animal studies to more complex issues such as the acquisition of human language. Examples of topics reviewed in depth include operant and respondent conditioning, reinforcement, punishment, extinction, shaping, chaining, stimulus control, and verbal behavior. Multi-disciplinary, real world examples and applications will be introduced.

*Prerequisites:* IHS 202

**IHS 315 The Culture of Addiction (3 credits)****IHS 323 Health and Society (3 credits)**

Health and health care are of central concern in a post-industrial society. This course examines sociological issues in health and health care, with special focus on the contemporary United States. How do such factors as race, gender, and social class shape physical and mental illness? How is health care organized, and what professions and organizations make up the health care sector? How have health and health care become major social problems, and what are the prospects for major social change in society's response to health issues? During the regular fall and spring semesters, this course fulfills the overlay requirement of a diversity, non-western or globalization course.

*Attributes:* Diversity Course (New GEP), Undergraduate

**IHS 325 Theories:Disease Prevent Mgmt (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

*Attributes:* Undergraduate

**IHS 331 Statistics & 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.

*Prerequisites:* ENG 101

*Attributes:* Undergraduate

**IHS 343 HelpHealing:EthicsCommPersonal (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.

*Attributes:* Undergraduate

**IHS 345 DyingWell:The Hospice Movement (3 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.

*Attributes:* Undergraduate

**IHS 349 Managed Health Care (3 credits)****IHS 354 Diversity Ldrship in Hlth 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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Interdisciplinary Health Svcs.

*Attributes:* Undergraduate

**IHS 357 Autism Spectrum Disorders (3 credits)****IHS 359 PlanningEvaluatingHealthPromo (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.

*Attributes:* Undergraduate

**IHS 360 TherapRolesAnimals in Hlthcare (3 credits)**

This course is designed to give students an understanding of animals in formal roles of support within society. Various levels of animal-assisted interventions and their legal implications, including Emotional Support Animals, Animal-Assisted Activities, Animal-Assisted Therapy, and Service Animals will be reviewed. The role of animals providing services to people with autism spectrum disorders, children with cancer, individuals with psychiatric disorders, the elderly, and individuals with physical disabilities will be discussed. The history of Animal-Assisted interventions leading up to their current status will be addressed.

*Prerequisites:* IHS 110, IHS 465, PSY 208, or SOC 217.

*Prerequisites:* IHS 110 or IHS 465 or PSY 208 or SOC 217

*Attributes:* Undergraduate

**IHS 368 Just Hlth Care Dev 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. Latin American Studies.

*Prerequisites:* PHL 154

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Interdisciplinary Health Svcs.

*Attributes:* Globalization Course (New GEP), Latin American Studies Course, Undergraduate



**IHS 370 Special Topics in Health Servi (3 credits)****IHS 400 Appld Resrch Dsgn: ABA&Aut (4 credits)**

This is the fifth course within the Onground 5th Edition Verified Course Sequence toward BCaBA Certification and connects to the third concentrated supervised experience at the Kinney Center for Autism Education and Support. This course covers research design and how to systematically analyze all dimensions of behavior and structured observation through applied intervention. Single-case research methods, including reversal, multiple baseline, changing criterion, alternating treatment, and multielement designs are covered. Students will be expected to understand, interpret, and apply single-subject research methodology, completing a total of 250 hours of supervised experience. Through this experience, students will apply all prior concepts learned within the first four content classes, through a case management assignment. The case management assignment will include both skill and behavioral assessment, selecting and prioritizing goals and target behaviors based on record review, objective observation, indirect and direct measures. In addition, the case management assignment will include selecting intervention and teaching procedures, in building skill instruction plans and analyzing data through progress reports. To apply concepts learned in Applied Research Design, students will complete a case study within their case management assignment, whether through skill instruction or behavioral intervention.

*Prerequisites:* (IHS 100 or IHS 465) and IHS 200 and IHS 201 and IHS 300 and IHS 301

*Attributes:* Undergraduate

**IHS 401 Behav Consult: ABA&Aut (4 credits)**

This is the sixth and final course within the Onground 5th Edition Verified Course Sequence toward BCaBA Certification and connects to the fourth and final concentrated supervised experience at the Kinney Center for Autism Education and Support. Students will build upon previous knowledge around behavior analytic principles, measurement, data, experimental design, ethics, assessment, selecting and implementing interventions, completing a total of 250 hours of supervised experience. This course takes that foundation and applies it to of data-based decision making to evaluate the effects of interventions for clients and staff, continuing with their case management assignment from Concentrated Field Experience 3, as well as their case study. Students also learn to collaborate while selecting and implementing interventions that integrate behavior analytic concepts and principles into plans and to rely on the best available scientific evidence and to incorporate information about preferences, risks, the environment, and social validity for program planning, via their third and final functional behavioral assessment. This consultation task will require utilizing the conjoint behavior consultation method across all steps of the process with the parents, additional professionals and direct care staff on the case.

*Prerequisites:* (IHS 100 or IHS 465) and IHS 200 and IHS 201 and IHS 300 and IHS 301 and IHS 400

*Attributes:* Undergraduate

**IHS 402 Assessment in ABA (3 credits)**

This is the sixth course within the PLS 5th Edition Behavior Analyst Certification Board's # (BACB) Verified Course Sequence (VCS) BCaBA certification. Assessment is an important part of any behavior analytic intervention. 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. Students will review completing record review, determining the need for services, identifying socially significant behavior, identifying client strengths and weaknesses, conducting preference assessments, graphing functions of behaviors, various application of assessment within behavior analysis, and the important of interdisciplinary collaboration, and incorporating client quality of life and happiness. Students will also have the opportunity to complete a functional behavior assessment, and review mock client data.

*Prerequisites:* IHS 302

**IHS 403 Consultation & Supervis in ABA (3 credits)**

This is the seventh and final course within the PLS 5th Edition Behavior Analyst Certification Board's # (BACB) Verified Course Sequence (VCS) BCaBA certification. This is the final course in the sequence, where students will build upon previous knowledge around behavior analytic principles, measurement, data, experimental design, ethics, assessment, selecting and implanting interventions. This course takes that foundation and applies it to data-based decision making to evaluate the effects of interventions for clients and staff of organizations. Students also learn to collaborate while selecting and implementing interventions that integrate behavior analytic concepts and principles into plans and to rely on the best available scientific evidence and to incorporate information about preferences, risks, the environment, and social validity for program planning. The course includes team activities and case studies to assess and intervene in collaborative, positive ways that maximize outcomes.

*Prerequisites:* IHS 302

**IHS 404 Concentrated Field Experience1 (3 credits)**

This is the first concentrated field experience, within the PLS 5th Edition Behavior Analyst Certification Board's (BACB) Verified Course Sequence (VCS) BCaBA certification.

*Prerequisites:* IHS 101

**IHS 405 Concentrated Field Experience2 (3 credits)**

This is the second concentrated field experience, within the PLS 5th Edition Behavior Analyst Certification Board's (BACB) Verified Course Sequence (VCS) BCaBA certification.

*Prerequisites:* IHS 101 and IHS 404

**IHS 406 Concentrated Field Experience3 (3 credits)**

This is the third concentrated field experience, within the PLS 5th Edition Behavior Analyst Certification Board's (BACB) Verified Course Sequence (VCS) BCaBA certification.

*Prerequisites:* IHS 101 and IHS 404 and IHS 201 and IHS 405



**IHS 441 Alt Med/Non Traditional Therapy (3 credits)**

This course introduces students to the history and practice of complementary medicine and non-traditional therapies. Included will be an overview of the debate between eastern and western societal approaches to medicine, the relationship between mind and body in health and illness, how cultural issues affect the way individuals feel about and comply with their medical treatment, some of the non-traditional therapies used in the treatment of physical and psychological illness such as art and music therapy, and the overall emphasis on wellness promotion.

*Attributes:* Diversity Course (New GEP), Globalization Course (New GEP), Non-Western Studies (GEP), Undergraduate

**IHS 458 Public Health & 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.

*Attributes:* Undergraduate

**IHS 466 ABA 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

*Attributes:* Undergraduate

**IHS 467 Social Skills Dev. and 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

*Attributes:* Undergraduate

**IHS 468 Resources & 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.

*Attributes:* Undergraduate

**IHS 469 Adult/Transition Autism Serv (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 (3 credits)****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.

*Prerequisites:* IHS 465

**IHS 472 Seminar in Autism (4 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.

*Prerequisites:* IHS 465 and IHS 466 and IHS 467 and IHS 473 and IHS 474

**IHS 473 Advanced Principles of ABA (4 credits)**

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.

*Prerequisites:* IHS 466 and IHS 465 and IHS 467 (may be taken concurrently)

*Attributes:* Undergraduate

**IHS 474 Functional Analysis and Ethics (4 credits)**

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.

*Prerequisites:* IHS 465 and IHS 466 and IHS 467 and IHS 473 (may be taken concurrently)

*Attributes:* Undergraduate

**IHS 475 Coping with Autism (3 credits)**

This course explores how families and service providers cope with autism. The impact of autism on parents, siblings, grandparents and others close to the family is discussed, particularly around coping with the behaviors associated with autism and the reactions of others. In addition, how families cope with complex issues such as school placement and support services, respite time, marital relationships, economics of paying for services and other important and difficult issues faced by those who care for children and adults with autism are presented. Finally, the impact on service providers and their strategies for effective coping are explored.

*Attributes:* Undergraduate

**IHS 480 ABA Practicum I (3 credits)****IHS 480F ABA Practicum I supervision (0 credits)****IHS 481 ABA Practicum II (3 credits)****IHS 481F ABA Practicum II supervision (0 credits)****IHS 482 ABA Practicum III (3 credits)****IHS 482F ABA Practicum III supervision (0 credits)****IHS 490 Internship in IHS (3 credits)**

Internship in Interdisciplinary Health Services permits students to focus on a particular area of interest within the Health Services Department. Students choose from a range of interesting topics and interests so that students may focus at a deeper level in a particular academic area. Students benefit from both the academic side as well as the practical side while also gaining actual hands-on skills, thereby achieving a variety of topics that will direct students toward skill-based promotion and practical applications for potential employment.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Interdisciplinary Health Svcs.

*Attributes:* Undergraduate

**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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Interdisciplinary Health Svcs.

**IHS 493 Independent Study (3 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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Interdisciplinary Health Svcs.

*Attributes:* Undergraduate

**IHS 494 Independent Study (3 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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Interdisciplinary Health Svcs.

*Attributes:* Undergraduate

**IHS 495 Seminar in Inter Health Svc (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, 211, 323.

*Prerequisites:* (IHS 2101 or IHS 110) and (IHS 2231 or IHS 323 or SOC 323) and (IHS 2111 or IHS 211) and (IHS 2311 or IHS 331 (may be taken concurrently))

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Interdisciplinary Health Svcs.

*Attributes:* Undergraduate

# International Business (IBU)

## **IBU 150 Cultr'l Divers & Interntl Bus (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

*Attributes:* Diversity Course (New GEP), First-Year Seminar, Globalization Course (New GEP), Undergraduate

## **IBU 210 Intro Internat. 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).

*Attributes:* Globalization Course (New GEP)

## **IBU 270 International Bus Spec Topics (3 credits)**

*Prerequisites:* HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of Chair.

## **IBU 310 Managing Foreign Direct Invest (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.

*Prerequisites:* MGT 110 or MGT 120 or MGT 121

*Restrictions:* Enrollment limited to students with a class of Junior or Senior.

*Attributes:* Globalization Course (New GEP), Undergraduate

## **IBU 363 International Business Law (3 credits)**

The purpose of this course is to acquaint the student with the international legal environment in which businesses operate. It will introduce the students to international business, international law and organizations, and how international disputes are resolved. International sales, credits, commercial transactions will also be covered, as well as international and U.S. trade law.

*Attributes:* Globalization Course (New GEP), Undergraduate

## **IBU 370 Intern'l Topics & 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

*Attributes:* Undergraduate

## **IBU 470 Spec Topics in Internat Busine (3 credits)**

### **IBU 471 Intl 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.

*Attributes:* Undergraduate

### **IBU 472 International Busine Practicum (1 credit)**

### **IBU 490 International Bus Internship (3 credits)**

*Prerequisites:* HSB students: MGT 110 or MGT 120 or MGT 121; Permission of Chair. CAS students: Permission of Chair.

*Attributes:* Undergraduate

### **IBU 493 Internatnl Business Research I (3 credits)**

### **IBU 494 Interntl Business Research II (3 credits)**

### **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

*Prerequisites:* IBU 210 and PHL 154 and (MGT 110 or MGT 120 or MGT 121)

*Restrictions:* Enrollment limited to students with a class of Senior.

*Attributes:* Ethics Intensive (New GEP), Undergraduate

### **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.

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Restrictions:* Enrollment is limited to Graduate level students.

**IBU 663 Manage Intl Strategic Alliance (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.

*Prerequisites:* MGT 500 or HSB Waiver with a score of MG500

**IBU 770 International Bus 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.

*Prerequisites:* MGT 551 or MGT 553

**IBU 771 Topics: 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.

*Prerequisites:* MGT 551 or MGT 553

## Italian (ITA)

**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. Fulfills the GEP non-native language requirement.

*Prerequisites:* Language Placement with a score of IT101

*Restrictions:* Enrollment is limited to Undergraduate Day Division level students. Students with the Italian 102 Placement, Italian 201 Placement, Italian 202 Placement or Italian 301 Placement attributes may **not** enroll.

*Attributes:* Undergraduate

**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. Fulfills the GEP non-native language requirement.

*Prerequisites:* ITA 101 or Italian 102 Placement with a score of 1 or Language Placement with a score of IT102

*Restrictions:* Enrollment is limited to Undergraduate Day Division level students. Students with the Italian 201 Placement, Italian 202 Placement or Italian 301 Placement attributes may **not** enroll.

*Attributes:* Undergraduate

**ITA 111 Adult Learner Beginning ITA I (3 credits)**

Fundamentals of grammar and pronunciation. Extensive oral drill and practice in conversation based on graded readings. Audio-visuals and language laboratory sessions. Fulfills the GEP non-native language requirement.

*Restrictions:* Enrollment is limited to PLS/HDC level students.

*Attributes:* Undergraduate

**ITA 112 Adult Learner Beginning ITA II (3 credits)**

Fundamentals of grammar and pronunciation. Extensive oral drill and practice in conversation based on graded readings. Audio-visuals and language laboratory sessions. Fulfills the GEP non-native language requirement.

*Prerequisites:* ITA 1015 or ITA 111

*Restrictions:* Enrollment is limited to PLS/HDC level students.

*Attributes:* Undergraduate

**ITA 113 First Year Italian III (4 credits)****ITA 150 First Year Seminar in Italian (3 credits)****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. Fulfills the GEP non-native language requirement.

*Prerequisites:* ITA 102 or Italian 201 Placement with a score of 1 or Language Placement with a score of IT201

*Restrictions:* Students with the Italian 202 Placement or Italian 301 Placement attributes may **not** enroll.

*Attributes:* Undergraduate

**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. Fulfills the GEP non-native language requirement.

*Prerequisites:* ITA 201 or Italian 202 Placement with a score of 1 or Language Placement with a score of IT202

*Restrictions:* Students with the Italian 301 Placement attribute may **not** enroll.

*Attributes:* Undergraduate

**ITA 206 The Roman Experience (3 credits)**

This month-long, full-immersion course will improve students' command of Italian as it provides an enriching cultural experience. Students will discover what it means to live amidst ancient ruins, baroque basilicas, and artistic treasures as they navigate the eternal city. Through daily excursions and task-based activities students will acquire practical skills as they are immersed in Roman art, cuisine, culture and history. In particular, we will examine forces that have shaped the world we have inherited through units on the Jesuits in Rome. This course counts toward the minor and major in Italian, and for the major in Italian Studies.

*Prerequisites:* ITA 102

*Attributes:* GEP Art/Literature, Undergraduate



**ITA 240 Ital BegCult&Civilization Tour (3 credits)****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. Fulfills the GEP non-native language requirement.

*Prerequisites:* ITA 202 or Italian 301 Placement with a score of 1 or Language Placement with a score of IT302

*Attributes:* Undergraduate

**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.

*Prerequisites:* ITA 301 or Italian 302 Placement with a score of 1 or Language Placement with a score of IT302

*Attributes:* Undergraduate, Writing Intensive Course- GEP

**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.

*Attributes:* Undergraduate

**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.

*Attributes:* Undergraduate

**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.

*Prerequisites:* ITA 301

*Attributes:* GEP Art/Literature, Undergraduate

**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.

*Prerequisites:* ITA 301 and ITA 302

**ITA 310 Italian Stylistics (3 credits)**

This course introduces the fundamental principles and techniques of literary analysis in each of the major genres (lyric poetry, short story, theatre, epic poetry, novel), while presenting a sampling of masterpieces and authors from across the Italian literary tradition. By introducing students to the major writers and movements of Italian literature from the thirteenth through the twentieth centuries, we will examine the work of different styles and themes, with specific attention to historical and cultural frameworks. We will pay close attention to the vocabulary used in literary study, as well as to linguistic and stylistic difficulties in textual analysis.

*Attributes:* GEP Art/Literature, Undergraduate

**ITA 311 Italian Conversation & Comp I (3 credits)****ITA 312 Italian Conversation & Comp II (3 credits)****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.

*Attributes:* European Studies Course, GEP Art/Literature, Undergraduate

**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.

*Attributes:* Undergraduate



**ITA 330 The Ita Bus Wrld & its Lang (3 credits)**

This course explores the language and culture of the Italian business world at an intermediate-high to advanced level. Besides developing writing and speaking skills—such as writing c.v., business letters and job descriptions; practicing job interviews, business meetings and presentations—the course analyzes socio-economic issues such as the position of women in the work force, the globalization of the markets of the European Union, and business etiquette through the analysis of Italian articles, the internet and visual materials (TV and movies). Conducted in Italian. Prerequisite: ITA 301 or permission of the instructor. *Attributes:* Diversity Course (New GEP), Undergraduate

**ITA 340 Italian Culture & 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.

*Prerequisites:* ITA 301

*Attributes:* GEP Art/Literature, Undergraduate

**ITA 345 Art Fashion: la moda italiana (3 credits)**

The goal of this course is to facilitate future educators in the teaching of foreign language and to allow those students, who are Education Majors and Minors, to fully comprehend how the 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.

*Prerequisites:* (ITA 301 and ITA 302) or (Language Placement with a score of IT345)

*Attributes:* GEP Art/Literature

**ITA 350 Topics & Meth for Teaching Ita (3 credits)**

The goal of this course is to facilitate future educators in the teaching of foreign language and to allow those students, who are Education Majors and Minors, to fully comprehend how the 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.

*Prerequisites:* ITA 301 or Language Placement with a score of IT350

*Attributes:* Undergraduate

**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.

*Prerequisites:* ITA 301 or Language Placement with a score of IT360

*Attributes:* GEP Art/Literature, Undergraduate

**ITA 365 Italian Society and the Media (3 credits)**

The goal of this course is to develop advanced-level oral/aural and reading/writing skills while addressing key aspects of contemporary Italian culture through the consideration of exclusively authentic materials, such as Italian newspaper and magazine articles, Italian TV broadcasting, and Italian internet sites. We shall also learn how to critique the written and visual Italian media, as well as how to navigate Italian websites. Students will choose readings and topics initially within a given list of categories and, later, among a virtually endless variety of internet sources. Among the topics we may address are: style, fashion and design; geography, art and tourism; the environment; immigration and racism; the position of young people and women in Italian society; current Italian and international events from an Italian perspective. Conducted in Italian. Fulfills the GEP Art/Lit requirement.

*Prerequisites:* Language Placement with a score of IT365 or ITA 301

*Attributes:* GEP Art/Literature, Undergraduate

**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.

*Prerequisites:* Language Placement with a score of IT370 or ITA 301

*Attributes:* Undergraduate

**ITA 380 Ita Journeys from Marco Polo (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.

*Prerequisites:* ITA 301 or Language Placement with a score of IT380

*Attributes:* GEP Art/Literature, Undergraduate

**ITA 401 Early Ita Cinema-Stage to Scrn (3 credits)**

This course traces the birth and development of silent film, the transition to sound, and film under fascism, with emphasis on film's relationship to theatre, literature and social and cultural history. Conducted in Italian.

*Prerequisites:* ITA 301 or Language Placement with a score of IT401

*Attributes:* Undergraduate

**ITA 402 L'Italiano al Cinema (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.

*Prerequisites:* ITA 301 or Language Placement with a score of IT402

*Attributes:* GEP Art/Literature, Undergraduate

**ITA 410 Major Italian Authors (3 credits)****ITA 420 From Novel to Film (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.

*Prerequisites:* ITA 301 or Language Placement with a score of IT420

*Attributes:* GEP Art/Literature, Undergraduate

**ITA 425 Art&Madman:Renaissance&Reform (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.

*Prerequisites:* ITA 301 or Language Placement with a score of IT425

*Attributes:* GEP Art/Literature

**ITA 430 Images of Rome:Papal Rome - Pres (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.

*Prerequisites:* ITA 301 or Language Placement with a score of IT430

*Attributes:* GEP Art/Literature, Undergraduate

**ITA 435 Rebels and Revolutionaries (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.

*Prerequisites:* ITA 301 or Language Placement with a score of IT435

*Attributes:* GEP Art/Literature, Undergraduate

**ITA 440 Profane and Sacred Love (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.

*Prerequisites:* ITA 301 or Language Placement with a score of IT440

*Attributes:* GEP Art/Literature, Undergraduate

**ITA 445 The Medici Court (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.

*Prerequisites:* ITA 301 or Language Placement with a score of IT445

*Attributes:* GEP Art/Literature, Undergraduate

**ITA 450 Italy in Age of Grand Tour (3 credits)**

This course focuses on travel through Italy as an educational experience and cultural initiation and aims to improve students' reading, writing and speaking skills in Italian, while familiarizing them with culturally important sites and encouraging them to think critically about the notion of the Grand Tour. Conducted in Italian. Pre-requisite: ITA 301 or permission of instructor.

*Prerequisites:* ITA 301 or Language Placement with a score of IT450

*Attributes:* Undergraduate

**ITA 455 Women's Voices (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.

*Prerequisites:* ITA 301 or Language Placement with a score of IT455

*Attributes:* GEP Art/Literature, Undergraduate

**ITA 460 Dante, Petrarch, Boccaccio (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.

*Prerequisites:* ITA 301

*Attributes:* GEP Art/Literature, Undergraduate

**ITA 465 Birth of a Nation:Risorgimento (3 credits)**

This course encourages a critical approach to the study of Italian unification in its aesthetic, cultural, and political dimensions as well as their repercussions on present-day Italian society and culture. The making of Italians, as Massimo D'Azeglio famously put it, would engage the best Italian minds for the following 150 years. The divisions between North and South, between Church and State, between the government and the people were created or compounded by the making of Italy. The course studies the debate on Italian Unification and the development of an Italian identity in a variety of historical artistic and literary sources, including diaries, letters, treatises, paintings, sculptures, poems and short stories.

*Prerequisites:* ITA 301

**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.

*Attributes:* Undergraduate

**ITA 490 Internship (3 credits)****ITA 491 Internship (3 credits)**

## Italian Studies (IST)

**IST 150 Ital Cinema-Neoreal to Present (3 credits)**

This course investigates major Italian films as both aesthetic and cultural objects. It offers an introduction to Italian cinema from the 1940's to the Present, and also to Italian social and cultural history of that time. It introduces major directors, movements, and genres in Italian cinema, focusing on movies that not only are influential masterpieces, but also offer incisive interpretations of their cultural and social milieus, including regional, ethnic and religious diversity; gender diversity; social tensions and class issues. Visconti, De Sica, Fellini, Scola, Bellocchio, Giordana are among the directors we study.

*Attributes:* First-Year Seminar, GEP Art/Literature, Undergraduate

**IST 350 Mangia! Flavors of Italy (3 credits)**

The expression "Mangia, mangia!" is commonly associated with American stereotypes of Italians. But is the perceived Italian love of food the same in the United States and in Italy? Is it an issue of quantity or quality? Of socio-economics, politics, or education? Is it global, local or both? In this interdisciplinary course, we will explore the role of food in Italian culture and in the shaping of Italian identity, in Italy and abroad. We will trace its evolution through a variety of texts: literature, works of art, music, and film, as well as family recipes. Guest lectures made by Italian chefs in Philadelphia, food tastings, and a visit to the Italian Market, will enrich the course. Fulfills the GEP Art/Lit requirement

**IST 360 Italian Identities (3 credits)**

In this course, taught in English, we will explore the complex nature of Italian Identities, focusing on race, sex and gender roles, religion, food, art and science. Fulfills the GEP Art/Lit requirement. Does not count toward a minor in Italian. Counts towards a major in Italian Studies and it may count toward the major in Italian, with permission of the Chair of Modern and Classical Languages.

*Attributes:* GEP Art/Literature, Undergraduate

**IST 370 Topics in Italian Studies (3 credits)**

The purpose of this course is to explore specific topics within the Italian-Speaking World. Topics will vary according to the semester in which the class is offered; check the semester listing for current topic. Classes are taught in English.

*Attributes:* GEP Art/Literature, Undergraduate

**IST 375 Shadow State: Mafia in Italy (3 credits)**

This course explores the nature of organized crime in Italy, its origins, its economic aspects, its connection with politics, its reality beyond stereotypes, and finally, the way it is portrayed in Italian Arts and literature. No pre-requisites required. Does not count toward a minor in Italian. May count toward the major, with permission of the Chair of Modern and Classical Languages. Fulfills the GEP Art/Lit requirement.

*Attributes:* GEP Art/Literature, Undergraduate

**IST 420 Italian Cinema and the Sacred (3 credits)**

Italian culture has been widely influenced by the sacred and many intellectuals have used the Bible as source of inspiration. In this course, we will analyze how Italian filmmakers have approached the dimension of the sacred and how they have depicted it in their movies. We will explore a range of directors from 1940's Neorealism to the present in order to understand how the relationship with the sacred has evolved over time. Throughout our analyses, we will engage in dialogue with selected Italian writers in order to see how they have approached the sacred. The course also considers the role of Jesuits in Italian society through the study of a film set in a Jesuit monastery in contemporary Venice. Fulfills the GEP Art/Lit requirement.

*Attributes:* GEP Art/Literature, Undergraduate

**IST 460 The Art of Dante's Inferno (3 credits)**

An interdisciplinary reading of Dante's *Inferno* from the perspectives of the history of art, music and cinema provides the focal point for this course. Primary sources from across the fine arts span seven centuries of reception, and include architectural (Terragni's "Danteum"), visual (medieval manuscripts, Doré, Greenaway), musical (Franz Liszt, Puccini) and sculptural (Rodin) interpretations of the poem. Visits to the Saint Joseph's University art collection and to the Rodin Museum will complement the course. Taught in English. Fulfills the Art/Lit requirement of the GEP. Counts toward a major in Italian Studies. Counts towards a minor in Art History.

*Attributes:* GEP Art/Literature, Undergraduate

## Japanese (JPN)

**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. Fulfills the GEP non-native language requirement.

*Prerequisites:* Language Placement with a score of JP101

*Restrictions:* Enrollment is limited to Undergraduate Day Division level students.

*Attributes:* Asian Studies Course, Undergraduate

**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 level according to ACTFL – American Council on the Teaching of Foreign Languages. *Prerequisite:* Fulfills the GEP non-native language requirement.

*Prerequisites:* JPN 101 or Language Placement with a score of JP102

*Restrictions:* Enrollment is limited to Undergraduate Day Division level students.

*Attributes:* Asian Studies Course, Undergraduate

**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. Fulfills the GEP non-native language requirement.

*Prerequisites:* JPN 102 or Language Placement with a score of JP201

*Attributes:* Asian Studies Course, Undergraduate

**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.

*Prerequisites:* JPN 201

*Attributes:* Asian Studies Course, Undergraduate

**JPN 211 Second Year Japanese I (3 credits)****JPN 212 Second Year Japanese II (3 credits)****JPN 301 Japanese Conversation (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:* Fulfills the GEP non-native language requirement.

*Prerequisites:* JPN 202 or Language Placement with a score of JP301

*Attributes:* Asian Studies Course, Undergraduate

**JPN 302 Japanese Conversat & Compos II (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.

*Prerequisites:* JPN 301 or Language Placement with a score of JP302

*Attributes:* Asian Studies Course, Undergraduate

**JPN 310 Selections in Japanese Lit I (3 credits)**

Introduction to Japanese Literature and its history. Selected readings of plays, essays, novels, short stories and poetry. Taught in Japanese.

*Prerequisites:* JPN 301 or Language Placement with a score of JP310

*Attributes:* Asian Studies Course, GEP Art/Literature, Undergraduate

**JPN 311 Selections in Japanese Lit II (3 credits)****JPN 330 Japanese Film and Culture (3 credits)**

## Latin (LAT)

**LAT 101 Beginning Latin I (4 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. Fulfills the GEP non-native language requirement.

*Prerequisites:* Language Placement with a score of LA101

*Attributes:* Ancient Studies Course, Undergraduate

**LAT 102 Beginning Latin II (4 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. Fulfills the GEP non-native language requirement.

*Prerequisites:* LAT 101 or Latin 102 Placement with a score of 1 or

Language Placement with a score of LA102

*Attributes:* Ancient Studies Course, Undergraduate



**LAT 201 Intermediate Latin I (3 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. Fulfills the GEP non-native language requirement.

*Prerequisites:* LAT 102 or Language Placement with a score of LA201

*Attributes:* Ancient Studies Course, Undergraduate

**LAT 202 Intermediate Latin II (3 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. Fulfills the GEP non-native language requirement.

*Prerequisites:* LAT 201 or Latin 102 Placement with a score of 1 or Language Placement with a score of LA202

*Attributes:* Ancient Studies Course, Undergraduate

**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.

*Prerequisites:* LAT 202 or Language Placement with a score of LA301

*Attributes:* Ancient Studies Course, Undergraduate

**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.

*Prerequisites:* Language Placement with a score of LA302

*Attributes:* GEP Art/Literature, Undergraduate

**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.

*Attributes:* Ancient Studies Course, Undergraduate

**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.

*Prerequisites:* Language Placement with a score of LA304

*Attributes:* GEP Art/Literature, Undergraduate

**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.

*Prerequisites:* Language Placement with a score of LA305

*Attributes:* GEP Art/Literature, Undergraduate

**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.

*Attributes:* GEP Art/Literature, Undergraduate

**LAT 396 Latin AP Course (3 credits)****LAT 401 Silver Age 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.

*Attributes:* GEP Art/Literature, Undergraduate

**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.

*Prerequisites:* Language Placement with a score of LA402

*Attributes:* GEP Art/Literature, Undergraduate



**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.

*Prerequisites:* Language Placement with a score of LA403

*Attributes:* GEP Art/Literature, Undergraduate

**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.

*Prerequisites:* Language Placement with a score of LA404

*Attributes:* GEP Art/Literature, Undergraduate

**LAT 410 Research Materials & 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.

*Attributes:* Undergraduate

**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.

*Prerequisites:* Language Placement with a score of LA411

*Attributes:* Undergraduate

**LAT 470 Topics in Latin (3 credits)****LAT 490 Internship (3 credits)****LAT 491 Internship (3 credits)****LAT 493 Independent Research in Latin (3 credits)****LAT 494 Independent Research in Latin (3 credits)**

## **Ldrshp/Ethics & Org Sustainab (LEO)**

**LEO 150 Serious Comedy & Soc. 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

*Attributes:* Diversity Course (New GEP), First-Year Seminar, Undergraduate

**LEO 210 Business Stakeholders & 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

*Prerequisites:* PHL 154 and (MGT 110 or MGT 120 or MGT 121)

*Restrictions:* Enrollment limited to students in the Haub School of Business college.

*Attributes:* Ethics Intensive (New GEP), Undergraduate

**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.

*Prerequisites:* MGT 110 or MGT 120 or MGT 121

*Restrictions:* Enrollment limited to students in the Haub School of Business college.

*Attributes:* Undergraduate

**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  
*Prerequisites:* PHL 154 and (MGT 110 or MGT 120 or MGT 121)  
*Restrictions:* Enrollment limited to students in the Haub School of Business college.

*Attributes:* Ethics Intensive (New GEP), Globalization Course (New GEP)

**LEO 270 LEO Special Topics (3 credits)**

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of Chair.

**LEO 310 Breaking News in Bus. Ethics (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: PHL 154; ENG 101. (if offered as writing intensive). HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of Chair.

*Prerequisites:* PHL 154 and ENG 101

*Attributes:* Ethics Intensive (New GEP), Undergraduate, Writing Intensive Course- GEP

**LEO 311 Leading Teams (3 credits)**

This course aims to increase students' understanding and skills required for effective team leadership. Through participating in experiential exercises, simulation, and team projects the course arms the students with an opportunity to develop skills and apply course material in building productive and happy teams. As leading teams involves learning about oneself, and understanding others, we will explore both in detail. Peculiarities of managing and leading diverse and virtual teams will also be addressed. The overarching course objective is to lead the students from identifying relevant group and leadership theories to integrating them into their team work.

*Prerequisites:* MGT 110 or MGT 120 or MGT 121

*Restrictions:* Enrollment limited to students in the Haub School of Business college.

*Attributes:* Undergraduate

**LEO 370 LEO Special Topics (3 credits)**

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of Chair.

**LEO 470 LEO Special Topics (3 credits)**

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of Chair.

**LEO 471 Leadership Practicum (1 credit)****LEO 490 LEO 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 LEO 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 LEO Research 1 (3 credits)**

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; Permission of Chair. CAS students: Permission of Chair.

**LEO 494 LEO 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 Ldrshp & Sustain Capst (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); LEO 212 (or Permissions of Chair); Senior standing. *Prerequisites:* LEO 210 and LEO 211 and LEO 212 and (MGT 110 or MGT 120 or MGT 121)

*Restrictions:* Enrollment limited to students with a class of Senior.

*Attributes:* Undergraduate

**LEO 565 Leading Change in Organization (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**LEO 651 Leading for Success in Orgs (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.

*Prerequisites:* MGT 500 or HSB Waiver with a score of MG500

*Restrictions:* Enrollment is limited to Graduate level students.

**LEO 653 Lead in Modern Organizations (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**LEO 654 Leading Global & Virtual Teams (3 credits)**

This course surveys the basic principles, concepts, and theories concerning group dynamics and team leadership. Leading modern teams involves not only managing different personalities, but also different cultures, and, frequently, doing so from a distance. In the course, the student will enhance learning in how to be an effective team member and a leader of global and virtual teams. Through participating in experiential exercises, simulations, and team projects the course provides the student with an opportunity to develop skills in managing highly diverse groups and building effective and efficient teams in a global and virtual world. Prerequisite: Completion or waiver of MGT 500.

**LEO 655 Leading Projects (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.

*Prerequisites:* MGT 500 or HSB Waiver with a score of MG500

**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.

*Restrictions:* Enrollment is limited to Graduate level students.

**LEO 670 LEO Special Topics (3 credits)**

## Linguistics (LIN)

**LIN 150 Language, Linguis, & Real Wld (3 credits)**

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 also counts toward the Linguistics minor.

*Attributes:* First-Year Seminar, Undergraduate

**LIN 200 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.

*Attributes:* American Studies Course, Communication Studies ILC Crs, GEP Social Science, Undergraduate

**LIN 203 English Grammar (3 credits)**

To prepare current and future English language teachers, this course focuses on various aspects of English grammar, especially those are particularly challenging for ESL/EFL learners. It provides useful background knowledge for English language teachers and preparation that strengthens applications for teaching positions, fellowships, and scholarships. This course is beneficial to Linguistics and TESOL majors/minors who plan to teach English in any context and at any level as well as to students in ENG, COM, EDU, and other academic areas where a solid grasp on the linguistic structure of English would be useful. This course counts toward an English elective.

**LIN 210 Speech and Hearing Sciences (3 credits)**

In this course, we will investigate the physiological, acoustical, and perceptual bases of speech and basic audiological science. We will discuss these topics from both theoretical and practical perspectives. As students interested in the field of communication sciences and disorders, you will gain a solid background in speech perception and production as well as understand how speakers process certain sounds in their audiological system. This will require a comprehension of the anatomical and physiological processes we use in our speech and hearing mechanisms. We will also discuss the fields of Speech-Language Pathology (SLP) and Audiology and explore how scientific content applies to the diagnosis and treatment of people with communication disorders. This course is open to all students, assumes no prior knowledge of SLP.

**LIN 211 Speech Development & Disorders (3 credits)**

This course investigates speech sound development and speech sound disorders (SSDs) by addressing the biological bases of speech sound production, acoustic aspects of speech sound production, the development and progression of speech sound production, linguistic factors that influence communication, and cultural factors that influence speech sound production. Students will gain a solid background in speech development, production, and the different types of SSDs. We will implement applied transcription using IPA symbols, gain an understanding of the anatomy and physiology related to speech sound production, and demonstrate how to treat specific speech disorders. We will also explore how scientific content applies to the diagnosis and treatment of people with SSDs. This course is open to all students, assumes no prior knowledge, and has no prerequisites.

**LIN 220 Logic (3 credits)**

A study of the logic of ordinary language; the function of language, forms of argument, fallacies, definition; analysis of propositions and deductive reasoning, analogy and scientific hypothesis testing. See PHL 220. This course does not fulfill the GEP Philosophical Anthropology requirement.  
*Attributes:* Undergraduate

**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.  
*Attributes:* Undergraduate

**LIN 250 Social Media Discourse (3 credits)**

The focus of this course is on understanding and investigating linguistic aspects of electronic social media such as email, texting, Twitter, Facebook, etc. This course has two goals: (1) to analyze everyday social media discourse from a linguistic perspective and (2) to learn how to conduct linguistic research in the context of a student-designed investigation on some type of social media discourse. To that end, we will examine previous research in related areas and students will conduct an original research project based on a selected context of social media discourse. This course will be taught as a seminar in which students are expected to come to class prepared to discuss and/or lead the majority of discussions about course readings. This course is open to students from all academic majors and there is no prerequisite.  
*Attributes:* American Studies Course, Communication Stds Maj Choices, Undergraduate

**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.

*Prerequisites:* PHL 154

*Attributes:* Ethics Intensive (New GEP), Undergraduate

**LIN 270 Topics in Linguistics (3 credits)**

This course is an introduction to the study of how language is represented in the human mind and what processes are involved in language use, including producing, comprehending, and storing both spoken and written language. Together, we will explore questions such as the following: How do humans store and recognize words? How do we analyze speech? What processes are involved when we speak and read? We will study spontaneously-occurring speech errors and misperceptions and carry out experimental investigations on language production and comprehension. This course is open to students from all academic majors and there is no prerequisite.

*Attributes:* Undergraduate

**LIN 280 Second Lang Acquis & Lrning (3 credits)**

This course focuses on the study of existing approaches to describing 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, 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 will be beneficial to students who are majoring or minoring in Linguistics and/or TESOL or who plan to teach language (English, Spanish, Italian, French, German, etc.) at any level; it will also be of interest to students who are studying a second language and want to understand the adult language learning process more fully.

*Attributes:* Undergraduate



**LIN 281 First Language Acquisition (3 credits)**

Starting before they are even born, most children acquire language with tremendous ease in a very short period of time. It is a remarkable achievement, usually taken for granted unless something goes awry. This course focuses on the acquisition of a first language in infancy and childhood by highlighting issues in various areas of linguistic analysis: sounds, word and sentence meaning, word order and language use in various communicative contexts. We will also focus on different theories that try to account for the cognitive and linguistic processes that together result in first language acquisition as well as atypical language development from which much is learned about the process of first language acquisition. Of benefit and interest to all academic majors, this course is particularly relevant to students in the areas of linguistics, education, autism studies, psychology and health-related areas including speech therapy/speech language pathology.

*Attributes:* Undergraduate

**LIN 301 Teaching Lang at Home/Abroad (3 credits)**

Teaching Language at Home and Abroad 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

*Attributes:* Undergraduate

**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.

*Attributes:* Communication Studies ILC Crs, Diversity Course (New GEP), GEP Social Science, Undergraduate

**LIN 318 Psycholinguistics (3 credits)**

This course is an introduction to the study of how language is represented in the human mind and what processes are involved in language use, including producing, comprehending, and storing both spoken and written language. Together, we will explore questions such as the following: How do humans store and recognize words? How do we analyze speech? What processes are involved when we speak and read? We will study spontaneously-occurring speech errors and misperceptions and carry out experimental investigations on language production and comprehension. This course is open to students from all academic majors and there is no prerequisite.

*Attributes:* Communication Studies ILC Crs, Undergraduate

**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.). This course is open to student from all academic majors and there is no pre-requisite. This course counts for a major elective course toward the Autism Behavior Studies major, the Autism Studies minor, and IHS Area Studies.

*Attributes:* Undergraduate

**LIN 330 Discourse, Style & Presupp (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.

*Attributes:* Undergraduate

**LIN 340 Communication in Soc Contexts (3 credits)**

Communication in Social Contexts 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 is open to student from all academic majors and there is no pre- requisite. This course fulfills the GEP Social Science requirement and counts for the American Studies minor.

*Attributes:* American Studies Course, Communication Studies ILC Crs, GEP Social Science, Undergraduate



**LIN 381 History of the Eng 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.

*Attributes:* Undergraduate

**LIN 401 Bilingualism & Lang 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 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 the 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.

*Attributes:* Diversity Course (New GEP), Undergraduate

**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.

*Attributes:* Undergraduate

**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.

*Attributes:* Undergraduate

**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.

*Attributes:* Undergraduate

**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.

*Attributes:* Undergraduate

**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.

*Attributes:* Undergraduate

**LIN 492 Speech Language Pathology (3 credits)**

This course is a practicum in which the student applies his/her knowledge of Speech Language Pathology in a professional work environment. The majority of the work for this course is 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 journal and a final project or paper related to the student's internship experience. This course is intended as an advanced course for Linguistics majors with a concentration in Speech Language Pathology who have completed other introductory course requirements.

*Prerequisites:* LIN 210 or LIN 320

*Attributes:* Undergraduate

**LIN 493 Ind Research in Linguistics (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.

*Attributes:* Undergraduate

**LIN 494 Ind Research in Linguistics (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.

*Attributes:* Undergraduate

**LIN 496 Special Topics Transfer Course (3 credits)****LIN 497 Special Topics Transfer Course (3 credits)**

## Literature in Translation (LAN)

### LAN 310 The French Story (3 credits)

### LAN 320 Chinese Lit in Translation (3 credits)

### LAN 340 The Fem Profile: Euro Novels (3 credits)

### LAN 360 Non-Western Lit in Translation (3 credits)

## Literature in Translation (LTT)

### LTT 150 First-year Seminar (3 credits)

### 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 non-native foreign language requirement.

### LTT 320 Lit Culture & the Nobel Prize (3 credits)

Every year the Nobel Prize for Literature is awarded in recognition of outstanding literary accomplishment by men and women from all corners of the globe. In this course we will explore the rich, diverse cultures reflected in literature that has been translated into English by examining the work of acclaimed writers who have been awarded the Nobel Prize.

*Attributes:* Undergraduate

### LTT 330 Society in World Literature (3 credits)

This course offers students the opportunity to read and analyze twenty and twenty-first literature from around the globe. Students will explore prose from a variety of regions and develop an understanding of diverse traditions and cultures and the political, social and historical landscape that provides context for this work. Students will examine the literary devices and theoretical frameworks utilized by writers as a form of cultural expression.

*Attributes:* Undergraduate

### LTT 340 The Feminine Profile (3 credits)

The goal of this course is to familiarize students 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 non-native language requirement. Prerequisites: ENG 111, ENG 113.

*Attributes:* Undergraduate

### LTT 350 The European Scene (3 credits)

Selected plays of modern Europe with emphasis on the portrayal of women in dramatic literature. No knowledge of a European language is necessary.

*Attributes:* Undergraduate

### LTT 360 Non-Western Lit in Translation (3 credits)

In this course we read literature from around the world, exploring different cultures and the social, political and artistic landscape that provides background and context for this writing. We will read and review literature by writers from Peru, Morocco, Egypt, the Caribbean and Japan and gain a broad and rich variety of perspectives.

*Restrictions:* Enrollment is limited to PLS/HDC level students.

*Attributes:* GEP Art/Literature, Undergraduate

### LTT 361 French-Carib. Lit [in English] (3 credits)

This course will teach students to read and appreciate contemporary Francophone literature of Martinique, Guadeloupe and Haiti, in translation, 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.

*Attributes:* Diversity Course (New GEP), GEP Art/Literature, Undergraduate

### LTT 370 Special Topics (3 credits)

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 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 storytelling 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.

*Prerequisites:* PHL 154 and ENG 101

*Attributes:* Africana Studies Course, Diversity Course (New GEP), Ethics Intensive (New GEP), GEP Art/Literature, Undergraduate, Writing Intensive Course- GEP

## Management (MGT)

### MGT 110 Essential's of Organizational Beh (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.

*Attributes:* Undergraduate

**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.

*Attributes:* Undergraduate

**MGT 121 Organizations in Perspc Honors (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.

*Restrictions:* Enrollment limited to students with the Honors Program Student attribute.

*Attributes:* Honors Course, Undergraduate

**MGT 140 Navigating the Road Ahead (3 credits)**

This course focuses on positioning students for academic, career and personal excellence within the context of fostering an understanding of the adult student's role in the learning/teaching process at Saint Joseph's University. Its purpose is to enhance learning skills such as understanding material as it applies to oneself and others, applying concepts and ideas to real issues, thinking critically, analyzing text and ideas, and assessing progress. A key strength of this course is that it gives students the freedom to select and apply their own interests and academic pursuits to all of the assignments, thus making the course meaningful—as well as interesting and valuable—from both skill-building and content perspectives. HDC or PLS students ONLY

*Restrictions:* Enrollment is limited to PLS/HDC level students.

*Attributes:* Adult Learning Seminar

**MGT 150 Work is our Fire (3 credits)**

Is our work who we are? Drawing from the social sciences, this seminar encourages students to approach work as the essence of being—our “fire”—and working as a journey of experience and expression of dignity and not solely as a burden or means to make a living. Students will isolate and interrogate social and economic class stereotypes, misconceptions, and attitudes concerning a variety of jobs and professions as well as possible origins for these perceptions. The concept of occupational identity is introduced to illustrate how work can consume us (positively and negatively), how we can assume our working role as part of our understanding of “self,” and how we see others based on our attitudes about their occupational roles. Discussions will tackle definitions of success, legacy, respectability, prestige, materialism, workaholicism, stress, and professionalism and how our definitions are influenced by personal and cultural values. First Year Seminar only

*Attributes:* First-Year Seminar, Undergraduate

**MGT 200 Intro 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.

**MGT 260 Legal&Eth Iss in Supply Chain (3 credits)**

The primary objective of this course is to give the student an overall understanding of the legal and ethical issues in supply chain management (assessed via cases and tests). The course is designed to provide a background on the legal and ethical issues affecting the supply chain management function within businesses and government and delve deeply into those issues throughout the course (assessed via Discussion posts, cases and tests). In so doing, the course will identify key legal and ethical issues in the supply chain management profession with an emphasis on navigating those legal and ethical issues in the performance of supply chain management duties.

*Attributes:* Undergraduate

**MGT 360 Legal Environment of Business (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.

*Attributes:* Undergraduate

**MGT 361 Introduction to Law Honors (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.

*Restrictions:* Enrollment limited to students with the Honors Program Student attribute.

*Attributes:* Honors Course, Undergraduate

**MGT 362 Legal Environ't 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.

*Prerequisites:* MGT 1001 or MGT 1005 or MGT 360 or MGT 361

*Attributes:* Undergraduate

**MGT 370 Special Topics in Management (3 credits)****MGT 471 Practicum in Management (1 credit)****MGT 496 Management Honors Capstone (3 credits)**

This course is the second semester of the senior year Honors strategy capstone experience. The learning objectives of this course include leveraging the case method of investigation to evaluate strategic management concepts and theories, finding solutions to complex, real-world business problems, and enhancing critical thinking skills by engaging in real-time debate and by engaging in detailed case study research.

*Prerequisites:* BUS 495

*Restrictions:* Enrollment limited to students with a class of Senior.

*Attributes:* Honors Course

**MGT 499 Business Strategy Simulation (3 credits)**

This course is restricted to Haub Degree Completion students and can be substituted for BUS495. This is the capstone course for the undergraduate curriculum in the Haub Degree Completion Program. It is designed to integrate 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:* ACC 101, ACC 102, ECN 101, FIN 200, MGT 110 or MGT 120 or MGT 121, and MKT 201. HDC or PLS students ONLY.

*Prerequisites:* ACC 101 and ACC 102 and ECN 101 and FIN 200 and MKT 201 and (MGT 110 or MGT 120 or MGT 121)

*Restrictions:* Enrollment is limited to PLS/HDC level students.

*Attributes:* Undergraduate

**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.

*Restrictions:* Students cannot enroll who have a major in Executive MBA Program (1-year), Executive MBA Program, Food Marketing or Pharmaceutical Marketing. Enrollment is limited to Graduate level students.

**MGT 509 Curricular Practical Training (1 credit)****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.

*Restrictions:* Enrollment is limited to students with a major in Executive MBA Program (1-year) or Executive MBA Program. Enrollment limited to students in the MBAEX program. Enrollment is limited to Graduate level students.

**MGT 512 Empower Human Cap: Legal & HR (2 credits)**

This 2-credit sequences covers Human Resource Management and Business Law for organization leaders. The purpose of the law component is to acquaint the student with various aspects of the legal environment in which businesses operate. It will describe the sources of American law, how U.S. court systems are designed and operate, and how the fundamental law of the United States – the U.S. Constitution – affects business. It will also examine certain areas of substantive law that you select during the semester. The Human Resource Management component is designed to introduce graduate students to the key concepts and practices in human resource management (HRM). The component forces the student to struggle in a realistic and practical way with human resource policy and administration issues that top managers face today. The component also consists of students performing a HRM Audit and Evaluation study of an actual company's human resource strategies and activities.

*Restrictions:* Enrollment is limited to students with a major in Executive MBA Program (1-year) or Executive MBA Program. Enrollment is limited to Graduate level students.

**MGT 520 Empowering Individuals & Grps (2 credits)**

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

*Restrictions:* Enrollment is limited to students with a major in Pharmaceutical Marketing. Enrollment is limited to Graduate level students.

**MGT 545 Management Gateway Course (3 credits)**

Gateway Course (topics will vary semester to semester)

*Restrictions:* Enrollment is limited to Graduate level students. Enrollment limited to students in a Master of Business Administration or Master of Science degrees. Enrollment limited to students in the Haub School of Business college.

*Attributes:* Gateway Course (Grad HSB)



**MGT 551 Empower 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. Students count either MGT 551 or MGT 553 towards their degree.

*Prerequisites:* MGT 500 or HSB Waiver with a score of MG500

*Restrictions:* Students cannot enroll who have a major in Executive MBA Program (1-year), Executive MBA Program, Food Marketing or Pharmaceutical Marketing. Enrollment is limited to Graduate level students.

**MGT 552 Stakeholder Theory & Soc Resp (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.

*Prerequisites:* MGT 500 or HSB Waiver with a score of MG500

*Restrictions:* Students cannot enroll who have a major in Executive MBA Program (1-year), Executive MBA Program, Food Marketing or Pharmaceutical Marketing. Enrollment is limited to Graduate level students.

**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.

*Prerequisites:* MGT 500 or HSB Waiver with a score of MG500

*Restrictions:* Enrollment is limited to Graduate level students.

**MGT 570 Business Ethics (3 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 and the application of these conceptual tools to specific issues in business ethics.

*Restrictions:* Enrollment is limited to students with a major in Executive MBA Program (1-year) or Executive MBA Program. Enrollment limited to students in the MBAEX program. Enrollment is limited to Graduate level students.

**MGT 572 Leadership and Development (2 credits)**

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. Students will assess their leadership development progress between courses, learn and apply new material about leadership, and further refine their practice of leadership.

*Restrictions:* Enrollment is limited to students with a major in Executive MBA Program (1-year) or Executive MBA Program. Enrollment is limited to Graduate level students.

**MGT 575 Teams & INC (2 credits)**

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.

*Restrictions:* Enrollment is limited to students with a major in Executive MBA Program (1-year) or Executive MBA Program. Enrollment limited to students in the MBAEX program. Enrollment is limited to Graduate level students.

**MGT 581 Leadership & Development (2 credits)**

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

*Prerequisites:* MGT 520 or HSB Waiver with a score of MG520

*Restrictions:* Enrollment is limited to students with a major in Pharmaceutical Marketing. Enrollment is limited to Graduate level students.

**MGT 670 MGT Special Topics (3 credits)****MGT 770 Management Study Tour (3 credits)****MGT 789 Global Bus 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 courses and eight or more 545 and above level core and concentration area courses.

Permission of Program Director.

*Restrictions:* Enrollment is limited to Graduate level students.

**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 courses and eight or more 545 and above level core and concentration area courses and permission of the Program Director.

*Restrictions:* Students cannot enroll who have a major in Executive MBA Program (1-year), Executive MBA Program, Food Marketing or Pharmaceutical Marketing. Enrollment is limited to Graduate level students.

**MGT 796 Strat Man of Hlth Care Organ (3 credits)**

This course is the capstone experience for students selecting the health and medical administration specialization. This course provides the healthcare students with knowledge regarding the formulation and implementation of organizational strategy and business policy processes focused on the healthcare system/industry. Students will be required to apply strategic management principles through the analysis of cases and the health care industry environment. This course is usually taken in the last semester of study. Prerequisites: Completion of all foundation courses and eight or more 545 level and above core and healthcare concentration courses.

*Prerequisites:* HMS 5015 and HMS 5045 or PMK 600

*Restrictions:* Students cannot enroll who have a major in Executive MBA Program (1-year), Executive MBA Program, Food Marketing or Pharmaceutical Marketing. Enrollment is limited to Graduate level students.

**MGT 797 Strat Hum Res Mang: Degr & Imp (3 credits)****MGT 798 Capstone (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.

*Restrictions:* Enrollment is limited to students with a major in Executive MBA Program (1-year) or Executive MBA Program. Enrollment is limited to Graduate level students.

**MGT 799 Business Policy (2 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". It is best described as a CEO Intervention.

*Restrictions:* Enrollment is limited to students with a major in Executive MBA Program (1-year) or Executive MBA Program. Enrollment is limited to Graduate level students.

## Managing Human Capital (MHC)

**MHC 150 Gender Issues in the Workplace (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

*Attributes:* Diversity Course (New GEP), First-Year Seminar, Gender Studies Course, Undergraduate

**MHC 220 Intro: 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.

*Prerequisites:* MGT 110 or MGT 120 or MGT 121

*Restrictions:* Enrollment limited to students in the Haub School of Business college.

*Attributes:* Undergraduate

**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.

*Attributes:* Diversity Course (New GEP), Undergraduate

**MHC 222 Influence, Negotiation & 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

*Prerequisites:* MGT 110 or MGT 120 or MGT 121

*Restrictions:* Enrollment limited to students in the Haub School of Business college.

**MHC 270 Manage Hum Capital Spec Topics (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.

*Prerequisites:* MGT 110 or MGT 120 or MGT 121

*Restrictions:* Enrollment limited to students in the Haub School of Business college.

*Attributes:* Undergraduate

**MHC 321 International Talent Mgt (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.

*Attributes:* Globalization Course (New GEP)

**MHC 322 Decision Making w/ Analytics (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: MCH 220.

*Prerequisites:* MHC 220

*Attributes:* Undergraduate

**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.

**MHC 370 Special Topics (3 credits)**

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of Chair.

**MHC 470 Special Topics (3 credits)**

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; CAS students: Permission of Chair.

**MHC 471 Practicum in Human Capital 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 Practicum in Human Capital 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 Manage Human Cap Internshp I (3 credits)**

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; Permission of Chair. CAS students: Permission of Chair.

**MHC 491 Manage Human Cap Internshp II (3 credits)**

Prerequisites: HSB students: MGT 110 or MGT 120 or MGT 121; Permission of Chair. CAS students: Permission of Chair.

**MHC 493 Manage 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 Manage 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 Manage Human Cap: Resrch/App (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.

*Prerequisites:* MHC 220 and MHC 221 and (MGT 110 or MGT 120 or MGT 121)

*Restrictions:* Enrollment limited to students with a class of Senior.

*Attributes:* Undergraduate

**MHC 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 systematic 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.

*Prerequisites:* MGT 500 or MHC 560 or HSB Waiver with a score of MG500

*Restrictions:* Enrollment is limited to Graduate level students. Enrollment limited to students in the Haub School of Business college.

**MHC 560 Strategic Human Cap&Talent Mgt (3 credits)**

This course examines the integration of human resource management strategy within the broader context of an organization's business strategy. Students will gain an understanding of major approaches to business strategy, and the corresponding implications for human resource management in varied strategic circumstances. Implications of a firm's strategy for functional areas within human resource management will also be examined. The course will introduce emerging trends in theory, research, and the practice of human resource management.

*Prerequisites:* MGT 551 or MGT 553 or MHC 667 (may be taken concurrently)

*Restrictions:* Enrollment is limited to Graduate level students. Enrollment limited to students in the Haub School of Business college.

**MHC 561 Human Cap Research Meas&Metric (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.

*Prerequisites:* MHC 560 or MGT 551 or MGT 553

*Restrictions:* Enrollment is limited to Graduate level students. Enrollment limited to students in the Haub School of Business college.

**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.

*Prerequisites:* MGT 551 or MGT 553 or MHC 560

*Restrictions:* Enrollment is limited to Graduate level students. Enrollment limited to students in the Haub School of Business college.

**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 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.

*Prerequisites:* MGT 551 or MGT 553 or MHC 560

*Restrictions:* Enrollment is limited to Graduate level students. Enrollment limited to students in the Haub School of Business college.

**MHC 564 Finance & Acc for Managers (3 credits)**

This course develops students' practical skills in the interpretation and use of financial and accounting information for managerial decision-making. Students will learn how to (1) understand and analyze financial statements, (2) evaluate relevant costs for decision-making, (3) perform present value analyses, and (4) make sound capital budget decisions.

*Prerequisites:* MGT 551 or MGT 553 or MHC 560

*Restrictions:* Enrollment is limited to Graduate level students. Enrollment limited to students in the Haub School of Business college.

**MHC 565 Managing Workforce Flow (3 credits)**

This course focuses on efficient and effective flow of the workforce through an organization. Particular attention will be given to the relationship between business strategy and workforce planning, including the influence of internal and external labor markets, demographic trends and diversity, and the challenges of technological changes. The course will provide an in-depth look at the theories, principles and legal issues surrounding organizational workforce planning in a global economy.

*Prerequisites:* MGT 551 or MGT 553 or MHC 560

*Restrictions:* Enrollment is limited to Graduate level students. Enrollment limited to students in the Haub School of Business college.

**MHC 651 Career Management in Organ (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.

*Prerequisites:* MGT 500 Waiver Score with a score of 1 or MGT 500

*Restrictions:* Enrollment is limited to Graduate level students. Enrollment limited to students in the Haub School of Business college.

**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.

*Prerequisites:* MGT 500 Waiver Score with a score of 1 or MGT 500

*Restrictions:* Enrollment is limited to Graduate level students. Enrollment limited to students in the Haub School of Business college.



**MHC 656 Influence/Negot/Conflict Skill (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.

*Prerequisites:* MGT 500 Waiver Score with a score of 1 or MGT 500

*Restrictions:* Enrollment is limited to Graduate level students. Enrollment limited to students in the Haub School of Business college.

**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.

*Prerequisites:* MGT 551 or MGT 553 or MHC 560

*Restrictions:* Enrollment is limited to Graduate level students. Enrollment limited to students in the Haub School of Business college.

**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.

*Prerequisites:* MGT 551 or MGT 553 or MHC 560

*Restrictions:* Enrollment is limited to Graduate level students. Enrollment limited to students in the Haub School of Business college.

**MHC 667 Human Resource Fundamentals (3 credits)**

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.

*Prerequisites:* MGT 551 or MGT 553 or MHC 560 (may be taken concurrently)

*Restrictions:* Enrollment is limited to Graduate level students. Enrollment limited to students in the Haub School of Business college.

**MHC 670 MHC Special Topics (3 credits)****MHC 797 Manage Hum Cap:Strategy&App (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. Open to MSMHC students only.

*Restrictions:* Enrollment is limited to students with a major in Strategic Human Resource Manag. Enrollment limited to students in the MSHRM program. Enrollment is limited to Graduate level students. Enrollment limited to students in the Haub School of Business college.

## Marketing (MKT)

**MKT 150 People, Planet and Profit (3 credits)**

This freshman seminar helps 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. Students learn how individuals, the environment, and organizations can exist in harmony with one another.

*Restrictions:* Enrollment limited to students with a class of Freshman.

*Attributes:* First-Year Seminar, Undergraduate

**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 core Marketing concepts 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.

*Attributes:* Undergraduate

**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.

*Prerequisites:* MKT 201

*Attributes:* Undergraduate

**MKT 203 Principles of Selling (3 credits)**

This course offers students an overview of sales careers and the selling process. Students will learn about the art and science of selling including current sales theories, effective selling techniques and practices, as well as the legal regulations and business ethical issues which affect salespeople.

*Restrictions:* Enrollment limited to students in the Haub School of Business college.

*Attributes:* Undergraduate

**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 core Marketing concepts 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.

*Restrictions:* Students with a class of Freshman may **not** enroll.

*Attributes:* Undergraduate

**MKT 295 Independent Study Marketing (3 credits)****MKT 301 Integrated Mktg 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, social 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.

*Prerequisites:* MKT 201

*Attributes:* Undergraduate

**MKT 302 Consumer & Buyer 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 processes that underlie customer decision making. The course highlights major consumer behavior models, current research on consumer behavior, and the socio-cultural issues that influence consumers.

*Prerequisites:* MKT 201

*Attributes:* Undergraduate

**MKT 303 MKT Communications (non-Bus) (3 credits)**

Topics such as advertising, digital/alternative media, social 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. This course is for Communications Studies students who will not take Principles of Marketing (MKT 201). Not available to Marketing majors or minors.

*Restrictions:* Students cannot enroll who have a major, minor, or concentration in Marketing.

*Attributes:* Undergraduate

**MKT 304 Principles of Selling (3 credits)**

This course offers students an overview of sales careers and the selling process. Students will learn about the art and science of selling including current sales theories, effective selling techniques and practices, as well as the legal regulations and business ethical issues which affect salespeople.

*Restrictions:* Enrollment limited to students in the Haub School of Business college.

*Attributes:* Undergraduate

**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.

*Prerequisites:* (MKT 201 and MKT 304)

*Attributes:* Undergraduate

**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.

*Prerequisites:* MKT 201

*Attributes:* Ethics Intensive (New GEP), Undergraduate

**MKT 314 Social Media Marketing (3 credits)**

Social media 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 and commerce).

*Prerequisites:* MKT 201

*Attributes:* Undergraduate

**MKT 315 Mkt 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 diverse 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

*Attributes:* Diversity Course (New GEP), Undergraduate

**MKT 316 Digital Marketing (3 credits)**

In this course, students will learn how to use various online tools to develop successful campaigns. Topics covered include search engine marketing (SEM), search engine optimization (SEO), internet and mobile advertising, social media and web analytics.

*Prerequisites:* MKT 201 and (MKT 301 or MKT 303 or FMK 303 or PMK 351)

*Attributes:* Undergraduate

**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 PMK 351 or FMK 303 or MKT 303)

*Attributes:* Undergraduate

**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 or PMK 351 or FMK 303)

*Attributes:* Undergraduate

**MKT 325 Fundamentals of 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 or FMK 303 or PMK 351)

**MKT 327 Global Mkt Communications (3 credits)**

This course uses writing to help students understand the various problems and opportunities of globalization as applied to marketing communications. The fundamental principle is that knowledge of cultural specifics or value paradoxes is the basis of effective global marketing communications strategies.

*Prerequisites:* MKT 201 and (MKT 301 or MKT 303 or PMK 351 or FMK 303)

*Attributes:* Diversity Course (New GEP), Undergraduate, Writing Intensive Course- GEP

**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.

*Prerequisites:* MKT 201

*Attributes:* Globalization Course (New GEP), Undergraduate

**MKT 341 Music Marketing (3 credits)**

A course for individuals considering a career in Music Marketing or the Music Industry minor. Examines the use of music in marketing often called audio branding. Using popular press and case studies, this course looks at the integration of music in advertising, television, sports, film and other media.

*Restrictions:* Students with a class of Freshman may **not** enroll.

*Attributes:* Music Industry Course, Undergraduate

**MKT 342 Music and 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.

*Prerequisites:* MKT 201 and (MKT 341 or MKT 343)

*Attributes:* Music Industry Course, Undergraduate

**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.

*Prerequisites:* MKT 201

*Attributes:* Undergraduate

**MKT 344 Business of Recorded Music (3 credits)**

This course focuses on the structure and function of the recording industry and the role of various participants. It examines past, present and future business models employed by recording companies as they relate to recorded music's value chain.

*Restrictions:* Students with a class of Freshman may **not** enroll.

*Attributes:* Music Industry Course, Undergraduate

**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.

*Prerequisites:* MKT 201

*Attributes:* Undergraduate

**MKT 351 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.

*Prerequisites:* MKT 201

*Attributes:* Undergraduate

**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.

*Restrictions:* Enrollment limited to students with a class of Junior or Senior.

*Attributes:* Undergraduate

**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.

*Prerequisites:* MKT 201

*Attributes:* Undergraduate

**MKT 354 The Business of Baseball (3 credits)**

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.

*Restrictions:* Students with a class of Freshman may **not** enroll.

*Attributes:* Undergraduate

**MKT 355 Sports, Selling, & Sales (3 credits)**

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 and MKT 353 (may be taken concurrently)

**MKT 362 Digital Media in Sports (3 credits)**

This course will review the sports digital landscape including current issues, best practices, branding, mobile sports, ticketing, fantasy sports and e-commerce.

*Prerequisites:* MKT 351 and MKT 201 and MKT 353 (may be taken concurrently)

**MKT 363 Sports Analytics (3 credits)**

The use of data and quantitative methods to measure performance and make decisions in the competitive sports arena. The analytical skills learned in this course can be applied to various industries beyond sports.

*Prerequisites:* MKT 201 and MKT 351

*Attributes:* Undergraduate

**MKT 364 Sports Marketing Communication (3 credits)**

A review of the various elements of Sports Marketing Communications and how they are used to successfully engage the target audience. Highlighting current issues and best practices, topics such as traditional advertising, digital/social media, direct marketing, public relations and sales promotions are addressed.

*Prerequisites:* MKT 201 and MKT 351 and MKT 353 (may be taken concurrently)

*Attributes:* Undergraduate

**MKT 370 Spec Topics:Sports Marketing (3 credits)**

This course will be offered periodically on a topic of interest in the field of Marketing as chosen by the instructor.

*Prerequisites:* MKT 201

*Attributes:* Undergraduate

**MKT 401 Marketing Strategy (3 credits)**

In this capstone course, students apply the Marketing knowledge acquired from previous courses to the development of a comprehensive strategy that addresses all aspects of the Marketing mix. Students will conduct in-depth analysis of consumer, industrial and not-for-profit Marketing issues. Cases dealing with product innovation and development, demand, pricing, distribution, and promotion will also be explored, giving students an opportunity to address real-world business problems. Can only be taken during the senior year.

*Prerequisites:* MKT 201 and MKT 202 and MKT 302 and (MKT 301 or MKT 303)

*Restrictions:* Enrollment limited to students with a class of Senior.

*Attributes:* Undergraduate

**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.

*Prerequisites:* MKT 201

*Attributes:* Undergraduate

**MKT 490 Internship in Marketing I (3 credits)**

An on-the-job experience whereby students spend a minimum of fifteen hours a week applying Marketing principles for an approved employer. All students must take MKT 201 as a prerequisite to any internship. A minimum GPA of 2.5 and completion of upper-level Marketing courses are required. Course requires approval of Marketing Department Internship Coordinator prior to registration.

*Prerequisites:* MKT 201

*Attributes:* Undergraduate

**MKT 491 Internship in Marketing II (1,3 credits)**

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 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.

*Prerequisites:* MKT 201

*Attributes:* Undergraduate

**MKT 492 Marketing Internship (1 credit)****MKT 493 Indep Study in Marketing I (3 credits)****MKT 494 Indep Study in Marketing II (3 credits)****MKT 497 Sports Mktg Internship Summer (3 credits)****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 202

*Attributes:* Undergraduate

**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. The concepts of positioning, segmentation and targeting will be highlighted, along with discussion of product planning and development, and the other elements of the marketing mix. After developing foundational knowledge of key Marketing principles, you will apply what you learned to developing effective Marketing strategies.

*Restrictions:* Enrollment is limited to Graduate level students.

**MKT 509 Curricular Practical Training (1 credit)****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 530 Marketing Foundation (2 credits)**

An introduction to customer-driven marketing strategy by taking students through the marketing fundamentals beginning with strategy, target marketing and opportunity analysis, then developing the product, price, distribution and promotion marketing mix.

**MKT 531 Integrated Mktg Communications (1 credit)**

This course is designed to introduce the important elements of effective and integrated Marketing Communications (IMC) including advertising, sales promotion, personal selling, publicity, public relations, interactive marketing, and direct marketing. The roles of traditional, digital and social channels are reviewed.



**MKT 545 Graduate Marketing Gateway (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 managers think about their own role within the broader scope of the global community. Businesses that are more sustainable are more competitive, more innovative, have lower costs, and attract better talent.

*Prerequisites:* MKT 501

*Restrictions:* Enrollment is limited to Graduate level students.

*Attributes:* Gateway Course (Grad HSB)

**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.

*Prerequisites:* MKT 501 or HSB Waiver with a score of MK501

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Prerequisites:* MKT 550

*Restrictions:* Enrollment is limited to Graduate level students.

**MKT 604 International Marketing (3 credits)**

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.

*Prerequisites:* MKT 550

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Prerequisites:* MKT 550

*Restrictions:* Enrollment is limited to Graduate level students.

**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 and how they can be used to improve marketing decision-making.

*Prerequisites:* MKT 550

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Prerequisites:* MKT 550

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Prerequisites:* MKT 550

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Prerequisites:* MKT 550

*Restrictions:* Enrollment is limited to Graduate level students.

**MKT 610 Digital Mkt & Web Analytics (3 credits)**

In this course students will learn how to use various online tools to develop successful digital campaigns. Topics covered include search engine marketing (SEM), search engine optimization (SEO), internet and mobile advertising, social media and web analytics.

*Prerequisites:* MKT 550 and (MKT 605 or MKT 614)

*Restrictions:* Enrollment is limited to Graduate level students.

**MKT 612 Global Cultures and Consumers (3 credits)**

This course examines the basic concepts and principles of consumer behavior with the goal of understanding how they can be used in successful 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.

*Prerequisites:* MKT 501

*Restrictions:* Enrollment is limited to Graduate level students.

**MKT 613 International Channel Mgmt (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 encompass 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.

*Prerequisites:* MKT 501 or HSB Waiver with a score of MK501

*Restrictions:* Enrollment is limited to Graduate level students.

**MKT 614 International Mktg 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.

*Prerequisites:* MKT 501 or HSB Waiver with a score of MK501

*Restrictions:* Enrollment is limited to Graduate level students.

**MKT 616 Global Mktg 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.

*Prerequisites:* MKT 501

*Restrictions:* Enrollment is limited to Graduate level students.

**MKT 618 Int'l Prod Develop & Brand Mgt (3 credits)**

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.

*Prerequisites:* MKT 501

*Restrictions:* Enrollment is limited to Graduate level students.

**MKT 620 Customer Analytics (3 credits)**

This course will focus on the capture, analysis, and utilization of data related to consumer/customer behavior using surveys, online intercepts (e.g., cookies, social media), retail panel data, etc. Students will also develop skills in using software applications for understanding market segmentation, consumer preferences, product positioning, consumer sentiment, and general data visualization.

*Prerequisites:* MKT 550 and (MKT 605 or MKT 614)

*Restrictions:* Enrollment is limited to Graduate level students.

**MKT 621 Qualitative Marketing Research (3 credits)**

This course helps develop knowledge and skills in the application and use of qualitative research techniques to develop customer insights. A survey of qualitative research methods are paired with relevant examples in various marketing domains. Students will learn best practices for data collection and analysis as well as presentation and application of findings.

*Prerequisites:* MKT 550 and (MKT 605 or MKT 614)

*Restrictions:* Enrollment is limited to Graduate level students.

**MKT 622 Advertising & Consumer Insight (3 credits)**

This course introduces students to advertising theory and techniques related to the strategic engagement of consumers via print, electronic, and other media. Students will be exposed to a variety of advertising metrics, key performance indicators, data sources, and analytical tools utilized in the advertising field.

*Prerequisites:* MKT 550 and (MKT 605 or MKT 614)

*Restrictions:* Enrollment is limited to Graduate level students.

**MKT 623 Predictive Analytics for Mkt (3 credits)**

This course covers predictive analytics with an emphasis on applications for business, marketing and consumer behavior. The course focuses on the choice of a predictive method, the procedure of predictive analysis, the validation of a predictive analysis, the important issues involved in evaluating the quality of a predictive data analysis and interpretation of the results.

*Prerequisites:* MKT 550 and (MKT 605 or MKT 614)

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Prerequisites:* MKT 550

*Restrictions:* Enrollment is limited to Graduate level students.

**MKT 770 International Mktg Study Tour (3 credits)**

A specially designed tour to varying locations which offers students a unique opportunity to study international marketing and develop a better understanding of the global marketing environment: its dimensions, participants, trends, and opportunities. Students will also experience the cultural heritage, ambiance, and excitement of the world's great countries and cities.

*Prerequisites:* MKT 501

*Restrictions:* Enrollment is limited to Graduate level students.

**MKT 771 Research in International MKTG (3 credits)****MKT 772 ST: Advanced Research & Stats (3 credits)**

This course covers basic multivariate data analysis with an emphasis on applications for business, marketing research and consumer behavior. Emphasis on applications of multivariate analysis from a conceptual viewpoint as well as research design.

*Prerequisites:* MKT 550 and (MKT 614 or MKT 605)

**MKT 792 Marketing Internship (1,3 credits)****MKT 795 Seminar in International Mktg (3 credits)**

This capstone course builds upon the lessons and skills acquired in previous international marketing courses to prepare students to actively lead and/or support decision-making processes for international marketing operations. Bringing together marketing strategy and policy, the course reviews topics such as branding, product and market development, channels of distribution, intellectual property, ethics, and other contemporary issues.

*Prerequisites:* MKT 501

*Restrictions:* Enrollment limited to students in the MSMKT program.

Enrollment is limited to Graduate level students.

**MKT 3015 Marketing Concepts (3 credits)****MKT 4015 Marketing Management (3 credits)**

## Marketing Pharmaceutical Ex (MPE)

**MPE 530 Marketing Foundation (2 credits)**

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.

*Restrictions:* Enrollment is limited to students with a major in Food Marketing or Pharmaceutical Marketing. Enrollment is limited to Graduate level students. Enrollment limited to students in a Master of Business Administration degree.

**MPE 610 Drug, Device Regulations (2 credits)**

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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Pharmaceutical Marketing. Enrollment is limited to Graduate level students.

**MPE 620 Supply Chain Management (2 credits)**

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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Pharmaceutical Marketing. Enrollment is limited to Graduate level students.

**MPE 625 Creating Effective R & D (2 credits)**

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 necessary for improving the business, marketing planning and commercialization.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Pharmaceutical Marketing. Enrollment is limited to Graduate level students.

**MPE 630 Marketing Research (2 credits)**

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.

*Prerequisites:* MPE 7810 or DSS 592

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Pharmaceutical Marketing. Enrollment is limited to Graduate level students.

**MPE 640 Pharmacoeconomics (2 credits)**

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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Pharmaceutical Marketing. Enrollment is limited to Graduate level students.

**MPE 650 Competitive Analysis (2 credits)**

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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Pharmaceutical Marketing. Enrollment is limited to Graduate level students.

**MPE 660 Sales Management (2 credits)**

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.

*Prerequisites:* MGT 520 or HSB Waiver with a score of MG520

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Pharmaceutical Marketing. Enrollment is limited to Graduate level students.

**MPE 670 Pricing (2 credits)**

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?

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Pharmaceutical Marketing. Enrollment is limited to Graduate level students.

**MPE 700 Strategies for Managed Markets (2 credits)**

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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Pharmaceutical Marketing. Enrollment is limited to Graduate level students.

**MPE 710 Product Management (2 credits)**

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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Pharmaceutical Marketing. Enrollment is limited to Graduate level students.

**MPE 711 Pharmaceutical Strategy (2 credits)**

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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Pharmaceutical Marketing. Enrollment is limited to Graduate level students.

**MPE 715 New Product Launch (2 credits)****MPE 720 Global Corporate Strategy (2 credits)**

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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Pharmaceutical Marketing. Enrollment is limited to Graduate level students.

**MPE 770 Independent Study (2 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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Pharmaceutical Marketing. Enrollment is limited to Graduate level students.

**MPE 780 Future Issues (2 credits)****MPE 781 Health Policy (2 credits)**

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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Pharmaceutical Marketing. Enrollment is limited to Graduate level students.

**MPE 795 Capstone (2 credits)**

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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Pharmaceutical Marketing. Enrollment is limited to Graduate level students.

**MPE 7602 Ethical Problems In Mktg Mgmt (1.3,3 credits)****MPE 7951 International Marketing Tour (1.3 credits)****MPE 7952 Internatnl Marketg Practicum (1.3 credits)**

## Math Education (MED)

**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.

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Restrictions:* Enrollment is limited to Graduate level students.



**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. Prerequisites: MED 553 or MED 4035  
Restrictions: Enrollment is limited to Graduate level students.

**MED 555 Probability & 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. Restrictions: Enrollment is limited to Graduate level students.

**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. Restrictions: Enrollment is limited to Graduate level students.

**MED 557 Abstract 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. Prerequisites: MED 553 or MED 4035  
Restrictions: Enrollment is limited to Graduate level students.

**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. Prerequisites: MED 553 or MED 4035  
Restrictions: Enrollment is limited to Graduate level students.

**MED 601 Commun & Tech 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. Restrictions: Enrollment is limited to Graduate level students.

**MED 602 Secondary Math 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. Restrictions: Enrollment is limited to Graduate level students.

**MED 603 Assessment in Secondary Math (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. Restrictions: Enrollment is limited to Graduate level students.

**MED 604 Adv Perspect on Secondary Math (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. Restrictions: Enrollment is limited to Graduate level students.

**MED 605 Interdisciplinary Math & Sci Edu (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. Restrictions: Enrollment is limited to Graduate level students.

**MED 611 Adv Methods Teaching Geometry (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 612 Math Tchg: Discover Effect Prac (2 credits)****MED 750 Reading & Research in Math Ed (3 credits)****MED 770 Topics in Math Education (1-3 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. Restrictions: Enrollment is limited to Graduate level students.

**MED 771 Topics in Mathematics (1-3 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. Prerequisites: MED 4095 or MED 559  
Restrictions: Enrollment is limited to Graduate level students.

**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.

*Restrictions:* Enrollment is limited to Graduate level students.

**MED 793 Research in Math Education I (3 credits)****MED 794 Research in Math Education II (1-3 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**MED 795 Master's Thesis (3 credits)****MED 796 Master's Thesis (3 credits)**

## Mathematics (MAT)

**MAT 101 Mathematical Explorations I (3 credits)**

For humanities majors, the course covers set theory and a number of its applications, topics from logic including propositions, truth tables, number systems, and elementary geometry. Other topics may be covered at instructor's discretion. Satisfies GEP requirement for PLS students only. Open to PLS students only.

*Restrictions:* Enrollment is limited to PLS/HDC level students.

*Attributes:* Undergraduate

**MAT 102 Mathematical Explorations II (3 credits)**

This is a second course for humanities majors. The course covers elementary probability, including independent and dependent events, conditional probability, binomial probability, and certain applications in a wide variety of situations. MAT 101 is not required for MAT 102. Other topics may be covered at instructor's discretion. Satisfies GEP requirement for PLS students only. Open to PLS students only.

*Restrictions:* Enrollment is limited to PLS/HDC level students.

*Attributes:* Undergraduate

**MAT 103 Quantitative Appl in Business (3 credits)**

Topics in finite mathematics: matrices, solving linear systems, optimization using linear programming, simplex algorithm. Pre-calculus topics: linear, quadratic, exponential, and logarithmic functions and their graphs, mathematical models, and certain applications. Satisfies GEP requirement for PLS and HDC students only. Open to PLS and HDC students only.

*Restrictions:* Enrollment is limited to PLS/HDC level students.

*Attributes:* Undergraduate

**MAT 104 Calculus Appl in Business (3 credits)**

Introduction to Calculus: Mathematical models using polynomial, rational, exponential, and logarithmic functions, rates of change and the derivative, optimization using the derivative, and integration. Satisfies GEP requirement for PLS students and HDC only. Open to PLS and HDC students only.

*Prerequisites:* MAT 103

*Restrictions:* Enrollment is limited to PLS/HDC level students.

*Attributes:* Undergraduate

**MAT 107 Contemporary Topics in Math (3 credits)**

This course is designed to enable the student to recognize, understand and apply various mathematical concepts and principles that are the foundation for many things that we take for granted in our everyday lives, such as Voting, Traveling, Finances, Government and the wonders of Nature. Satisfies GEP requirement for PLS students only. Open to PLS students only.

*Attributes:* Undergraduate

**MAT 108 Exploration of Statistics (3 credits)**

Descriptive statistics: histograms, mean and standard deviation, introduction to probability, the normal distribution, introduction to sampling and statistical inference, the central limit theorem, hypothesis testing.

*Restrictions:* Enrollment is limited to PLS/HDC level students.

*Attributes:* Undergraduate

**MAT 110 Fundamental Math for Educators (3 credits)**

This course is designed to ensure that pre-service educators have a deep understanding of the essential mathematical core standards and competencies required to enter the teaching profession. Students will develop basic mathematical skills, will be able to employ problem solving strategies, will be able to communicate mathematical concepts, and will be able to construct and evaluate mathematical arguments.

*Attributes:* Undergraduate

**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 prerequisites. This course does not fulfill the GEP Mathematics requirement

*Attributes:* Undergraduate

**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.

*Attributes:* Undergraduate

**MAT 120 The Mathematics of Modeling (3 credits)**

This course is a primer for students that intend to enroll in MAT 155 – Fundamentals of Calculus. The course focuses on functions, graphs, and algebraic techniques that are used in calculus. The functions studied include linear, piecewise, exponential, logarithmic, and trigonometric. This course does not fulfill the GEP Mathematics requirement.

*Prerequisites:* Math Placement with a score of MA120

*Attributes:* Undergraduate

**MAT 121 Math Modeling for MS 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 effectively 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 104, 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.

*Attributes:* Undergraduate

**MAT 130 Whole Truth about Whole Number (3 credits)**

This course involves studying properties of natural numbers and integers. Topics include divisibility, prime numbers, the Euclidean Algorithm and cryptography for putting messages into code. This course fulfills the GEP Mathematics Requirement.

*Prerequisites:* Math Placement with a score of BEAUT or Math Placement with a score of MA155 or Math Placement with a score of MA161 or Math Placement with a score of MA162

*Restrictions:* Students cannot enroll who have a major in Actuarial Science, Biology, Chemistry, Chemical Biology, Environmental Science, Information Technology, Mathematics or Physics.

*Attributes:* Math Beauty (New GEP), Undergraduate

**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 vector geometry, elementary graph theory, solving word problems involving systems of linear equations, least-squares functions, and geometric transformations. The course also covers some topics in basic logic, including logical operators, the conditional, truth tables, quantifiers, and syllogisms. 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.

*Prerequisites:* Math Placement with a score of BEAUT or Math Placement with a score of MA155 or Math Placement with a score of MA161 or Math Placement with a score of MA162

*Restrictions:* Students cannot enroll who have a major in Actuarial Science, Biology, Chemistry, Chemical Biology, Environmental Science, Information Technology, Mathematics or Physics.

*Attributes:* Math Beauty (New GEP), Undergraduate

**MAT 132 Math of Games & 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.

*Prerequisites:* Math Placement with a score of BEAUT or Math Placement with a score of MA155 or Math Placement with a score of MA161 or Math Placement with a score of MA162

*Attributes:* Math Beauty (New GEP), Undergraduate

**MAT 134 Math of Uncertainty: Rules/Prob (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.

*Prerequisites:* Math Placement with a score of BEAUT or Math Placement with a score of MA155 or Math Placement with a score of MA161 or Math Placement with a score of MA162

*Restrictions:* Students cannot enroll who have a major in Actuarial Science, Biology, Chemistry, Chemical Biology, Environmental Science, Information Technology, Mathematics or Physics.

*Attributes:* Math Beauty (New GEP), Undergraduate

**MAT 135 Sounding Number: Music & Math (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.

*Prerequisites:* Math Placement with a score of BEAUT or Math Placement with a score of MA155 or Math Placement with a score of MA161 or Math Placement with a score of MA162

*Restrictions:* Students cannot enroll who have a major in Actuarial Science, Biology, Chemistry, Chemical Biology, Environmental Science, Information Technology, Mathematics or Physics.

*Attributes:* Math Beauty (New GEP), Undergraduate

**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.

*Prerequisites:* Math Placement with a score of BEAUT or Math Placement with a score of MA155 or Math Placement with a score of MA161 or Math Placement with a score of MA162

*Restrictions:* Students cannot enroll who have a major in Actuarial Science, Biology, Chemistry, Chemical Biology, Environmental Science, Information Technology, Mathematics or Physics.

*Attributes:* Math Beauty (New GEP), Undergraduate

**MAT 139 Mathematics, Culture & 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).

*Prerequisites:* Math Placement with a score of BEAUT or Math Placement with a score of MA155 or Math Placement with a score of MA161 or Math Placement with a score of MA162

*Restrictions:* Students cannot enroll who have a major in Actuarial Science, Biology, Chemistry, Chemical Biology, Environmental Science, Information Technology, Mathematics or Physics.

*Attributes:* Math Beauty (New GEP), Undergraduate

**MAT 150 First Year Seminar (3 credits)****MAT 155 Fundamentals of Calculus (3 credits)**

This course covers the fundamentals of differential calculus (limit, continuity, and the derivative) and introduces the antiderivative and the indefinite integral. 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. Students may NOT receive credit for both this course and for any of the following courses: MAT 104, MAT 119, MAT 123 or MAT 161

*Prerequisites:* MAT 120 or Math Placement with a score of MA162 or Math Placement with a score of MA161 or Math Placement with a score of MA155

*Restrictions:* Students cannot enroll who have a major in Actuarial Science, Chemistry, Mathematics or Physics.

*Attributes:* Math Beauty (New GEP), Undergraduate

**MAT 156 Applied Calculus II (3 credits)**

This course covers the definite integral, techniques of integration, solving differential equations, power series and Taylor series. This course does not fulfill the GEP Mathematics requirement. Students may NOT receive credit for both this course and for MAT 162.

*Prerequisites:* MAT 155 or MAT 161

*Attributes:* Undergraduate

**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.

Students may NOT receive credit for both this course and for any of the following courses: MAT 104, MAT 119, MAT 123 or MAT 155.

*Prerequisites:* MAT 120 or Math Placement with a score of MA162 or Math Placement with a score of MA161

*Attributes:* Math Beauty (New GEP), Undergraduate

**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. This course fulfills the GEP Mathematics Requirement.

Students may NOT receive credit for both this course and for MAT 156.

*Prerequisites:* MAT 161 or Math Placement with a score of MA162

*Attributes:* Math Beauty (New GEP), Undergraduate

**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.

*Attributes:* Math Beauty (New GEP), Undergraduate

**MAT 213 Calculus III (4 credits)**

Vector geometry in two and three dimensions; 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.

*Prerequisites:* MAT 162

*Attributes:* Math Beauty (New GEP), Undergraduate

**MAT 225 Fundamental Ideas of Math (3 credits)**

An introduction to: (i) the basic ideas used throughout Mathematics —logic, sets, functions, relations, counting principles — and (ii) the fundamental activity of mathematics—proving theorems. Topics include: basic set theory and logic, functions and relations, permutations and combinations, combinatorial proofs, discrete probability, and the Principle of Inclusion-Exclusion. Students may NOT receive credit both for this course and for either of CSC 240 /MED 553.

*Prerequisites:* MAT 161 or Math Placement with a score of MA162

*Attributes:* Undergraduate

**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.

*Prerequisites:* MAT 225

*Attributes:* Math Beauty (New GEP), Undergraduate



**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. 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.

*Prerequisites:* MAT 162 and ART 151

*Attributes:* Math Beauty (New GEP), Undergraduate

**MAT 232 Chaos, Fractals & Dynamic Syst (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.

*Prerequisites:* MAT 156 or MAT 162

*Attributes:* Math Beauty (New GEP), Undergraduate

**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.

*Prerequisites:* MAT 162

*Attributes:* Math Beauty (New GEP), Undergraduate

**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.

*Prerequisites:* MAT 213

*Attributes:* Math Beauty (New GEP), Undergraduate

**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.

*Prerequisites:* MAT 225

*Attributes:* Math Beauty (New GEP), Undergraduate

**MAT 293 Mathematical Symmetry (3 credits)****MAT 311 Numerical Analy & Comp Tech (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. Concurrent enrollment in or prior completion of MAT 226 would be beneficial.

*Prerequisites:* MAT 213

*Attributes:* Math Beauty (New GEP), Undergraduate

**MAT 313 Mathematical Optimization (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.

*Prerequisites:* MAT 226

*Attributes:* Math Beauty (New GEP), Undergraduate

**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.

*Prerequisites:* MAT 226

*Attributes:* Math Beauty (New GEP), Undergraduate

**MAT 321 Probability (3 credits)**

The first part of a two-semester sequence, this course includes discrete probability and counting methods, conditional probability and independence, Bayes' Theorem, discrete and continuous random variables, expectation, variance, moment-generating functions, special probability distributions, joint distributions, marginal and conditional distributions, independent random variables, covariance and correlation, conditional expectations, and distributions of functions of random variables.

*Prerequisites:* MAT 225

*Attributes:* Math Beauty (New GEP), Undergraduate

**MAT 322 Mathematical Statistics (3 credits)**

Random samples, sample size, statistics and sampling distributions, the Central Limit Theorem, methods of point estimation including moment matching, percentile matching, maximum likelihood estimation, main properties of point estimators, asymptotic properties of MLE, evaluation of goodness of a point estimator, Rao-Blackwell theorem, UMVUE, interval estimation, hypothesis testing, power of tests, the Neyman-Pearson lemma, regression analysis, analysis of variance, categorical data analysis (Chi-square test). Data analysis projects will be assigned.

*Prerequisites:* MAT 321

*Attributes:* Undergraduate

**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.

*Prerequisites:* MAT 225

*Attributes:* Math Beauty (New GEP), Undergraduate

**MAT 334 Combinatorics & 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.

*Prerequisites:* MAT 162

*Attributes:* Math Beauty (New GEP), Undergraduate

**MAT 336 Logic & Foundations (3 credits)**

Cantor's set theory and the crisis in foundations (Cantor's paradox, Russell's paradox); the intuitionist challenge and the formalist response; formal logic and meta mathematics (Propositional Calculus, Predicate Calculus, formal number theory); Goedel's incompleteness theorems of 1931.

*Prerequisites:* MAT 162

*Attributes:* Math Beauty (New GEP), Undergraduate

**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.

*Prerequisites:* MAT 225

*Attributes:* Undergraduate

**MAT 404 Abstract Algebra II (3 credits)**

A more in-depth treatment of rings and fields including integral domains, fields, field extensions, homomorphisms, and the insolubility of the quintic by radicals. Galois theory.

*Prerequisites:* MAT 403

*Attributes:* Math Beauty (New GEP), Undergraduate

**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.

*Prerequisites:* MAT 225

*Attributes:* Math Beauty (New GEP), Undergraduate

**MAT 410 Complex Analysis (3 credits)**

Analytic functions; complex integration; singularities.

*Prerequisites:* MAT 409

*Attributes:* Math Beauty (New GEP), Undergraduate

**MAT 415 Differential Geometry (3 credits)**

The local and global theory of curves and surfaces in Euclidean space. Topics include Frenet frames, orientation, geodesics, the second fundamental form, and Gauss curvature.

*Prerequisites:* MAT 226 and MAT 409

*Attributes:* Math Beauty (New GEP), Undergraduate

**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.

*Prerequisites:* MAT 409

*Attributes:* Undergraduate

**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 MAT 162

*Attributes:* Math Beauty (New GEP), Undergraduate

**MAT 470 Topics in Mathematics (3 credits)****MAT 471 Independent Study non-research (3 credits)****MAT 491 Mathematics 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 492 Mathematics Internship II (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 Independent Research (3 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. 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. Honors Students must complete this sequence.

*Attributes:* Math Beauty (New GEP), Undergraduate

**MAT 494 Independent Research (3 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. 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. Honors Students must complete this sequence.

*Attributes:* Math Beauty (New GEP), Undergraduate

## Modern and Classical Cultures (MCC)

**MCC 150 Special Topics in MCC (3 credits)**

The focus of this course varies by section. Please refer to the course text to determine the focus of a particular section.

*Attributes:* First-Year Seminar, Latin American Studies Course, Undergraduate

**MCC 360 Space & Place in Col Latin Am (3 credits)**

The overarching goal of this course is that students deepen their understanding of Spanish American cultures – and cultures in general – by relating physical space, places and their representations to the diverse human values, experiences and worldviews that shaped them during the colonial period. Examples include sacred and mythical places, places of labor such as silver mines and sugar mills, urban design and plazas, Jesuit reductions (missions), as well as the representation of place through toponyms and maps. We consider multiple perspectives (i.e. Amerindian, Spanish and Afro-American) on the same space or place, and we engage in reflective discussion about the diverse value systems, beliefs, social dynamics and physical conditions that shaped such places over time. These analyses lead to discussions about how colonial legacies and colonial places have been experienced in recent decades through visual art, film and especially tourism. In these discussions we contemplate how we, personally, want to see the colonial past and what this helps us to understand about ourselves. This course is taught in English and all required materials are available in English or with English sub-titles. This course counts toward the minor in Latin American Studies. No pre-requisite though 'Forging the Modern World' and ENG 102 are recommended.

*Restrictions:* Enrollment limited to students with the Honors Program Student attribute.

*Attributes:* GEP Art/Literature, Honors Course, Latin American Studies Course, Non-Western Studies (GEP)

## Music, Theatre & Film (MTF)

### **MTF 141 Guitar Class for Beginners (1 credit)**

This class is intended as an introduction to acoustic and classical guitar techniques employed in contemporary guitar styles. The focus of this course will involve learning basic open chords, learning to read and play music on the guitar, bar chords, and basic fingerstyle technique. The course will also cover the fundamental music theory necessary for playing songs and basic fret board knowledge.

### **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.

*Attributes:* GEP Art/Literature

### **MTF 143 Music in Film (3 credits)**

This course focuses on the ways music functions in narrative film. In the first weeks, students will develop analytical skills to describe the ways music can enhance, comment on, undermine, and direct a viewer's interpretation. The remainder of the semester will follow a generally chronological structure, focusing on influential composers and directors, theoretical writings, and the wide variety of twentieth-century and twenty-first musical styles used in soundtracks. Class discussions and writing assignments will guide students in the study of the interlocking histories of music, film, politics, and culture. This course is designed for all students. Previous musical training is not required.

*Attributes:* GEP Art/Literature

### **MTF 150 First Year Seminar (3 credits)**

### **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.

*Attributes:* GEP Art/Literature

### **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 sixty minute lesson each week. This course may be repeated for credit. 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 Intro 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.

*Attributes:* Diversity Course (New GEP), Undergraduate

### **MTF 157 Western Music Hist: MidAge-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.

*Attributes:* GEP Art/Literature, Writing Intensive Course- GEP

### **MTF 158 Western Music Hist: 1750-Pres (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, Western Music History: The Middle Ages to 1750.

*Attributes:* GEP Art/Literature

### **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 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.

*Attributes:* GEP Art/Literature

### **MTF 162 History of Broadway Musical (3 credits)**

This course provides a basic overview of the historical developments of musical theatre as an uniquely American art form, and the study of the structures and genres from early Twentieth Century influences through the "Golden Age" of musicals to contemporary musical theatre.

*Attributes:* Undergraduate

### **MTF 170 Special Topics & Indep Study (3 credits)**

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 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.

*Attributes:* GEP Art/Literature

**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.

*Attributes:* GEP Art/Literature

**MTF 192 History of Narrative Film & TV (3 credits)**

Providing an overview of significant works that exemplify film and television as visual media, this course is a survey of movements and makers that helped shape the evolution of screen narrative. Storytelling techniques and trends will be explored from early, spectacle-driven serial films through the postmodern, CGI-driven productions of today.

*Attributes:* GEP Art/Literature, Undergraduate

**MTF 193 Acting for the Camera (3 credits)**

This course provides on-camera experience for students in order to develop their technique for on – camera acting for film, television and commercials. Special emphasis on audition techniques for on-camera auditions and creating an individual reel for audition purposes.

*Attributes:* Undergraduate

**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.

*Prerequisites:* MTF 251

**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. Students must demonstrate to the instructor a familiarity with treble and bass clef notation and basic rhythmic notation.

*Prerequisites:* MTF 151

*Attributes:* GEP Art/Literature

**MTF 252 Music Composition I (3 credits)**

In this course students will complete structured projects in instrumental composition. Contemporary and traditional approaches to melody, harmony, rhythm, form and timbre will be explored.

*Prerequisites:* MTF 351

*Attributes:* GEP Art/Literature

**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.

*Attributes:* GEP Art/Literature

**MTF 255 Ensemble Performance (1 credit)**

Students are placed in ensembles with other instrumentalists (making duos, trios, etc). Their ensemble learns at least one substantial musical work, practicing independently and as a group, and receives weekly in-depth coachings from the professor. The ensemble performs in a recital at the end of the semester.

**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.

*Attributes:* American Studies Course, GEP Art/Literature

**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.

*Attributes:* GEP Art/Literature

**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.

*Attributes:* GEP Art/Literature, Undergraduate

**MTF 262 Theatre Production Practicum (3 credits)**

A practical application of theatre production studies where the student works as a stage manager or run crew chief on a production produced by the Department of Music, Theatre & Film under the guidance of a faculty Director.

*Attributes:* Undergraduate

**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.

*Attributes:* GEP Art/Literature

**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.

*Prerequisites:* MTF 263

*Attributes:* GEP Art/Literature

**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.

*Attributes:* GEP Art/Literature



**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.

*Prerequisites:* MTF 161

*Attributes:* Undergraduate

**MTF 267 Prod Design: Theatre & Film (3 credits)**

Students study the basic elements of theatrical/ film production in scenery and lighting. An intensive hands-on lab is required as part of completion of the course.

*Attributes:* GEP Art/Literature

**MTF 268 Musical Theatre Performance (3 credits)**

Practice in performance techniques used in musical theatre auditions as well as practice in scene study from the musical theatre repertoire.

*Attributes:* GEP Art/Literature

**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.).

*Attributes:* GEP Art/Literature

**MTF 270 Special Topics & Indep Study (3 credits)**

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 281 Producing & Business of Film (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.

*Restrictions:* Enrollment is limited to Undergraduate Day Division level students.

*Attributes:* GEP Art/Literature

**MTF 282 Screenwriting I (3 credits)**

An intensive workshop in writing for the screen, focusing primarily on the short form. Through the study of character and conflict, structure and setting, and rudimentary 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.

*Attributes:* GEP Art/Literature, Writing Intensive Course- GEP

**MTF 283 Screenwriting: TV and Web Series (3 credits)**

Building on the skills developed in Screenwriting I (MTF 282), each student will first develop his or her own series concept, show bible, and pilot. Students will then work in groups to script episodes for selected shows. Top work will be selected for production in MTF 381 Episodic TV/ Web Series Production.

*Prerequisites:* MTF 282 or ENG 344

*Attributes:* GEP Art/Literature, Undergraduate, Writing Intensive Course- GEP

**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.

*Restrictions:* Enrollment is limited to Undergraduate Day Division level students.

*Attributes:* GEP Art/Literature

**MTF 285 Short Film Production (3 credits)**

Building on the skills developed in Digital Filmmaking (MTF 284), this course is an intermediate-level collaborative workshop in producing the short film. There is a particular emphasis upon theoretical and technical lighting and camera operation, shot structure, and production design.

*Prerequisites:* MTF 284

*Attributes:* GEP Art/Literature, Undergraduate

**MTF 287 Commercial TV/Web Series Prod (3 credits)**

Building on the skills developed in Digital Filmmaking (MTF 284), this course is a collaborative workshop in the production of commercial and industrial projects. In small groups, students will work to produce a set of advertisements, PSAs and other client-based media.

*Prerequisites:* MTF 284

*Attributes:* Undergraduate

**MTF 291 American Film (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 Introduction to Film recommended. May be repeated for credit under rotating iterations.

*Attributes:* American Studies Course, GEP Art/Literature

**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 Introduction to Film recommended. May be repeated for credit under rotating iterations.

*Attributes:* GEP Art/Literature

**MTF 292L Screening Lab (0 credits)****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 Introduction to Film recommended. May be repeated for credit under rotating iterations.

*Attributes:* GEP Art/Literature

**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 Introduction to Film recommended. May be repeated for credit under rotating iterations.

*Attributes:* Diversity Course (New GEP), GEP Art/Literature, Non-Western Studies (GEP), Undergraduate

**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. No prerequisites, MTF 191 Introduction to Film recommended. May be repeated for credit under rotating iterations.

*Attributes:* Gender Studies Course, GEP Art/Literature

**MTF 295L Screening Lab (0 credits)****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 Introduction to Film recommended.

**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.

*Prerequisites:* MTF 251

*Attributes:* GEP Art/Literature

**MTF 352 Music Composition II (3 credits)****MTF 353 Advanced Vocal Performance (3 credits)**

In this course, advanced vocalists take weekly lessons with a member of the studio faculty, learning four-six solo works from three different historical periods, including the twentieth or twenty-first century. They also participate in University Singers. In addition to their lessons, individual practice, and choir, students are required to give an outreach performance in a community venue, such as a nursing home or hospital. MTF 359 is open only to advanced singers who have already completed three semesters of studio lessons at SJU and who have the permission of the instructor to enroll.

*Attributes:* GEP Art/Literature

**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. *Prerequisites:* Enrollment in MTF 154 Piano Performance for 3 semesters and permission of the instructor are required.

*Attributes:* GEP Art/Literature

**MTF 355 Adv Ensemble Performance (3 credits)**

In this course, advanced instrumentalists or vocalists participate in three chamber groups, coached by member(s) of the music faculty. They learn three different musical works, including at least one from the twentieth or twenty-first century, and participate in the studio recital. In addition, students are required to give an outreach performance in a community venue, such as a nursing home or hospital. *Prerequisites:* Advanced performers who have already completed 3 semesters of Ensemble Performance at SJU and who have the permission of the instructor to enroll.

*Attributes:* GEP Art/Literature

**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 harmony. Emphasis on part-writing, composition, and analysis.

*Prerequisites:* MTF 351

*Attributes:* GEP Art/Literature

**MTF 359 Adv Instrumental Performance (3 credits)**

In this course, advanced instrumentalists take weekly lessons with a member of the studio faculty, learning three solo works from three different historical periods, including the twentieth or twenty-first century. They also participate in a collaborative ensemble with another student musician. In addition to their lessons and individual practice, students are required to give an outreach performance in a community venue, such as a nursing home or hospital. *Prerequisites:* Advanced instrumentalists who have already completed 3 semesters of studio lessons at SJU and who have the permission of the instructor to enroll.

**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).

*Prerequisites:* MTF 264

*Attributes:* GEP Art/Literature

**MTF 370 Special Topics (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.

*Attributes:* GEP Art/Literature, Writing Intensive Course- GEP

**MTF 381 Episodic TV/Web Series Prod (3 credits)**

Building on the skills developed in MTF 284 Digital Filmmaking and working from a show developed in MTF 283 Writing for Television, this course is a collaborative workshop in producing an episodic series. Students will rotate crew positions on each episode of the show, producing installments suitable for campus and public broadcast.

*Prerequisites:* MTF 284

*Attributes:* Undergraduate

**MTF 382 Screenwriting II (3 credits)**

Building on the work of MTF 282 Screenwriting I, 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.

*Prerequisites:* MTF 282

*Attributes:* GEP Art/Literature

**MTF 383 Directing for Film/TV (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.

*Prerequisites:* MTF 282 and MTF 284

*Attributes:* GEP Art/Literature

**MTF 384 Advanced Light, Camera, 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.

*Prerequisites:* MTF 284 or ART 173

*Attributes:* GEP Art/Literature

**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.

*Prerequisites:* MTF 284

**MTF 386 Editing & Digital Post-Product (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.

*Prerequisites:* MTF 284

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Film Studies, Music, Theatre Film or Theatre Studies.

*Attributes:* GEP Art/Literature

**MTF 387 Music Video Production (3 credits)**

Building on the skills developed in MTF 284 Digital Filmmaking, this course is a collaborative workshop in the production of original music videos. Following production of "demo" videos, students will pitch video concepts to actual musicians and work to produce videos suitable for public broadcast.

*Prerequisites:* 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.

*Prerequisites:* MTF 284

*Attributes:* GEP Art/Literature

**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.

*Prerequisites:* MTF 284

**MTF 391 Film Theory & 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.

*Prerequisites:* MTF 191

**MTF 392 Special Topics in Film (3 credits)**

A study of film/tv in either production or studies beyond those listed in the catalog.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Film Studies, Music, Theatre Film or Theatre Studies.

**MTF 393 Prof Film/TV Production Wrkshp (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.

*Prerequisites:* MTF 181 or MTF 282 or MTF 284

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Film Studies, Music, Theatre Film or Theatre Studies.

*Attributes:* GEP Art/Literature

**MTF 470 Special Topics & Indept Study (3 credits)**

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 Internship (3 credits)**

Junior and Senior MTF majors may broaden their perspective by completing an approved internship in Music, Theatre, or Film/TV. 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.

*Attributes:* GEP Art/Literature

**MTF 492 Internship: Music/Theatre/Film (3 credits)**

Junior and Senior MTF majors may broaden their perspective by completing an approved internship in Music, Theatre, or Film/TV. 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 Indep Prj: Mus, Theat, Film I (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.

*Attributes:* GEP Art/Literature

**MTF 494 Indep Prj: Mus, Theat, Film II (3 credits)****MTF 495 Senior Project Development (3 credits)**

A student majoring in either Music or Theatre & Film must execute a supervised senior project with 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.

*Attributes:* Undergraduate

**MTF 496 Senior Project (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.

*Attributes:* GEP Art/Literature

## Non-Credit Course (NON)

**NON N001 Non-Credit:Crisis Management (1 credit)**

## Org Development & Leadership (ODL)

**ODL 200 Career & 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.

*Attributes:* Undergraduate

**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.

*Prerequisites:* PSY 100 or PSY 101

*Restrictions:* Enrollment is limited to PLS/HDC level students.

*Attributes:* Undergraduate

**ODL 310 Group & 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.

*Prerequisites:* PSY 100 or PSY 101

*Restrictions:* Enrollment is limited to PLS/HDC level students.

*Attributes:* Undergraduate

**ODL 320 Leadership & 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.

*Prerequisites:* PSY 100

*Restrictions:* Enrollment is limited to PLS/HDC level students.

*Attributes:* Undergraduate

**ODL 330 Issues in Organiztnl Develop (3 credits)**

Selected issues in the field such as change agency, 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.

*Prerequisites:* ODL 300

*Restrictions:* Enrollment is limited to PLS/HDC level students.

*Attributes:* Undergraduate

**ODL 340 Coaching & 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:* ODL 300 and ODL 320

*Attributes:* Undergraduate

**ODL 350 Organizational Research (3 credits)****ODL 400 Cap Proj - Org 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.

*Prerequisites:* ODL 330

*Restrictions:* Enrollment is limited to PLS/HDC level students.

*Attributes:* Undergraduate

**ODL 509 Curricular Practical Training (1 credit)****ODL 600 Adult Learning:Theory &App (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

*Restrictions:* Enrollment is limited to Graduate level students.

**ODL 605 Performance Consulting (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

*Restrictions:* Enrollment is limited to Graduate level students.



**ODL 610 Adult Learning (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.

*Prerequisites:* ODL 600

*Restrictions:* Enrollment is limited to Graduate level students.

**ODL 615 Learning Design & Implem (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**ODL 618 e-Learning Design (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.

*Prerequisites:* ODL 600

*Restrictions:* Enrollment is limited to Graduate level students.

**ODL 620 Psych Assessments (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**ODL 625 Psych of Executive Coaching (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**ODL 630 Ldshp & Team Development (3 credits)**

Course focuses on theories and practices required in leading and developing teams. Issues of leadership behavior, interpersonal relations, group roles and stages of development are examined in an experiential laboratory. OPD Concentration Requirement.

*Restrictions:* Enrollment is limited to Graduate level students.

**ODL 635 Positive Org Psyc& 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**ODL 640 Talent Dev & Mgt in Modern Org (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**ODL 642 Facilitating Adult Learning (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Restrictions:* Enrollment is limited to Graduate level students.

**ODL 646 Career Dev Theory & Practice (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**ODL 647 Appreciative Inquiry (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**ODL 648 Conflict & Negotiation (3 credits)****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.

*Restrictions:* Enrollment is limited to Graduate level students.

**ODL 655 Org Change & 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Restrictions:* Enrollment is limited to Graduate level students.

**ODL 668 Social Media & Learning (3 credits)****ODL 670 Strategic Leader Ethics&Values (3 credits)**

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.

*Prerequisites:* ODL 650 and ODL 655

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Restrictions:* Enrollment is limited to Graduate level students.

**ODL 680 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**ODL 685 Sem in Global Organ Issues (3 credits)**

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 multinational 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 multinational perspective. We will look at global learning and leadership at the individual, organization, national, regional and global levels.

*Restrictions:* Enrollment is limited to Graduate level students.

**ODL 686 Global Leadership (3 credits)**

There is no better way to learn about cultural diversity and working in a multinational 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 & 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**ODL 695 Org Change: 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**ODL 700 Org Dev Theory & App (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.

*Prerequisites:* ODL 650 and ODL 655

*Restrictions:* Enrollment is limited to Graduate level students.

**ODL 705 Facilitating Org Development (3 credits)**

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. Prerequisite for all ALT and ORG Psych core courses.

**ODL 710 Interven Skills: Strat & 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

*Prerequisites:* ODL 705

*Restrictions:* Enrollment is limited to Graduate level students.

**ODL 750 Change Leader:Facilitating Chg (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.

*Prerequisites:* ODL 650

**ODL 770 Special Topics in ODL (3 credits)****ODL 775 Capstone Seminar (3 credits)****ODL 780 Research Design & Eval (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. Required for ALT and OPD concentration.

*Restrictions:* Enrollment is limited to Graduate level students.

**ODL 785 Advanced Seminar (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.

*Prerequisites:* ODL 780 (may be taken concurrently)

*Restrictions:* Enrollment is limited to Graduate level students.

## Pharmaceutical Marketing (PMK)

**PMK 150 Smart Healthcare Consumer (3 credits)**

By virtue of our birth, we are all consumers of healthcare. Becoming a smart healthcare consumer requires us to understand what having healthcare means as a patient as well as how the system of care works (or sometimes fails.) Additionally, it requires insights from the perspectives of various stakeholders, who either provide direct care (doctors, nurses or hospitals), or who indirectly participate by influencing, regulating, and/or paying for healthcare. The course will examine the doctor visit as a transaction and will evaluate the motivation of the various stakeholders. The course will also consider how disruptive technology and medical innovation influence the future of medicine.

*Attributes:* First-Year Seminar, Undergraduate

**PMK 180 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.

*Attributes:* Undergraduate

**PMK 190 Healthcare Delivery Alternative (3 credits)**

This service-learning ethics intensive course focuses on the medical, cultural, social and spiritual need of short and long-term residents at a local nursing home. Projects involve direct patient encounters and are popular with marketing, science, and IHS majors. Projects also involve working in departments of nursing, pastoral care, dietary, human resources, finance, social services, development, activities, and volunteer services. The course fulfills the Ethics Intensive Requirement and the Requirement for the Minor in Healthcare Ethics.

*Prerequisites:* PHL 154

*Attributes:* Ethics Intensive (New GEP)

**PMK 211 Pharmaceutical Mkt 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.

*Attributes:* Undergraduate

**PMK 221 Pharmaceutical Mkt 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.

*Prerequisites:* PMK 1011 or PMK 1015 or PMK 211

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Pharmaceutical Marketing.

*Attributes:* Undergraduate

**PMK 331 Pharm Sales Management (3 credits)**

Have you wanted to land your dream job, find your perfect mate, and achieve what you desire out of life? Learn the secrets and basic concepts of selling and persuasion to achieve your sales and life goals. Understand the concepts of applying science (clinical reprints) to communicate important information about your product, service, or your personal brand as it relates to sales, territory management, and pharmaceutical ethics. The course focuses on building relationships through role-play and improv exercises. Students will develop listening skills and learn how to handle objections while thinking on their feet.

*Prerequisites:* PMK 211

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Pharmaceutical Marketing.

*Attributes:* Undergraduate

**PMK 341 Pharm Channels & 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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Pharmaceutical Marketing.

*Attributes:* Undergraduate

**PMK 351 Pharm 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 and PMK 221 (may be taken concurrently)

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Pharmaceutical Marketing.

*Attributes:* Undergraduate

**PMK 461 Pharm Mkt Strat & Plan I (3 credits)**

The course focuses on strategy and planning development for a specific pharmaceutical product. This course focuses on teamwork and expands students' ability to synthesize critical functions in product management. This course is designated as Writing Intensive. Prerequisites: PMK 211, PMK 341, PMK 351.

*Prerequisites:* (PMK 1011 or PMK 211 or PMK 1015) and PMK 2021 or PMK 221 and PMK 2031 or PMK 351

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Pharmaceutical Marketing.

*Attributes:* Undergraduate

**PMK 465 Advanced 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

*Prerequisites:* (PMK 1011 or PMK 211 or PMK 1015) and PMK 2021 or PMK 221 and PMK 2031 or PMK 351

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Pharmaceutical Marketing.

*Attributes:* Undergraduate

**PMK 471 Pharm Mkt Strat & Plan 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.

*Prerequisites:* (PMK 1011 or PMK 211 or PMK 1015) and PMK 2021 or PMK 221 and PMK 2031 or PMK 351 and PMK 2051 or PMK 341 and PMK 2061 or PMK 461

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Pharmaceutical Marketing.

*Attributes:* Undergraduate

**PMK 491 Pharmaceutical Internship (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.

*Prerequisites:* PMK 2041 (may be taken concurrently) or PMK 331 (may be taken concurrently) and PMK 2031 (may be taken concurrently) or PMK 351 (may be taken concurrently)

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Pharmaceutical Marketing.

*Attributes:* Undergraduate

**PMK 545 Pharm Marketing Gateway Crs (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.

*Restrictions:* Enrollment is limited to Graduate level students. Enrollment limited to students in the Haub School of Business college.

*Attributes:* Gateway Course (Grad HSB)



**PMK 600 Health Care Marketing (3 credits)**

This course covers identifying market opportunities and different segments of the health care delivery system. It will also incorporate strategies and the application of the "4Ps": price, product, place, and promotion. The environment for the course will be managed care.

*Prerequisite:* MKT 501 or equivalent.

*Prerequisites:* MKT 501 or MKT 501 Waiver Score with a score of 1 or HSB Waiver with a score of MK501

**PMK 620 Supply Chain Mgt in Healthcare (3 credits)**

This course describes the distribution process of pharmaceuticals, medical devices, diagnostics and biologics with concepts specific to designing and managing strategic channel relationships. *Prerequisite:* MKT 501 or equivalent.

*Prerequisites:* MKT 501

*Restrictions:* Enrollment is limited to Graduate level students.

**PMK 640 Pharmacoeconomics (3 credits)**

This course reviews the principal concepts of economics and the history and development of health economics. Additionally, it emphasizes the application and value of health economic studies through the use of examples from the pharmaceutical, biologic, medical device and diagnostic industries.

*Prerequisites:* MKT 501

*Restrictions:* Enrollment is limited to Graduate level students.

**PMK 650 Coding, Coverage & Reimbursement (3 credits)**

Coding, coverage and reimbursement are necessary steps that document the medical diagnosis and medical treatment to mediate a medical problem diagnosed and, subsequently, attain reimbursement for the medical professional or organization that provided those services to the patient. While coding and coverage determination are integral parts of all healthcare delivery systems, reimbursement on a case-by-case basis is unique to healthcare delivery in the U.S.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Health Medical Services Adm. Enrollment is limited to Graduate level students.

**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. *Prerequisite:* MKT 501 or equivalent.

**PMK 670 Pricing in Healthcare Industry (3 credits)**

This course examines how manufacturers of pharmaceuticals, medical devices, diagnostic and biologics set prices for their products as well as investigates the legal and policy ramifications of pricing. *Prerequisite:* MKT 501 or equivalent.

*Restrictions:* Enrollment is limited to Graduate level students.

## Philosophy (PHL)

**PHL 101 Human Person (3 credits)****PHL 150 First Year Seminar (3 credits)**

Various first-year seminars are offered each year by philosophy faculty.

*Attributes:* First-Year Seminar, Undergraduate

**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, Deontology, and Natural Law. Satisfies the GEP Jesuit tradition course requirement.

*Attributes:* Signature Course (New GEP), Undergraduate

**PHL 170 Special Topics in Philo (3 credits)****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.

*Prerequisites:* PHL 154

*Attributes:* Undergraduate

**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.

*Prerequisites:* PHL 154

*Attributes:* Undergraduate

**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.

*Prerequisites:* PHL 154

*Attributes:* Undergraduate

**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). This course may be taken to satisfy the GEP variable course requirement in the Philosophical Anthropology area.

*Prerequisites:* PHL 154

*Attributes:* Philosoph Anthropol (New GEP), Undergraduate

**PHL 251 Inside Out: Life and Its Boun (3 credits)****PHL 252 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. This course may be taken to satisfy the GEP variable course requirement in the Philosophical Anthropology area.

*Prerequisites:* PHL 154

*Attributes:* Philosoph Anthropol (New GEP), Undergraduate

**PHL 253 Hume, Darwin, Marx, and Freud (3 credits)**

This course takes up four giant thinkers – Hume, Darwin, Marx, and Freud – men who changed their respective fields in radical ways. David Hume provided a bold philosophy of human understanding based on the empirical method of investigation. A century later Charles Darwin use the empirical method to develop his theory of evolution via natural selection, which revolutionized knowledge of human origins and the relatedness of all species. Karl Marx used empiricism to reconceive human history in economic terms and to predict a social revolution in class structure. Sigmund Freud applied empirical investigation to neurological problems resulting in the discoveries of psychoanalysis. We will ask, how did each figure overturn the knowledge tradition of his time to redescribe human functioning? This course may be taken to satisfy the GEP variable course requirement in the Philosophical Anthropology area.

*Prerequisites:* PHL 154

*Attributes:* Philosoph Anthropol (New GEP), Undergraduate

**PHL 254 Philosophy and the 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. This course may be taken to satisfy the GEP variable course requirement in the Philosophical Anthropology area.

*Prerequisites:* PHL 154

*Attributes:* Philosoph Anthropol (New GEP), Undergraduate

**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. This course may be taken to satisfy the GEP variable course requirement in the Philosophical Anthropology area.

*Prerequisites:* PHL 154

*Attributes:* Philosoph Anthropol (New GEP), Undergraduate

**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. Emphasis will be on Latin American philosophies and theologies of liberation, focusing on the thought of Xavier Zubiri, Ignacio Ellacuria, and Enrique Dussel. This course may be taken to satisfy the GEP variable course requirement in the Philosophical Anthropology area.

*Prerequisites:* PHL 154

*Attributes:* Latin American Studies Course, Philosoph Anthropol (New GEP), Undergraduate

**PHL 258 The Authentic Self (3 credits)**

This course will center on careful textual study of primary sources in philosophy that deal with these questions “What is the human being? What does it mean to be a Self?, Who am I?, and What is personal identity?” These questions about anthropology outline the original field of philosophy because they also include metaphysics, morals, and religion. A key element that will emerge is the role of rationality, of will, and of desire. This is related to the question of freedom, 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 Plato, Augustine, Descartes, Locke, Kant, Hegel, Husserl, and Charles Taylor. This course may be taken to satisfy the GEP variable course requirement in the Philosophical Anthropology area.

*Prerequisites:* PHL 154

*Attributes:* Philosoph Anthropol (New GEP), Undergraduate

**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. This course may be taken to satisfy the GEP variable course requirement in the Philosophical Anthropology area.

*Prerequisites:* PHL 154

*Attributes:* Philosoph Anthropol (New GEP), Undergraduate

**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? This course may be taken to satisfy the GEP variable course requirement in the Philosophical Anthropology area.

*Prerequisites:* PHL 154

*Attributes:* Ethics Intensive (New GEP), Philosoph Anthropol (New GEP), Undergraduate

**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. This course may be taken to satisfy the GEP variable course requirement in the Philosophical Anthropology area.

*Prerequisites:* PHL 154

*Attributes:* Philosoph Anthropol (New GEP), Undergraduate

**PHL 266 Rel & Phil in Amer 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. This course may be taken to satisfy the GEP variable course requirement in the Philosophical Anthropology area.

*Prerequisites:* PHL 154

*Attributes:* Philosoph Anthropol (New GEP), Undergraduate

**PHL 268 The Self: East and West (3 credits)**

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. This course may be taken to satisfy the GEP variable course requirement in the Philosophical Anthropology area.

*Prerequisites:* PHL 154

*Attributes:* Philosoph Anthropol (New GEP), Undergraduate

**PHL 270 Special Topics in Philosophy (3 credits)****PHL 272 Human Intelligence (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. This course may be taken to satisfy the GEP variable course requirement in the Philosophical Anthropology area.

*Prerequisites:* PHL 154

*Attributes:* Philosoph Anthropol (New GEP), Undergraduate

**PHL 274 From Athens to Philadelphia (3 credits)**

This course investigates how a city like Philadelphia was built and considers 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. This course may be taken to satisfy the GEP variable course requirement in the Philosophical Anthropology area.

*Prerequisites:* PHL 154

*Attributes:* Ethics Intensive (New GEP), Philosoph Anthropol (New GEP)

**PHL 278 Philosophy of MLK (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. This course may be taken to satisfy the GEP variable course requirement in the Philosophical Anthropology area.

*Prerequisites:* PHL 154

*Attributes:* Philosoph Anthropol (New GEP), Undergraduate

**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. This course may be taken to satisfy the GEP variable course requirement in the Philosophical Anthropology area.

*Prerequisites:* PHL 154

*Attributes:* Philosoph Anthropol (New GEP), Undergraduate

**PHL 284 Philosophy & Personal Relation (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. This course may be taken to satisfy the GEP variable course requirement in the Philosophical Anthropology area.

*Prerequisites:* PHL 154

*Attributes:* Philosoph Anthropol (New GEP), Undergraduate

**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? This course may be taken to satisfy the GEP variable course requirement in the Philosophical Anthropology area.

*Prerequisites:* PHL 154

*Attributes:* Philosoph Anthropol (New GEP), Undergraduate

**PHL 288 Minds & 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. This course may be taken to satisfy the GEP variable course requirement in the Philosophical Anthropology area.

*Prerequisites:* PHL 154

*Attributes:* Philosoph Anthropol (New GEP), Undergraduate

**PHL 292 People, Animals, and Language (3 credits)**

Modern humans emerged about a hundred thousand years ago, which is only an instant in the several-billion-year history of life on earth. Yet, in that short time we became the dominant species and radically changed the natural order. One proposed answer to the question of how humans rose to prominence so rapidly and decisively is the faculty of language. But what is the origin of this faculty? Darwin's 1871 book *The Descent of Man* argues that humans descended from other species not only biologically but also psychologically. That is, all of the mental abilities thought to make our species special—consciousness, cognition, emotion, morality, and language—evolved. These abilities did not come on the scene suddenly with the appearance of *Homo sapiens* but instead existed in varying degrees in our nonhuman and prehuman ancestors. Following Darwin's lead in looking for the origin of language in animal communication including gestures, singing, and calls, researchers have continued to explore these links. In our course, we will start by examining the general connections between the minds of nonhuman species and humans, and then we will focus on the evolution and importance of human language. Readings include several chapters from Darwin's *Descent of Man*; *Sapiens: A Brief History of Humankind* by Yuval Noah Harari; *Kanzi: The Ape at the Brink of the Human Mind* by Sue Savage-Rumbaugh; and *The First Word: The Search for the Origin of Language*, by Christine Kenneally.

*Prerequisites:* PHL 154

*Attributes:* Philosoph Anthropol (New GEP), Undergraduate

**PHL 302 Philosophy of Race (3 credits)**

Race has long played a prominent role in our social existence, and continues to do so even in what some have called a “post-racial society.” 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? 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. This course may be taken to satisfy the GEP variable course requirement in the Philosophical Anthropology area.

*Prerequisites:* PHL 154

*Attributes:* Africana Studies Course, Diversity Course (New GEP), Philosoph Anthropol (New GEP), Undergraduate

**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.

*Prerequisites:* PHL 154

*Attributes:* Africana Studies Course, Undergraduate



**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 by contemporary Asian philosophers or in one or more historical traditions, including Indian philosophy, Chinese philosophy, and Japanese philosophy.

*Prerequisites:* PHL 154

*Attributes:* Asian Studies Course, Non-Western Studies (GEP), Philosoph Anthropol (New GEP), Undergraduate

**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?

*Prerequisites:* PHL 154

*Attributes:* Philosoph Anthropol (New GEP), Undergraduate

**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.

*Prerequisites:* PHL 154

*Attributes:* Ethics Intensive (New GEP), Philosoph Anthropol (New GEP), Undergraduate

**PHL 312 Animal Ethics (3 credits)**

Animal ethics refers to the moral and legal obligations of humans to nonhuman animals. To determine these obligations, we will give the first few weeks of the course to considering the shared mental faculties of humans and animals. Traditionally obligations in ethics and law are owed in ethics to persons, and so it is necessary to find out whether any nonhuman animals qualify as persons. Related to the issue of nonhuman animals qualifying as persons, we will examine several moral theories in modern Western philosophy: Kant's theory of duty, the original and contemporary versions of utilitarianism, the social contract theory of John Rawls, and Martha Nussbaum's capabilities theory. In addition we will investigate the current situation in law for the permitted treatment of animals.

*Prerequisites:* PHL 154

*Attributes:* Ethics Intensive (New GEP), Undergraduate

**PHL 314 Topics in Phil & 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.

*Prerequisites:* PHL 154

*Attributes:* Ethics Intensive (New GEP), Undergraduate

**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.

*Prerequisites:* PHL 154

*Attributes:* Ethics Intensive (New GEP), Undergraduate

**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 requirement.

*Prerequisites:* PHL 154

*Attributes:* Ethics Intensive (New GEP), Undergraduate

**PHL 322 Philosophy of Science (3 credits)**

This course will cover topics such as: 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.

*Prerequisites:* PHL 154

*Attributes:* Undergraduate

**PHL 324 Philosophy of Social Sciences (3 credits)**

This course will involve an analysis of the metaphysical conceptions of the human person presupposed by various theories of the social sciences. The course will also examine the relation of various criteria for knowing to the theories which issue from them. Other topics may include materialism, positivism, historicism, cultural relativism, and various epistemological questions.

*Prerequisites:* PHL 154

*Attributes:* Philosoph Anthropol (New GEP), Undergraduate

**PHL 326 Philosophy of Sports (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.

*Prerequisites:* PHL 154

*Attributes:* Ethics Intensive (New GEP), Undergraduate

**PHL 328 Philosophy and Evolution (3 credits)**

After examining the theory of evolution via natural selection, the course will cover two important philosophical debates provoked by Darwin's theory. First, by situating human beings within a purely natural context, evolutionary theory aroused the wrath of theologians, who looked to God as the source of creation of both man and nature. An important part of the argument is over teleology, the ancient theory that everything in nature has a purpose, and the course takes up the teleological argument for the existence of God and the Darwinian refutation of it. This issue leads to considering the role of religion in a post-Darwinian world. Second, by situating human beings within a purely natural context, Darwin's theory called into question the specialness of humans in relation to animals. The debate here is whether nonhuman animals can be considered to possess cognition, language, and morality, or whether humans alone have these abilities.

*Prerequisites:* PHL 154

*Attributes:* Philosoph Anthropol (New GEP), Undergraduate

**PHL 330 Social and Political Phil (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, such as: What is justice? In what sense is the political order a kind of 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 are the necessary social conditions for realizing freedom, justice and human flourishing? Major authors might include Plato, Aristotle, Augustine, Aquinas, Hobbes, Locke, Rousseau, Hume, Smith, Kant, Marx, Mill, Arendt, and Rawls.

*Prerequisites:* PHL 154

*Attributes:* Ethics Intensive (New GEP), Philosoph Anthropol (New GEP), Undergraduate

**PHL 332 Economic and Social Philosophy (3 credits)**

This course will investigate the idea of social justice from several philosophical perspectives and/or traditions. Issues to be addressed may include: distributive justice, private property, the working poor, economic globalization, and capitalism and its alternatives.

*Prerequisites:* PHL 154

*Attributes:* Philosoph Anthropol (New GEP), Undergraduate

**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.

*Prerequisites:* PHL 154

*Attributes:* Ethics Intensive (New GEP), Undergraduate

**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.

*Prerequisites:* PHL 154

*Attributes:* Ethics Intensive (New GEP), Undergraduate

**PHL 338 Violence & Reconciliation in N. Ireland (3 credits)**

The course will examine violence and reconciliation in Northern Ireland from both a philosophical and empirical perspective. Special attention will be paid 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 will also visit selected sites in Derry and Belfast.

*Prerequisites:* PHL 154

*Attributes:* Ethics Intensive (New GEP), Undergraduate

**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.

*Prerequisites:* PHL 154

*Attributes:* Ethics Intensive (New GEP), Undergraduate

**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.

*Prerequisites:* PHL 154

*Attributes:* Philosoph Anthropol (New GEP), Undergraduate

**PHL 350 God in Recent Philosophy (3 credits)**

The course examines three different conceptions of God: [1] Popular Theism: God conceived as similar to a human person – though incorporeal, unobservable, and possessed with superhuman attributes. This is the view of God held by most traditional theists. [2] Perfect Existence Theism: in which God is not a being of any kind, not even a personal being, even though personal language can be used in speaking of God. This is the view of God espoused by Thomas Aquinas; and [3] Panentheism: God conceived as inclusive of rather than independent of the world; the relation between God and the world being like the relation between the mind and its body. This view has been defended by Charles Hartshorne. In the case of each form of theism, questions arise as to how it deals with the problem of evil: how its view of God squares with the fact that the world contains vast amounts of moral and physical evil. Satisfies Signature core course requirement in Faith and Reason.

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Faith-Reason Course (New GEP), Undergraduate

**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. Satisfies Signature core course requirement in Faith and Reason.

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Faith-Reason Course (New GEP), Undergraduate

**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). Satisfies Signature core course requirement in Faith and Reason.

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Faith-Reason Course (New GEP), Undergraduate

**PHL 353 Philosophy, Science & 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. Satisfies Signature core course requirement in Faith and Reason

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Faith-Reason Course (New GEP), Undergraduate

**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. Satisfies Signature core course requirement in Faith and Reason.

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Faith-Reason Course (New GEP), Undergraduate

**PHL 355 Phil Iss 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. Satisfies Signature core course requirement in Faith and Reason.

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Faith-Reason Course (New GEP), Undergraduate

**PHL 356 Religious Diversity (3 credits)**

Religious diversity is an inescapable fact. It is hard to imagine anyone is thinking their religion (should they 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. Satisfies Signature core course requirement in Faith and Reason.

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Faith-Reason Course (New GEP), Honors Course, Undergraduate

**PHL 357 Uses & Abs 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. Satisfies Signature core course requirement in Faith and Reason.

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Faith-Reason Course (New GEP), Honors Course, Undergraduate

**PHL 358 Atheism & Prob 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). Satisfies Signature core course requirement in Faith and Reason.

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Faith-Reason Course (New GEP), Undergraduate

**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. Satisfies Signature core course requirement in Faith and Reason.

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Faith-Reason Course (New GEP), Undergraduate

**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. Satisfies Signature core course requirement in Faith and Reason.

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Faith-Reason Course (New GEP), Medieval, Ren & Reform Studies, Undergraduate

**PHL 362 Faith & Reason in Kantian Phil (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. Satisfies Signature core course requirement in Faith and Reason.

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Faith-Reason Course (New GEP), Undergraduate

**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. Satisfies Signature core course requirement in Faith and Reason.

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Faith-Reason Course (New GEP), Undergraduate

**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. Satisfies Signature core course requirement in Faith and Reason.

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Faith-Reason Course (New GEP), Undergraduate

**PHL 367 Postmodernism & Religious Faith (3 credits)**

This course will study the ways in which postmodern thought both challenges the notion of God as a foundation, and offers alternatives. Questions include: Is postmodernist suspicion an ally of religious faith, or its deadly enemy? How can anyone doubt the value of foundations and still speak meaningfully of God, or religious faith? And how successful is postmodern thinking in this bid to rework the connections traditionally made between faith and philosophy?

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Faith-Reason Course (New GEP), Undergraduate

**PHL 370 Special Topics in Philosophy (3 credits)****PHL 395 Junior Seminar (3 credits)****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.

*Prerequisites:* PHL 154

*Attributes:* Ancient Studies Course, Undergraduate

**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.

*Prerequisites:* PHL 154

*Attributes:* Ancient Studies Course, Undergraduate

**PHL 404 Love, Friendship, 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. This course may be taken to satisfy the GEP variable course requirement in the Philosophical Anthropology area.

*Prerequisites:* PHL 154

*Attributes:* Ancient Studies Course, Philosophical Anthropology (New GEP), Undergraduate



**PHL 408 Augustine, Politics, 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.

*Prerequisites:* PHL 154

*Attributes:* Medieval, Ren & Reform Studies, Philosoph Anthropol (New GEP), Undergraduate

**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).

*Prerequisites:* PHL 154

*Attributes:* Medieval, Ren & Reform Studies, Undergraduate

**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

*Prerequisites:* PHL 154

*Attributes:* Medieval, Ren & Reform Studies, Philosoph Anthropol (New GEP), Undergraduate

**PHL 420 Early 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.

*Prerequisites:* PHL 154

*Attributes:* Undergraduate

**PHL 428 The Enlightenment & 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.

*Prerequisites:* PHL 154

*Attributes:* Philosoph Anthropol (New GEP), Undergraduate

**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.

*Prerequisites:* PHL 154

*Attributes:* Undergraduate

**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.

*Prerequisites:* PHL 154

*Attributes:* Undergraduate

**PHL 434 Existentialism (3 credits)**

A study of the Existentialist 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, Sartre and Camus.

*Prerequisites:* PHL 154

*Attributes:* Philosoph Anthropol (New GEP), Undergraduate

**PHL 436 French Existentialism (3 credits)**

A study of major themes, problems, and methodological considerations in the writings of French existentialist philosophers (e.g., Marcel, Beauvoir, Sartre, Camus and Merleau-Ponty).

*Prerequisites:* PHL 154

*Attributes:* Philosoph Anthropol (New GEP), Undergraduate

**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.

*Prerequisites:* PHL 154

*Attributes:* Philosoph Anthropol (New GEP), Undergraduate

**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.

*Prerequisites:* PHL 154

*Attributes:* Undergraduate

**PHL 442 Nietzsche, Wagner, 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.

*Prerequisites:* PHL 154

*Attributes:* Philosoph Anthropol (New GEP), Undergraduate

**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.

*Prerequisites:* PHL 154

*Attributes:* Undergraduate

**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.

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* American Studies Course, Faith-Reason Course (New GEP), Undergraduate

**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).

*Prerequisites:* PHL 154

*Attributes:* Undergraduate

**PHL 470 Special Topics in Philosophy (3 credits)****PHL 471 Problems in the Theory of Know (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.

*Prerequisites:* PHL 154

*Attributes:* Undergraduate

**PHL 473 Philosophy of Mind (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.

*Prerequisites:* PHL 154

*Attributes:* Undergraduate

**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?

*Prerequisites:* PHL 154

*Attributes:* Undergraduate

**PHL 475 Language and Meaning (3 credits)**

This course examines the core issues in the philosophy of language, focusing on the nature of linguistic meaning. What is linguistic meaning? Are meanings things in the world, ideas in our minds, or something else? How does the meaning of a sentence depend on the meaning of the words that compose it? In what ways does the content we communicate go beyond the words we use? How is meaning related to grammar? In what ways does meaning depend on context? We will examine how philosophers and linguists have answered these questions.

*Prerequisites:* PHL 154

*Attributes:* Undergraduate

**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 long standing problems and superstitions. This course will survey Dennett's body of work, and the responses of his critics, on a wide range of topics.

*Prerequisites:* PHL 154

*Attributes:* Undergraduate

**PHL 481 History of Analytic Philosophy (3 credits)**

This course will explore important figures and themes from the history of analytic philosophy. We will start with the birth of modern logic in the seminal works of Gottlob Frege and Bertrand Russell. As time permits, we will also discuss the project of philosophical analysis in the works of G.E. Moore, Russell and the early Ludwig Wittgenstein, the rise of logical positivism and emotivism (Rudolph Carnap, Susan Stebbing, A. J. Ayer, C. L. Stevenson), W. V. Quine's critique of Logical Positivism (in particular, his critique of the analytic-synthetic distinction), and the rise of ordinary language philosophy in the works of J. L. Austin, Peter Strawson, and the later Wittgenstein.

*Prerequisites:* PHL 154

*Attributes:* Undergraduate

**PHL 493 Independent Research in Phil (3 credits)****PHL 494 Independent Research in Phil (3 credits)****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.

*Prerequisites:* PHL 154

*Attributes:* Undergraduate

## Physics (PHY)

**PHY 101 General Physics I (3 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.

*Attributes:* GEP Natural Science, Science Course w/Lab (Sci Maj),

Undergraduate

**PHY 101L General Physics Laboratory I (1 credit)**

A two-semester laboratory sequence to accompany PHY 101-102.

*Attributes:* GEP Natural Science, Undergraduate

**PHY 102 General Physics II (3 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.

*Prerequisites:* PHY 101

*Attributes:* GEP Natural Science, Science Course w/Lab (Sci Maj),

Undergraduate

**PHY 102L General Physics Laboratory II (1 credit)**

A two-semester laboratory sequence to accompany PHY 101-102.

*Attributes:* Undergraduate

**PHY 105 University Physics I (3 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.

*Prerequisites:* MAT 161 (may be taken concurrently)

*Restrictions:* Enrollment is limited to students with a major in Actuarial Science, Chemistry, Computer Science, Mathematics, Mathematics - Secondary Educat or Physics.

*Attributes:* GEP Natural Science, Science Course w/Lab (Sci Maj), Undergraduate

**PHY 105L University Physics Lab I (1 credit)**

A two-semester laboratory sequence to accompany PHY 105-106.

*Attributes:* GEP Natural Science, Undergraduate

**PHY 106 University Physics II (3 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.

*Prerequisites:* PHY 105

*Attributes:* GEP Natural Science, Science Course w/Lab (Sci Maj), Undergraduate

**PHY 106L University Physics Lab II (1 credit)**

A two-semester laboratory sequence to accompany PHY 105-106.

*Attributes:* Undergraduate

**PHY 110 Understanding 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.

*Restrictions:* Students cannot enroll who have a major in Biology, Chemistry, Chemical Biology, Environmental Science or Physics.

*Attributes:* GEP Natural Science, Undergraduate

**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.

*Restrictions:* Students cannot enroll who have a major in Biology, Chemistry, Chemical Biology, Environmental Science or Physics.

*Attributes:* GEP Natural Science

**PHY 112 Energy: Problems & Promises (3 credits)**

The goal of this course is to teach the student how to read, analyze, and intelligently comment on news articles about energy and the environment. The physics is straightforward and requires no more than basic business mathematics. Topics include: fossil fuels, large scale renewables, small scale renewables, nuclear power, megawatt accounting for conservation, transportation, and emissions control. The course emphasizes how real data shapes economics and policy, so the exact content will vary with current events. Successful completion of this course satisfies one of the Natural Science requirements in the GEP.

*Restrictions:* Students cannot enroll who have a major in Biology, Chemistry, Chemical Biology, Environmental Science or Physics.

*Attributes:* GEP Natural Science, Undergraduate

**PHY 114 Tech Breakthroughs of 20th Cen (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.

*Attributes:* GEP Natural Science

**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.

*Restrictions:* Students cannot enroll who have a major in Biology, Chemistry, Chemical Biology, Environmental Science or Physics.

*Attributes:* GEP Natural Science, Science Course w/Lab (Sci Maj), Undergraduate

**PHY 115L Investigations in Astro Lab (0 credits)****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.

*Prerequisites:* PHY 106

*Attributes:* Undergraduate

**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.

*Prerequisites:* PHY 251

*Attributes:* Undergraduate

**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

*Attributes:* Undergraduate

**PHY 257 Math 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

*Attributes:* Undergraduate

**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

*Attributes:* Undergraduate

**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.

*Prerequisites:* PHY 251

*Attributes:* Undergraduate

**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 and PHY 257

*Attributes:* Undergraduate

**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 and PHY 257

*Attributes:* Undergraduate

**PHY 311 Experimental Methods of Phy I (3 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.

*Prerequisites:* PHY 251

*Attributes:* Undergraduate

**PHY 312 Experimental Methods in Phy II (3 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.

*Prerequisites:* PHY 311

*Attributes:* Undergraduate



**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 and MAT 213

*Attributes:* Undergraduate

**PHY 390 Physics Seminar (0 credits)**

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.

*Attributes:* Undergraduate

**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.

*Prerequisites:* PHY 301

*Attributes:* Undergraduate

**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.

*Prerequisites:* PHY 321

*Attributes:* Undergraduate

**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 and PHY 257

*Attributes:* Undergraduate

**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 and PHY 252 and PHY 257

*Attributes:* Undergraduate

**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 and PHY 257

*Attributes:* Undergraduate

**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, are analyzed.

*Prerequisites:* PHY 251 and MAT 213

*Attributes:* Undergraduate

**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 and PHY 252 and PHY 257

*Attributes:* Undergraduate

**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 and MAT 213

*Attributes:* Undergraduate

**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 and PHY 257

*Attributes:* Undergraduate

**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 and PHY 257

*Attributes:* Undergraduate

**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 and PHY 257

*Attributes:* Undergraduate

**PHY 423 Biomechanics (4 credits)**

The role played by physical forces in shaping our natural world can be seen in the morphology, behavior, material composition, and spatial distribution of every organism, whether aquatic or terrestrial, plant or animal. This course exposes students to the role of physics in biological systems at the organismic and super-organismic level. Each week the course will focus on a different sub-discipline of Biomechanics presenting the underlying physical principles and the biological ramifications of those principles. In addition, laboratory exercises will present techniques and experimental approaches available to measure forces relevant to biological systems, as well as the quantitative and analytical skills necessary to work in this field.

*Prerequisites:* PHY 101 or PHY 105 or PHY 105I

*Attributes:* Undergraduate

**PHY 423L BioMechanics Lab (0 credits)****PHY 470 Adv 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.

*Attributes:* Undergraduate

**PHY 492 Internship in Physics (3 credits)****PHY 493 Research Project in Physics (2-4 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. 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.

*Attributes:* Undergraduate

**PHY 494 Research Project in Physics (2-4 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. 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.

*Attributes:* Undergraduate

## Political Science (POL)

**POL 111 Intro to American 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 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.

*Attributes:* American Studies Course, GEP Social Science, Undergraduate

**POL 113 Intro 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. 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.

*Attributes:* GEP Social Science, Globalization Course (New GEP), International Relations Course, Undergraduate

**POL 115 Intro to Global Politics (3 credits)**

This course is an introductory survey of the major approaches (Realism, Liberalism, and Constructivism), interpretations and problems in the field of Global Politics, with a heavy emphasis on current events. Topics include security (war, peace, terrorism), international political economy (hegemony, development, globalization), and trans boundary issues (migration, human rights).

*Attributes:* GEP Social Science, Globalization Course (New GEP), International Relations Course, Undergraduate

**POL 117 Intro 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.

*Attributes:* Undergraduate

**POL 150 First-Year Seminar (3 credits)**

Depending on the instructor, the First-Year Seminar courses focus on particular topics of interest in Political Science and Politics (e.g., Ethics in International Relations; Diversity and Inequality; Gender and Global Politics; Student Liberties and the Supreme Court). Does not count for major credit.

*Attributes:* GEP Social Science, Undergraduate

**POL 170 Special Topics: Political Sci (3 credits)**

Depending on the instructor, this courses will focus on a particular topic of interest in Political Science and Politics (e.g., The Presidential Election, The Arab Spring, Guns and the Supreme Court). Does not count for major credit.

*Attributes:* GEP Social Science, Undergraduate

**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 POL 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 also this third elective course for these internship hours. This course is an elective; it does not count for POL major or minor credit.

**POL 193 Washington Center Elective (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 193. This course is an elective; it does not count for POL major or minor credit.

**POL 270 Special Topics (3 credits)**

Depending on the instructor, this courses will focus on a particular topic of interest in Political Science and Politics (e.g., The Presidential Election, The Arab Spring, Guns and the Supreme Court). Students may count only two POLs 270 and/or 370 courses for major or minor credit.

*Attributes:* GEP Social Science, Undergraduate

**POL 301 Law and Social Change (3 credits)**

Brown v. Board of Education is heralded as a great success. A disenfranchised minority turned to the courts when the legislature and executive failed to respond. To what extent has this approach been successful? Since Brown, other groups have turned to the courts as an authority when they believe they are disadvantaged by the larger political system. Should the courts play a role in social change? What should it look like? Case studies will include: school integration in the 1960s, birth control and abortion, gun rights, capital punishment or juvenile life without parole, and marriage equality.

*Attributes:* American Studies Course, Justice Ethics and the Law , Undergraduate, Writing Intensive Course- GEP

**POL 303 Political Ideology in America (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.

*Attributes:* American Studies Course, Undergraduate

**POL 305 Politics, Ideology, & Film (3 credits)**

How do ideologies – bodies of thought – affect individuals, social movements, nations, institutions, and groups? This course examines ideologies like fascism, communism, racism, colonialism, capitalism. We use films and primary documents 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. Classic articles in the social sciences and humanities help students explore popular 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?).

*Prerequisites:* PHL 154

*Attributes:* Ethics Intensive (New GEP), International Relations Course, Undergraduate

**POL 306 Political Participation in US (3 credits)**

Why do people participate in American politics and civic life? Why don’t they? Why should they? This course emphasizes the political science literature on political participation and civic engagement. We will begin by examining the factors that make participation more or less likely including socialization, partisanship, networks, and geography. Demographic and social identities can shape how easily and how often we wish to involve ourselves in democratic processes. From there, we will focus on forms of political participation. Who votes? Who donates money? Who protests? Throughout we will acknowledge the constraints that make forms of participation easier from some than others. Finally, we will address the consequences for political life if individuals opt out of politics. What does isolation and decline in civic life mean for the rise of political and economic inequality, efficacy, and social connectedness?

*Attributes:* GEP Social Science, Undergraduate

**POL 308 American Political Institution (3 credits)**

In this course, students will study some of the most important claims, findings, and readings in the field of American political institutions, policy, and politics. Paying particular attention to the key scholarly questions, debates, and research on the major institutional actors in American politics, students will study a range of topics and analyze specific institutions in American politics such as the branches of government, the bureaucracy, political parties, the media, and interest groups. Along with learning about the important theoretical and empirical questions that guide the study of American institutions, students will also examine the ways in which the public exerts influence on, and is influenced by, these institutions. The overall goal of the course is to provide insight into how the study of political institutions broadens our understanding of politics, power, and democracy.

*Attributes:* American Studies Course, GEP Social Science, Undergraduate

**POL 309 Advising the Presidency (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.

*Attributes:* American Studies Course, Faith Justice Course, Gender Studies Course, GEP Social Science, Undergraduate

**POL 310 Constitutional Politics (3 credits)**

From the time the Constitution was ratified, the three branches of American government (legislative, executive, and judiciary) have competed for control over American policy and law. The Supreme Court is – on the one hand – extremely powerful because it can declare an act of either the legislature or executive unconstitutional (judicial review). Yet the Court lacks any power to enforce its decisions and it relies on the other branches to enforce its decisions (for example, President Eisenhower bringing in the military to uphold the desegregation of schools). Through the reading of cases and the viewing of documentaries, this course explores how the Supreme Court has shaped American politics for over two centuries. Topics include free speech in wartime, internment of Japanese-Americans during WWII, desegregation, abortion rights, and same-sex marriage. Not for major credit.

*Attributes:* Justice Ethics and the Law , Undergraduate

**POL 311 Const Law:Rights & Civil Lib (3 credits)**

A study of contemporary issues of civil rights and liberties in the United States through classic Supreme Court decisions. Issues addressed include freedom of speech, press, and association, racial and gender discrimination and the issue of fundamental rights, including the right of privacy. Students read cases and learn to brief cases. The course highlight is a simulation of two Supreme Court cases. Students read and research to portray justices and attorneys in the two moot court simulations.

*Prerequisites:* ENG 101

*Attributes:* American Studies Course, Justice Ethics and the Law , Undergraduate, Writing Intensive Course- GEP

**POL 312 Social Controv & Supreme Court (3 credits)**

Americans look to the Supreme Court to rule on moral and social issues like capital punishment and abortion. Why do citizens rely on nine unelected judges to define their rights in a democracy? This class analyzes how the Supreme Court has, over time, changed American law in two controversial rights: gun ownership and marriage equality. The class begins by considering the judiciary in our constitutional democracy then turns to the two case studies. The Supreme Court decided four marriage cases in June of 2015 and the course integrates these new rulings. Students will examine documents from the Founding (e.g. the Federalist Papers), read modern accounts of both gun and marriage cases, and learn to read and brief Supreme Court decisions.

*Attributes:* American Studies Course, Justice Ethics and the Law , Undergraduate

**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.

*Attributes:* American Studies Course, GEP Social Science, Undergraduate

**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.

*Attributes:* American Studies Course, GEP Social Science, Undergraduate

**POL 317 Urban Politics (3 credits)**

This course will explore urban politics in the U.S., first through an examination of the history of U.S. urban governance structures, namely machine politics and Progressive Era reform politics. As a bridge between the early era of city governance and contemporary urban life, we will examine the impact of suburbanization on the city. Our second segment will study and critique different ways of understanding urban power and governance, namely regime theory, privatism, managerialism, populism and progressivism. The third segment of the course will examine contemporary elements of the "urban crisis", among them class, race and inequality. To highlight some of these issues, the final two weeks will be spent examining urban, public education as a policy arena where all three parts of the course will be placed in conversation.

*Attributes:* American Studies Course, GEP Social Science, Undergraduate

**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.

*Attributes:* American Studies Course, GEP Social Science, Undergraduate

**POL 319 Media & Politics (3 credits)**

News media has a profound influence on U.S. politics and policy, and this course investigates the interaction among the media, politicians, and citizens, with an emphasis on the ways in which news media shape everything we "know" about politics. Through an examination of a variety of media platforms—newspapers, television, campaign advertising, and social media—we will examine the media's roles and responsibilities in American politics and learn how citizens respond to the media's coverage of politics, politicians, and public policy. Do the media help us fulfill our obligation to be 'good citizens' within our democratic community? Do politicians, the media, and our political institutions promote or obstruct our efforts to be good citizens? In this course, we will address these questions with the goal of developing a thorough understanding of the relationship between citizens, the media, and politicians in a rapidly changing media age.

*Attributes:* American Studies Course, GEP Social Science, Undergraduate

**POL 320 Injustice & the Law (3 credits)**

Fifty years after the passage of the Civil Rights Act of 1964, which eliminated most forms of de jure discrimination, we are still witnessing the lingering effects of de facto inequality within American society. To be sure, the CRA of 1964 and its subsequent amendments eliminated the use of discriminatory practices in housing, employment, business, and education. But overcoming de facto inequality has been harder to accomplish. What explains the gap between established legal doctrine and the reality of many Americans of color? The goal of the course is for students to study the potential and limits of law as a tool for social justice, as well as the role of law in the creation and maintenance of systems of racial injustice. Primarily through the lens of race, students will examine the empirical realities of laws and policies that were ostensibly passed to overcome injustice, broadly defined, as well as the sociopolitical causes and consequences of de facto racial segregation in American society.

*Attributes:* American Studies Course, GEP Social Science, Justice Ethics and the Law, Undergraduate

**POL 321 Belief and Belonging (3 credits)**

What is the relationship between religion and political life in the United States? How does religion influence major dimensions of politics, public policy, and mass participation? Should citizens and policymakers in the U.S. base their political opinions on their religious beliefs? In this course, students will investigate the place of religion in American political life and discuss how religion informs contemporary politics. The principal aim is for students to understand how religion affects politics, and vice versa, and to develop a greater understanding of the vitality and variability of religion as a factor in American public life.

*Attributes:* American Studies Course, Faith Justice Course, GEP Social Science, Undergraduate



**POL 322 Campaigns & 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.

*Attributes:* American Studies Course, GEP Social Science, Undergraduate

**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.

*Attributes:* American Studies Course, Diversity Course (New GEP), Faith Justice Course, Gender Studies Course, GEP Social Science, Undergraduate

**POL 324 Race & Ethnic Politics in U.S. (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.

*Attributes:* Africana Studies Course, American Studies Course, Diversity Course (New GEP), Faith Justice Course, GEP Social Science, Undergraduate

**POL 325 Contemp Am Social Movements (3 credits)**

Social movements are considered as one of the motivating forces behind political, social, and cultural change and are often credited for fundamentally reshaping societal institutions. This course examines the contemporary social movements that have occurred since the mid-1960s, commonly defined as the “New Social Movements” (NSMs). This course will explore several of these movements and examine where, when, why, and how the movements emerged. Students will also analyze what made certain movements more successful than others.

*Attributes:* American Studies Course, GEP Social Science, Undergraduate

**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.

*Attributes:* American Studies Course, Faith Justice Course, GEP Social Science, Justice Ethics and the Law , Undergraduate

**POL 327 Environmental Politics in Am (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.

*Attributes:* American Studies Course, GEP Social Science, Undergraduate

**POL 328 Politics of U.S. Immigration (3 credits)**

In this course, students will critically engage with the politics of immigration in the United States. While the national narrative broadly celebrates the arrival and incorporation of newcomers, these processes have been highly contested and problematic both in popular discourse and public policy since the country’s founding. The question of ‘who immigrates’ has been, and continues to be, shaped by decisions on how to manage geopolitical and geoeconomic forces, domestic political, economic and social preferences, popular sentiment and humanitarian considerations. Furthermore, understanding how immigrants integrate in society necessarily involves examining ‘difference’ on a number of axes, including race and ethnicity, language and culture, religion, gender, socioeconomic and educational levels, and legal status. This course provides students with the opportunity to explore key aspects of the discourse and reality of immigration to the U.S., including the American Dream, assimilation, ethnic neighborhoods, transnationalism, borders and security by considering the values, interests and roles of actors at all levels, including civil society organizations, national and sub-national governments, communities, households and individuals in the continuous re-making of the U.S. as a nation of immigrants.

*Attributes:* Faith Justice Course, GEP Social Science, Justice Ethics and the Law , Latin American Studies Course, Undergraduate

**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 concerns for the consolidation of democracy, adjustment to globalization, and U.S.-Latin American relations.

*Attributes:* Faith Justice Course, GEP Social Science, International Relations Course, Justice Ethics and the Law, Latin American Studies Course, Non-Western Studies (GEP), Undergraduate

**POL 333 Asian Democ at the Crossroads (3 credits)**

This course will examine and discuss the political dynamics and policy behaviors of three successful democracies in Northeast Asia: Japan, South Korea, and Taiwan. While all three countries are successful democracies with economic power, each country also faces a series of critical challenges in their politics, economy, and society. The global implications of their struggles are never trivial and the examination of three countries will provide us with the better grasp of contemporary global issues. The thematic focus of the course lies in the comparative analysis of each country in terms of political system, political economy, state-society relations, and foreign relations. To this end, the course will also explore the intricacies of the cultural, historical, and psychological contexts in which behavioral and policy motivations may be explained.

*Attributes:* Asian Studies Course, GEP Social Science, International Relations Course, Non-Western Studies (GEP), Undergraduate

**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. In learning about the USSR and developments in today's Russia, the class applies some of comparative politics' "big concepts:" revolution, the state, the nation, federalism, totalitarianism, authoritarianism, and democracy.

*Attributes:* GEP Social Science, International Relations Course, Non-Western Studies (GEP), Undergraduate

**POL 335 Comp Pol: Mid East & N. 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.

*Attributes:* Africana Studies Course, GEP Social Science, International Relations Course, Undergraduate

**POL 336 The EU and European Politics (3 credits)**

This course will provide students with a hands-on opportunity for learning about the politics of the European Union and its member states. As an organization that is both supranational and intergovernmental in nature, the EU's actions are subject to the actions within its institutions and the decisions of its members. Therefore European politics has a great impact on what the Union does. The key and (unique) learning tools in this course are three simulations of EU institutions –the EU Parliament, the Councils of the EU, and the European Council. Students will take on roles of actual EU politicians and engage in policy making. The simulations will require students to perform extensive outside research to prepare to play their roles and will give participants an excellent understanding of these institutions and how they work. Class members will also become expert in the politics of "their" countries (the countries from which their alter egos are from) as well as on the issue under consideration (which will vary depending on pressing European and world events).

*Attributes:* GEP Social Science, Globalization Course (New GEP), Undergraduate

**POL 337 Contemp Cuban Pol & Society (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.

*Attributes:* Africana Studies Course, GEP Social Science, International Relations Course, Latin American Studies Course, Non-Western Studies (GEP), Undergraduate

**POL 338 Democracy: Perspect from Rome (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 added, 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.

*Attributes:* Diversity Course (New GEP), GEP Social Science, Undergraduate

**POL 339 Dictatorship: Asian Style (3 credits)**

This course will examine and discuss the political dynamics and policy behaviors of two authoritarian communist regimes in East Asia: China and North Korea. What are the natures of Chinese and North Korean societies? What are the guiding principles and norms in their political systems? What are the historical as well as contemporary implications of their economic systems? To this end, this course will explore the intricacies of the cultural, historical, and psychological contexts in which behavioral and policy motivations could be explained. Along with the comparative analysis of each country (political system, political economy, state-society relations, and foreign relations), major contemporary issues and challenges will be also examined. Can Chinese Communist Party keep its authoritarian grip on its people forever? Will China ever be democratized? Has China's long economic boom ended? What are the mechanisms behind North Korea's tight and cruel control of its citizens and their devotion to the Kim dynasty? Can North Korea enter and survive the global economy? More fundamentally, where is China heading? What does North Korea want?

*Attributes:* Asian Studies Course, GEP Social Science, International Relations Course, Non-Western Studies (GEP), Undergraduate

**POL 340 Political Geography (3 credits)**

Political Geography is a course of political and spatial inquiry; it helps students compare and contrast people, places, and processes around the world. This course explores how spatial phenomena including physical geography, borders, and nation-states affect social and political phenomena including domestic, regional and global governance, differences and dynamics of power, and identity, and vice versa. Furthermore, Political Geography focuses on 'scale' - personal, local, regional, national, and global - to understand and explain patterns and processes, as well as conflict and cooperation in international affairs.

*Attributes:* GEP Social Science, International Relations Course, Undergraduate

**POL 341 Revolts and Revolutions (3 credits)**

Why do revolts against governments deemed illegitimate occur and when do they become full-fledged revolutions? This course explores both the causes of uprisings and the conditions under which they succeed in bringing about new political and social orders by examining (1) what happened in the "great" revolutions, (2) how scholars have accounted for them, and (3) examining more recent instances of revolts which have sometimes failed and others succeeded. In this study, students will develop their writing and research skills, having the opportunity to find various types of information, write different forms of essays, and appropriately cite and present their materials.

*Attributes:* GEP Social Science, International Relations Course, Undergraduate, Writing Intensive Course- GEP

**POL 350 Haunted by the Past (3 credits)**

War apologies abound. Since the end of the Cold War, what we have been witnessing is a world-wide surge in memory. We are living in the era where collective apologies have become more and more common, and, as in Nigerian writer Wole Soyinka, to reconcile with the past has become critical part of contemporary politics of memory and regret. More concretely, this course will explore the following questions: Can a state apologize? Can the current generations apologize for the past wrongs and /or feel responsible? Or, should they? How do individuals articulate the link between identification with the state (and national pride) and sense of individual responsibility? How do individuals get their information about past wrongs? How much confidence do they have in the various sources (textbooks, mass media, internet, friends and family, etc.) at their disposal? Is reconciliation possible? Can memories go beyond national borders? Can it be something universal? The course will start with the introduction and examination of the role of history and memory in the (re-) formation of communal identity and explores for the possibility of communal reconciliation with past wrongs. Along with the examination of conceptual frameworks such as engagement and denial/avoidance, the ethical dimensions of political reconciliation will be discussed in terms of (1) retributive justice and (2) restorative justice.

*Prerequisites:* PHL 154 and POL 113 and POL 115

*Attributes:* Asian Studies Course, Ethics Intensive (New GEP), GEP Social Science, International Relations Course, Non-Western Studies (GEP), Undergraduate

**POL 351 International Human Rights (3 credits)**

The tension between sovereignty and the promotion and protection of human rights remains one of the primary issues in contemporary global politics. This course focuses upon human rights, their status as international law, and the major issues in the implementation and enforcement of that law. The course will open with an overview of the philosophy of human rights, followed by discussion of the history of human rights, the international law of human rights, and the role of human rights in foreign policy. Throughout, students will study various mechanisms for the promotion, protection, and implementation of international human rights, including those of international organizations such as the United Nations, and those of non-governmental organizations such as Amnesty International. Whenever possible, the discussion of legal issues will relate to contemporary developments in human rights, and to issues of US foreign policy involving considerations of human rights. An additional focus will be on the human rights implications of globalization.

*Attributes:* GEP Social Science, International Relations Course, Undergraduate

**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.

*Prerequisites:* POL 115

*Attributes:* GEP Social Science, Globalization Course (New GEP), International Relations Course, Latin American Studies Course, Undergraduate

**POL 354 War and Peace (3 credits)**

Why do wars occur and how does peace "break out" and become habituated in the relationships and politics among states and within nations? Traditionally, students of international relations have focused on wars and war prevention while assuming that peace was simply the absence of interstate violence. This course will investigate the major theories explaining the outbreak of conflict, and it will also explore definitions of peace and theories accounting for the building peace among states that were enemies and rivals, as well as the transformation of previously war-torn societies into places where normal political conflict is resolved through negotiation and institutional channels instead of with violence.

*Attributes:* American Studies Course, Faith Justice Course, GEP Social Science, Globalization Course (New GEP), International Relations Course, Undergraduate

**POL 356 American Foreign Policy (3 credits)**

This course explores US foreign policy since the end of World War II. After a conceptual introduction (Part I) which explores the utility of interests, institutions, and ideas for accounting for American policy, the course examines the US-Soviet competition and the ways that that "cold" conflict affected U.S. behavior not only toward the USSR, but also toward other regions (Part II). Part III investigates the early post-Cold War period and the attempts and failures in constructing some kind of "New World Order," and Part IV explores how the US has been responding to the twin challenges of terrorism and globalization.

*Attributes:* American Studies Course, GEP Social Science, International Relations Course, Undergraduate

**POL 361 Theories of Intl Relations (3 credits)**

Central to the study of international relations is a solid understanding of the theoretical literature. While the introductory course gives students a taste of the field, serious students must spend more time exploring the arguments and implications of realism, liberalism, constructivism, Marxism, feminism and the various ontological and epistemological debates that underlie the intellectual competition and scholarly endeavors within and between the advocates of the various paradigms. This course provides that solid foundation, allows students to understand the state of the field today and gives them opportunity to evaluate these theoretical traditions and their ability to account for global politics. Any student considering graduate study in global affairs, regardless of major (e.g. Economics, English, History, International Relations, Political Science, Sociology, etc.) should take this class.

*Prerequisites:* POL 115

*Attributes:* International Relations Course, Undergraduate

**POL 364 East Asia: War and Peace (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.

*Attributes:* Asian Studies Course, GEP Social Science, International Relations Course, Non-Western Studies (GEP), Undergraduate

**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 Realism often claim that there is virtually no room for morality in international affairs, and states and state actors are rational thinkers interacting in 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 taking 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.

*Prerequisites:* (PHL 154 and POL 113 and POL 115)

*Attributes:* Ethics Intensive (New GEP), GEP Social Science, International Relations Course, Justice Ethics and the Law, Undergraduate

**POL 368 Women, Gender & World Politics (3 credits)**

To some scholars and policy makers, the idea that conditions in which women and girls live is important to global politics is almost ridiculous, but others stress that until we understand how "gender makes the world go around" (Cynthia Enloe), we will fail to (1) see accurately the nature of power, (2) achieve just outcomes for all people, and (3) understand how masculinity and femininity affect the political and social world. This course exposes students to the development of feminism (a body of thought that advocates for female, and more recently, gender, equality) and examines the extent to which women have become empowered in politics in their own countries, as well as globally. Moreover, many feminist scholars and activists have become sensitive to the ways that elements of a person's identity (race, class, gender, national origin, ethnicity, etc.) intersect in complex ways to provide her with elements of privilege and/or disadvantage. A central contention of this course is that empowerment is more than simply achieving the vote or becoming an elected official, and traditionally, some people (based on identity) have had an easier time achieving access and opportunities than have others. Empowerment means that all persons, regardless of gender, have influence over decisions that matter to them, security (both at home and in the global arena), economic opportunities, and are treated justly (are believed to possess inalienable human rights that are not somehow forfeited because of their gender).

*Attributes:* Faith Justice Course, Gender Studies Course, GEP Social Science, Globalization Course (New GEP), International Relations Course, Undergraduate

**POL 370 Special Topics (3 credits)**

Depending on the instructor, these courses will focus on a particular topic of interest in Political Science and Politics (e.g., The Presidential Election, The Arab Spring, Guns and the Supreme Court). Students may count only two POLs 270 and/or 370 courses for major or minor credit.

*Attributes:* GEP Social Science, Undergraduate



**POL 402 Capstone: Contentious Pol in US (3 credits)**

Contentious politics consists of many "non-traditional" forms of political action, including social movements, protests, riots, and even political violence. This capstone political science seminar examines contentious politics in the U.S. through the lens of 1960/70s radical social movements, a key moment in U.S. politics in which the New Left imagined, theorized, negotiated, and contested the meaning of democracy and power. Students will examine and analyze the origins, ideologies, claims/grievances, goals, and strategies of radical political groups that roughly fall under the banner of the New Left: anti-war, feminism, black liberation, American Indian Movement, Chicano Movement, and Gay Liberation. We will study the politics of the struggle over rights, democracy, power, and the use/nonuse of violence within the New Left through a careful study of the primary texts (statements, agendas, etc.) produced by these groups. Students will investigate what the New Left helps us understand about power, politics, and violence in a modern democracy and evaluate the effectiveness of protest as a means to forward a political agenda, broadly defined.

*Prerequisites:* POL 111 and POL 117 and ENG 101

*Restrictions:* Enrollment is limited to students with a major in Political Science.

*Attributes:* American Studies Course, GEP Social Science, Justice Ethics and the Law , Undergraduate, Writing Intensive Course- GEP

**POL 403 Capstone: Nations&Nationalism (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?

*Prerequisites:* POL 113 and POL 115 and ENG 101

*Attributes:* GEP Social Science, International Relations Course, Undergraduate, Writing Intensive Course- GEP

**POL 404 Capstone: Contemp Peaceblgdg (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. Then, after 9/11, state military campaigns inspired insurgencies in places like Afghanistan and Iraq that seemed to add a new dimension to the problem of restoring order and civility to war-torn societies. So, just what is peace and under what conditions is it made? How can a settlement be established and ultimately lead to peace in places devastated by internal conflict? This seminar investigates theoretical frameworks of peacemaking and peacebuilding and asks students to apply these perspectives to contemporary cases.

*Prerequisites:* POL 113 and POL 115 and ENG 101

*Restrictions:* Enrollment is limited to students with a major in International Relations or Political Science.

*Attributes:* GEP Social Science, Globalization Course (New GEP), International Relations Course, Undergraduate, Writing Intensive Course- GEP

**POL 407 Capstone: Theories of Justice (3 credits)**

What is political justice? 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 requires in-depth reading of major political theorists of justice and encourages a sophisticated understanding of political justice through the weekly writing of critical, interpretive, and comparative essays. Students are encouraged to compare and contrast theories in order to develop 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).

*Prerequisites:* PHL 154 and POL 111 and POL 117 and ENG 101

*Restrictions:* Enrollment is limited to students with a major in Political Science.

*Attributes:* Ethics Intensive (New GEP), Justice Ethics and the Law , Undergraduate, Writing Intensive Course- GEP

**POL 408 Capstone: The Armed Citizen? (3 credits)**

What is the role of firearms in a constitutional democracy? Do guns pose a threat, prevent tyranny, or secure rights? This seminar interrogates (1) the meaning of the Second Amendment in the context of the creation of the Constitution and current controversies over the relationship between firearms and violence in the U.S. (2) the interpretations of the U.S. Supreme Court in *Heller v. District of Columbia* (2008) and (3) the theoretical issues raised by guns in a constitutional democracy (including *Stand Your Ground* laws). The course demands reading primary and secondary texts in political theory, public law, and history.

*Prerequisites:* POL 111 and POL 117 and ENG 101

*Restrictions:* Enrollment is limited to students with a major in Political Science.

*Attributes:* GEP Social Science, Justice Ethics and the Law , Undergraduate, Writing Intensive Course- GEP

**POL 409 Capstone:Contemp Internt Migra (3 credits)**

Migration has become a topic of increasing focus and concern in the 21st century, with some arguing that it will be one of the defining issues of our time. This is certainly the case for those tens of millions of individuals who are currently on the move, for the sending communities and societies from which they emigrate and the destinations that receive them, and the nation-states that control their entrance and exit. In this seminar, we will cover the “big” issues of migration in a comparative format through engagement with some of the most important examples of the extensive body of literature in Migration Studies. Concretely, we will critically examine: the demographics of migration in key regions of the world; theories that explain mobility; host-immigrant relations and integration; the role of gender, race, and ethnicity in migration; the growth of transnational ties as an aspect of globalization; security; and the analysis of immigration policies and citizenship. Throughout the course of the semester, we will question continually challenge ourselves to question the approach to migration as a problem to be solved versus as a process to manage. As a capstone seminar, Global Migration as Problem and Process includes reading requirements that are extensive and challenging and approaches learning through a collective approach as we share our individual insights and understandings. We will learn from each other. Students must come to class having read the assignment materials critically so that we can grapple with ideas and engage in debate. Avid participation is required. There will be minimal formal lecturing and most seminar time will consist of open discussion. Furthermore, this capstone will draw upon the knowledge students have gained from many of their other Political Science classes. The course materials will draw heavily from empirical evidence (qualitative and quantitative) to explore the topics discussed above, while applying major theoretical concepts in Political Science. Students should come prepared to integrate the knowledge they have gained over the past four years.

*Prerequisites:* POL 113 and POL 115 and ENG 101

*Restrictions:* Enrollment is limited to students with a major in International Relations or Political Science.

*Attributes:* Faith Justice Course, GEP Social Science, Globalization Course (New GEP), International Relations Course, Justice Ethics and the Law , Undergraduate, Writing Intensive Course- GEP

**POL 411 Washington Internship I (3 credits)**

At The Washington Center (see Special Academic Programs and Services for more information), 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 POL major or minor credit.

*Attributes:* Undergraduate

**POL 412 Washington Internship II (3 credits)**

At The Washington Center (see Special Academic Programs and Services for more information), 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 POL major or minor credit.

*Attributes:* Undergraduate

**POL 413 International Internship I (3 credits)**

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.

*Attributes:* International Relations Course, Undergraduate

**POL 414 International Internship II (3 credits)**

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.

*Attributes:* GEP Social Science, International Relations Course, Undergraduate

**POL 470 Research in the Discipline (3 credits)**

This course is designated for an independent study project in consultation with and approval from a specific faculty member. Depending on the faculty member, the project will focus on a particular topic of interest in Political Science or International Relations.

*Attributes:* Undergraduate

**POL 490 Global Smarts Internship (3 credits)**

The Global Smarts Internship allows students to intern with the prestigious World Affairs Council of Philadelphia while making a commitment to social justice. Mentors travel to under-resourced middle schools in Philadelphia to prepare 8th graders for a city-wide Model United Nations event in May in which the middle-schoolers compete with students from elite private and well-funded suburban schools. As Global Smarts mentors help their middle-school students with skills and content, they develop their own academic skills (e.g. oral presentation, research, and writing) and their work experience. During this semester, mentors help their students understand two important issues of justice (previous topics have included ending forced labor, women's education, and providing clean and affordable energy). Throughout the semester, students reflect critically and consciously about their service and the systemic injustice in Philadelphia's public education system. This opportunity for community-engaged learning requires an interview in Fall (several weeks before Spring registration). Global Smarts is a service-learning International Relations or Political Science course.

*Attributes:* International Relations Course, Service Learning Course, Undergraduate

**POL 491 Philadelphia-Area Internship (3 credits)**

Supervised internships in the Philadelphia area provide students an opportunity to intern with elected officials, public interest organizations, party organizations, and many other groups involved with politics and policy including the Philadelphia DA's office, CBS, or Senator Casey's office. The course helps student: (1) develop tools for a job search; (2) professional writing skills (e.g. resume and cover letter); and (3) integrate academic skills into professional life. The course allows students to choose any organization related to politics, policy, or law. Course credit available for International Relations and/or Justice and Ethics in the Law – with permission of the internship coordinator and the program director. Course counts for POL or IR credit once. With permission of the internship coordinator and POL department chair, course can be taken by POL and IR majors a second time as an elective. Course is open to ALL majors.

*Attributes:* International Relations Course, Undergraduate

**POL 493 Honors Research in Pol Sci I (3 credits)**

Majors with a minimum GPA of 3.5 in Political Science courses may apply to the Honors Program to earn College Honors. Applications are due in Spring 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. Specific requirements for the College Honors thesis may be found under "Honors Program". Prior approval from the Honors Program and Department is necessary. Students who complete Departmental Honors are not required to take a POL Capstone Course. One semester of HON research counts for the Capstone Course and the other for an upper division POL course.

*Attributes:* Undergraduate

**POL 494 Honors Research in Pol Sci II (3 credits)**

Majors with a minimum GPA of 3.5 in Political Science courses may apply to the Honors Program to earn College Honors. Applications are due in Spring 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. Specific requirements for the College Honors thesis may be found under "Honors Program". Prior approval from the Honors Program and Department is necessary. Students who complete Departmental Honors are not required to take a POL Capstone Course. One semester of HON research counts for the Capstone Course and the other for an upper division POL course.

*Attributes:* Undergraduate

## Psychology (PSY)

**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.

*Restrictions:* Students cannot enroll who have a major in Psychology Five Year or Psychology.

*Attributes:* GEP Social Science, Undergraduate

**PSY 101 Intro Psychology Seminar (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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Psychology.

*Attributes:* GEP Social Science, Undergraduate

**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. Does not count toward Psychology major or minor. NOTE: This course does not count toward the Psychology major. This course is not open to students who have already completed PSY 231. This course is only open to students who are not and do not plan to be Psychology majors. Psychology majors should take PSY 231 instead.

*Restrictions:* Students cannot enroll who have a major in Psychology Five Year or Psychology.

*Attributes:* Undergraduate

**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. This course is not open to students who have taken PSY 231.

*Restrictions:* Students cannot enroll who have a major in Psychology.

*Attributes:* Undergraduate

**PSY 122 Abnormal Psychology/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 does not count towards the Psychology degree. This course is not open to students who have already completed PSY 232. This course is only open to students who are not and do not plan to be Psychology majors. Psychology majors should instead take PSY 232.

*Restrictions:* Students cannot enroll who have a major in Psychology Five Year or Psychology.

*Attributes:* Undergraduate

**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.

Note: This course does not count toward Psychology major.

*Attributes:* Gender Studies Course, Undergraduate

**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.

*Attributes:* Gender Studies Course, Undergraduate

**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. Note: May be used for Psychology minor. Does not count for Psychology major. For majors, counts as free elective only.

**PSY 126 Psychology of Culture (3 credits)**

How does culture affect human behavior? The aim of this course is to use psychological theory and research to examine culture's effects on people cross-culturally. This course will examine how people are influenced by their culture and how people consider culture in the way they think about and treat others. This course will also focus on facets of cultures, including gender, race, ethnicity, and poverty. In addition, the course will examine how interactions among these facets influence people across-cultures.

*Attributes:* Undergraduate

**PSY 127 Behavioral Economics (3 credits)**

This course will explore recent discoveries in human psychology that have transformed our understanding of economics and created the influential new field of behavioral economics. Classical economics assumed that people make rational decisions based on all available information to optimize their well-being. However, beginning in the 1970s, psychologists proved that people take mental shortcuts that lead to predictable errors, such as always expected a new war to be quickly won, or becoming swept up in speculative bubbles for houses or stocks. This class will provide examples of how social scientists are applying this new understanding of human decision making to improve outcomes in a broad array of fields, including personal finance, artificial intelligence, government regulation, emergency medicine, commercial aviation and even the selection of NFL and NBA draft picks. Note: This course does not count toward the Psychology major. It may be counted toward the Psychology minor.

**PSY 128 Psychology and Architecture (3 credits)**

This course explores the relationships between psychology, architecture, and urban planning. A primary focus will be how the intersection of these disciplines can influence the future of communities and the communities of the future. Students will gain an understanding of how psychological theory can inform the development of successful spaces, buildings, and cities, and thriving and sustainable communities. Current research topics and theories to be covered include environmental psychology, psychology of architecture, and urban anthropology. Note: This course does not count toward the Psychology major. It may be counted toward the Psychology minor.

**PSY 129 Industrial/Organizational Psyc (3 credits)**

Industrial/Organizational Psychology is the scientific study of human behavior in organizations and workplaces. The focus of I/O Psychology is both individual and group performance, satisfaction, safety, health and well-being through a variety of quantitative and qualitative methods. By studying worker attitudes and behaviors, I/O psychologists are able to recommend or create improved hiring practices, training programs, feedback systems and management techniques to boost company performance.

*Attributes:* Undergraduate

**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. Does not count toward Psychology major or minor.

*Attributes:* Diversity Course (New GEP), First-Year Seminar, Gender Studies Course, Undergraduate

**PSY 190 Intro Research Method Soc Sci (3 credits)**

This introductory course in research methods prepares students to understand and apply the techniques and methods of descriptive and inferential research as they are applied to the social sciences. Topics include the scientific method, ethical issues in research, survey design, research design, and basic analysis of data. This foundational course of study will take the student through the various steps of a traditional research design.

*Prerequisites:* PSY 100 or PSY 101

*Attributes:* Writing Intensive Course- GEP

**PSY 191 Applied Stats for Social Sci (3 credits)**

This course is an introduction to the basic principles of statistical analyses. Topics will include basic probability theory, types of data, and statistical reasoning. Students will learn common statistical analyses involving differences between means, correlation, and regression.

*Prerequisites:* PSY 100 or PSY 101

**PSY 196 Psychology AP Course Credit (3 credits)****PSY 200 Personality Psychology (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, 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

*Attributes:* Undergraduate

**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.

*Prerequisites:* PSY 100 or PSY 101 or PSY 196

*Attributes:* Undergraduate



**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.

*Prerequisites:* (PSY 201 or BIO 101) and (PSY 101 or PSY 100)

**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.

*Prerequisites:* PSY 205 or BIO 412

*Restrictions:* Enrollment is limited to students with a minor in Behavioral Neuroscience.

**PSY 206L Behavioral Neuroscience Lab (1 credit)**

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.

**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 205 or BIO 412

**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 209 Autism:Co-Occurring Conditions (3 credits)**

Autism Spectrum Disorder (ASD) is a developmental and psychiatric disorder characterized by significant difficulties with social interaction, communication, and repetitive behaviors, which is estimated to affect approximately 1 in 68 individuals. This course is designed to examine and review a range of medical, psychiatric, and other conditions which commonly co-occur with ASD. These include genetic disorders, seizure disorders, attention deficit hyperactivity disorder, anxiety disorders, depression, obsessive compulsive disorder, sleep disturbances, gastrointestinal problems, eating disorders, overweight and obesity, and lowered quality of life. We will review and discuss the nature, time-course, impact, assessment, and treatment for each co-occurring condition, as time permits. The ultimate goal of this course is to broaden understanding of the critical role that co-occurring conditions play in the lives of individuals with ASD and their families, as well as in helping us to better understand the causes and characteristics of ASD.

*Prerequisites:* 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.

*Prerequisites:* PSY 101 or PSY 100

*Attributes:* Undergraduate, Writing Intensive Course- GEP

**PSY 211 Stats 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

*Attributes:* Undergraduate

**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.

*Prerequisites:* PSY 100 or PSY 101

*Attributes:* Diversity Course (New GEP), Gender Studies Course, Undergraduate

**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.

*Prerequisites:* PSY 100 or PSY 101

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Psychology Five Year or Psychology.

*Attributes:* Undergraduate

**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.

*Prerequisites:* PSY 100 or PSY 101

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Animal Studies, Psychology Five Year or Psychology.

*Attributes:* Undergraduate

**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 or PSY 196

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Psychology Five Year or Psychology.

*Attributes:* Undergraduate

**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 or PSY 196

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Psychology Five Year or Psychology.

*Attributes:* Undergraduate

**PSY 224 Drugs, the Brain, & Behavior (3 credits)**

How do drugs affect consciousness and behavior? This course will examine the action of many different drugs, both medicinal and illicit, from biological, behavioral, and social perspectives. The relationship between alterations in behavior produced by drug administration and the changes that the drug produces in the functioning of the nervous system will be emphasized. Topics to be covered include routes of drug administration, drug absorption, transport and elimination, mechanisms of drug action, the histories of miscellaneous drugs, and the behavioral and biological activity of alcohol, nicotine, caffeine, the opiates, the hallucinogens, the antipsychotics, amphetamines, and cocaine.

*Prerequisites:* PSY 100 or PSY 101 or PSY 196

*Restrictions:* Enrollment is limited to students with a major in Psychology Five Year or Psychology.

*Attributes:* Undergraduate

**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 or PSY 196

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Psychology Five Year or Psychology.

*Attributes:* Undergraduate

**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 or PSY 196

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Psychology Five Year or Psychology.

*Attributes:* Undergraduate

**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

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Psychology Five Year or Psychology.

*Attributes:* Undergraduate

**PSY 229 Psycholinguistics (3 credits)**

This course is an introduction to the study of how language is represented in the human mind and what processes are involved in language use, including producing, comprehending, and storing both spoken and written language. Together, we will explore questions such as the following: How do humans store and recognize words? How do we analyze speech? What processes are involved when we speak and read? We will study spontaneously-occurring speech errors and misperceptions and carry out experimental investigations on language production and comprehension.

*Prerequisites:* PSY 100 or PSY 101

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Psychology Five Year or Psychology.

*Attributes:* Undergraduate

**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.

*Prerequisites:* PSY 100 or PSY 101 or PSY 196

*Restrictions:* Enrollment is limited to students with a major in Psychology Five Year or Psychology.

*Attributes:* Undergraduate

**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

*Restrictions:* Enrollment is limited to students with a major in Psychology Five Year or Psychology.

*Attributes:* Undergraduate

**PSY 232 Advanced Abnormal Psychology (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 restricted to Psychology majors. Others should instead take PSY 122, Abnormal Psychology. This course is not open to students who have already completed PSY 122. This course is a prerequisite for PSY 300 (Clinical Psychology) and PSY 301 (Psychological Assessment), both of which are required for the clinical concentration.

*Prerequisites:* PSY 100 or PSY 101

*Restrictions:* Enrollment is limited to students with a major in Psychology Five Year or Psychology.

*Attributes:* Undergraduate

**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 or PSY 196

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Psychology Five Year or Psychology.

*Attributes:* Undergraduate

**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 or PSY 196

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Psychology Five Year or Psychology.

*Attributes:* Undergraduate

**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 or PSY 196

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Psychology Five Year or Psychology.

*Attributes:* Undergraduate

**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.

*Prerequisites:* (PSY 100 or PSY 101 or PSY 196) and PHL 154

*Restrictions:* Enrollment is limited to students with a major in Psychology Five Year or Psychology.

*Attributes:* Ethics Intensive (New GEP), Undergraduate

**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 or PSY 196

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Psychology Five Year or Psychology.

*Attributes:* Undergraduate

**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

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Psychology Five Year or Psychology.

**PSY 239 Psychology of Media (3 credits)**

Every one of us is exposed to, and thus influenced by, some aspect of the media. This course will examine some of the major aspects of the media, including 1) media content, with emphasis upon depictions of gender, age, race, sexuality, violence, advertising, and news, 2) effects of exposure to that content, and 3) who owns and thus controls the content of what we see, hear, and play. As a laboratory course, students will also engage in the full research process, from reviewing the scholarly work of others, formulating an original research hypothesis, testing that hypothesis, and drawing logical conclusions from the data.

*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

*Restrictions:* Enrollment is limited to students with a major in Psychology Five Year or Psychology.

**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 232 and PSY 211

*Restrictions:* Enrollment is limited to students with a major in Psychology Five Year or Psychology.

**PSY 350 Experimental Psychology Lab (3 credits)**

This course will focus on the use of research design and statistical methodology as tools for answering research questions in the social and behavioral sciences. Students will learn to apply research design and statistical methodology in the development of research questions, the gathering of data, and the analysis and reporting of results. Students will gain a more applied and complete understanding of the research process, which will allow them to critically analyze published research and/or be able to conduct independent research. This course will also prepare students for more advanced Psychology coursework

*Prerequisites:* PSY 210 and PSY 211

**PSY 370 Advanced Topics: Nat Sci I (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.

*Prerequisites:* PSY 100 or PSY 101

*Restrictions:* Enrollment is limited to students with a major in Psychology Five Year or Psychology.

*Attributes:* Undergraduate

**PSY 371 Advanced Topics: Nat Sci 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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Psychology Five Year or Psychology.

*Attributes:* Undergraduate



**PSY 372 Advanced Topics: Soc Sci I (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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Psychology Five Year or Psychology.

*Attributes:* Undergraduate

**PSY 373 Advanced Topics: Soc Sci 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.

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Psychology Five Year or Psychology.

*Attributes:* Undergraduate

**PSY 374 Independent Study I (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. Restricted to junior and senior Psychology majors and minors. Permission of instructor required.

*Prerequisites:* PSY 210

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Psychology.

*Attributes:* Undergraduate

**PSY 375 Independent Study 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. Restricted to junior and senior Psychology majors and minors. Permission of instructor required.

*Prerequisites:* PSY 210

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Psychology.

*Attributes:* Undergraduate

**PSY 390 Internship I (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. Restricted to junior and senior Psychology majors and minors. Permission of instructor required.

*Prerequisites:* PSY 210

*Restrictions:* Enrollment limited to students with a class of Junior or Senior. Enrollment is limited to students with a major, minor, or concentration in Psychology Five Year or Psychology.

*Attributes:* Undergraduate

**PSY 391 Internship 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. Restricted to junior and senior Psychology majors and minors. Permission of instructor required.

*Prerequisites:* PSY 210

*Restrictions:* Enrollment limited to students with a class of Junior or Senior. Enrollment is limited to students with a major, minor, or concentration in Psychology Five Year or Psychology.

*Attributes:* Undergraduate

**PSY 392 Independent Research I (3 credits)**

Students are responsible for designing and conducting an original research project under the direction of a faculty mentor. Restricted to junior and senior Psychology majors and minors.. Permission of instructor required.

*Prerequisites:* PSY 210

*Attributes:* Undergraduate

**PSY 393 Independent Research II (3 credits)**

Students are responsible for designing and conducting an original research project under the direction of a faculty mentor. Restricted to junior and senior Psychology majors and minors. . Permission of instructor required.

*Prerequisites:* PSY 210

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Psychology.

*Attributes:* Undergraduate

**PSY 410 Neuroscience Practicum (3 credits)**

Students will use a range of techniques including pharmacology, immunohistochemistry, enzyme-linked immunoassay, and behavioral tests to do applied work in the areas of neuroendocrinology, neuropharmacology and social neuroscience. Students spend 10 hours per week in the laboratory and attend class. The academic component of the experience includes readings related to the substance of the practice, discussions with the faculty supervisor, a professional presentation, and a written report appropriate to the discipline. Course grades are based on laboratory performance and academic work. Note: This course is restricted to sophomores, juniors, and seniors.

*Prerequisites:* PSY 201 or BIO 101 or CHM 120

**PSY 491 Research Seminar: Nat Sci I (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.

*Prerequisites:* PSY 210 and (PSY 211 or PSY 350)

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Psychology Five Year or Psychology.

*Attributes:* Undergraduate

**PSY 492 Research Seminar: Nat Sci II (3 credits)****PSY 493 Research Seminar: Soc Sci I (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.

*Prerequisites:* PSY 210 and (PSY 211 or PSY 350)

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Psychology Five Year or Psychology.

*Attributes:* Undergraduate

**PSY 494 Research Seminar: Soc Sci 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.

*Prerequisites:* PSY 210 and (PSY 211 or PSY 350)

*Restrictions:* Enrollment is limited to students with a major, minor, or concentration in Psychology Five Year or Psychology.

*Attributes:* Undergraduate

**PSY 551 Adv Research Methods & Stats I (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 Adv Research Method & Stats II (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.

*Prerequisites:* PSY 551

**PSY 591 Directed Studies I (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 (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 610 Learning and Behavior (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 Adv Physiological Psychology (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 Adv Sensory Processes (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 (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 (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 (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 (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 Organiz & 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 622 Bio Basis of Behavioral Health (4 credits)**

Biological Basis of Behavioral Health explores the biological and behavioral underpinnings associated with the pathology of brain-based disorders. This course includes an overview of the structure and function of the nervous system, brain development, neural communication, neurotransmitters, subcortical degenerative diseases, anxiety, schizophrenia, eating disorders, Williams Syndrome, and depression. Additional clinical disorders will be explored.

**PSY 650 Gerontology (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 Adv Psychopathology (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 (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 (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 (4 credits)**

This course reviews major theoretical perspectives and contemporary research in the field of developmental psychology. 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) as well as the child's active construal of the world. Particular attention will be paid to development from birth through adolescence.

**PSY 656 Social Cognition (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 shortcuts 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 659 Adv 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 bio psychosocial 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 663 Psychology and Architecture (4 credits)**

This course explores the relationship between psychology and architecture, with a primary focus on how the intersection of the two disciplines can influence the future of communities and the communities of the future. The concept of timeless communities will be introduced and elements of timeless communities will be identified and investigated. The course will have a seminar format and will discuss theories and current research topics such as environmental psychology, psychology of architecture, and urban anthropology. Students will gather an understanding of how psychology can help the development of successful spaces and of thriving and sustainable communities.

**PSY 664 Psychology and the Law (4 credits)**

This course explores the relationship between psychology and the law. Psychology studies the brain and human behavior; the law regulates human behavior and evaluates the mind. In a seminar format, we will discuss theories and research regarding social, developmental, clinical, and forensic psychology as they relate to the law, the legal system and public policy. Topics may include criminal justice, death penalty jurisprudence, mass incarceration, juries, legal decision making, expert testimony, eyewitness testimony, mental capacity and competency, plea bargaining, and juveniles in the legal system.

**PSY 665 Autism Spectrum Disorder (4 credits)**

This course will present clinical diagnostic assessment, treatment, and support procedures for individuals with Autism Spectrum Disorder and their families, across the lifespan. Coverage will include diagnostic assessment of autism and associated co-occurring conditions, traditional applied behavior analytic intervention, cognitive-behavioral intervention, technology-based intervention, parent-mediated intervention, and social, societal, and environmental supports. The emphasis of the course will be, first, on establishing an understanding of the current state of clinical and educational diagnosis and support and, then, on discussing novel ideas for adding or changing diagnosis, intervention, and support procedures and approaches to pivotally improve the lives of those affected by Autism Spectrum Disorder.

**PSY 666 Human Factors Psychology (4 credits)**

This course focuses on human factors psychology and its applications. Human factors psychology involves applying principles of psychology to designing products and creating work environments that boost productivity while minimizing safety issues, as well as how designing with people in mind improves lives. This course covers theories and methods in the multifaceted areas of human factors, with a focus on specific domains including transportation, aviation, information technology, website design, and gaming.

**PSY 680 Special Topics (4 credits)****PSY 691 Master's Research I (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 Research II (4 credits)**

Research conducted under the direction of a member of the graduate psychology program faculty leading to the completion of a Master's thesis.

## Public Safety & Environ Prot (PSE)

**PSE 550 Fire Dept. Org.& Mgt. (3 credits)****PSE 551 Mgt.Prin./Practices (3 credits)****PSE 552 Sem: EPM (3 credits)****PSE 553 Sem:Disaster Plan (3 credits)****PSE 554 OSHA (3 credits)****PSE 555 Risk Analysis/Pub.Safe Sector (3 credits)****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.

*Restrictions:* Enrollment is limited to Graduate level students.

**PSE 557 Env. Law & Enf. (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**PSE 558 Pub Safety Budget & Finance (3 credits)****PSE 559 Principles of Emergency Mgmt (3 credits)****PSE 560 Sem:Target Hazard (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**PSE 561 Ethics & Leadership (3 credits)****PSE 601 Fire Prot.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.

*Restrictions:* Enrollment is limited to Graduate level students.



**PSE 602 Research&Eval (3 credits)****PSE 603 EMS Mgt. (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**PSE 604 CISM (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**PSE 605 EPA/OSHA Issues (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. Pre-requisite: FIN 550.

*Restrictions:* Enrollment is limited to Graduate level students.

**PSE 606 Behav.Aspects (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**PSE 607 Sem: Env. Crime (3 credits)****PSE 608 Strat.Planning (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**PSE 609 EPA/OSHA Auditing (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**PSE 610 Env. 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**PSE 611 Sem:Global Chm Reg & Comp Mgmt (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**PSE 770 Ind.Study (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**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.

*Restrictions:* Enrollment is limited to Graduate level students.

*Attributes:* Capstone Course

## Real Estate Finance (REF)

**REF 301 Commerc Real Estate Valuation (3 credits)**

This course is designed to allow students to apply their existing Finance skills to commercial real estate analysis and decision-making. Topics covered will include legal issues, appraisal techniques, and leasing. Students will develop and analyze the cash flows and economic returns of commercial real estate properties including office, industrial, retail, multifamily, hotel and land development. Students will also analyze forms of real estate finance ranging from fully amortized constant payment loans, to price-level adjusted mortgages, to bullet loans, to participating mortgages.

*Prerequisites:* FIN 200

*Attributes:* Undergraduate

**REF 303 Residential Loans& Investments (3 credits)**

This course will allow students to understand the legal, regulatory and economic principles behind residential real estate financing, including its history and importance to the U.S. economy. The course will examine the spectrum of loan products and pricing, and will review the roles of different retail and wholesale originators including banks, mortgage bankers, brokers, and servicers. Students will also learn the roles of all of the parties to a residential real estate transaction. The course will examine the secondary markets, including the structuring, securitization, valuation, distribution, and investors of mortgage backed securities (MBS).

*Prerequisites:* FIN 200

*Attributes:* Undergraduate

**REF 370 Spec Topics: Real Estate Fin (3 credits)**

These courses are designed to give in-depth coverage to real estate subjects that are not covered in great detail in other courses. The prerequisites and topics selected are at the discretion of the instructor.

*Attributes:* Undergraduate

**REF 400 Commercial Real Estate Dev (3 credits)**

This course introduces commercial real estate as an industry comprised of many sectors and property types. Developers are the unifying factor that bring these elements together to create facilities that contribute to their communities and local economies. The course presents the development process from concept, planning, financing, construction, completion, occupancy, management and exit strategy. Students will learn the analysis and critical thinking necessary for a developer to obtain financing, raise investment capital, secure government approvals to complete a successful project.

*Prerequisites:* REF 301

*Attributes:* Undergraduate

**REF 470 Adv Topics: Real Estate Fin (3 credits)**

These courses are upper division courses designed to give in-depth coverage to real estate subjects that are not covered in great detail in other courses. The prerequisites and topics selected are at the discretion of the instructor.

*Prerequisites:* REF 301

*Attributes:* Undergraduate

## Religious Studies (REL)

**REL 101 Comparative Religion (3 credits)**

Comparative Religion: 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.

*Attributes:* Religious Difference Course, Theology Level 2, Undergraduate

**REL 150 First Year Seminar (3 credits)**

First Year Seminar: Seminar subjects vary.

*Attributes:* First-Year Seminar, Undergraduate

**REL 211 Hebrew Bible (3 credits)**

Hebrew Bible: 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. Religious Difference.

*Attributes:* Ancient Studies Course, Religious Difference Course, Theology Level 2, Undergraduate

**REL 212 Israelite Religion (3 credits)**

Israelite Religion: Combining the evidence of biblical texts and ancient Near Eastern texts, this course analyzes the historical and social context of religion in ancient Israel. Special topics include the worship of different deities; the 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.

*Attributes:* Ancient Studies Course, Religious Difference Course, Theology Level 3, Undergraduate

**REL 221 Intro to the New Testament (3 credits)**

Introduction to the New Testament: 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.

*Attributes:* Ancient Studies Course, Theology Level 1, Undergraduate

**REL 231 Judaism (3 credits)**

Judaism: A comprehensive survey of the development of Judaism from its pre-exilic roots to the present, to include the evolution of its theology, ethics, and traditions. The impact of the modern world upon traditional Judaism; major movements within Judaism today and their beliefs about God, Torah, and Israel. Religious Difference.

*Attributes:* Religious Difference Course, Theology Level 2, Undergraduate

**REL 241 Islam (3 credits)**

Islam: An introduction to the historical development of Islam together with its basic beliefs and practices, from the time of Muhammad to the modern period. The prophet Muhammad, the Qur'an and Hadith, the Shari'ah, Kalam, Shiism, Sufism, and Islamic modernism will be examined. Non-Western Studies, Religious Difference.

*Attributes:* Asian Studies Course, Medieval, Ren & Reform Studies, Non-Western Studies (GEP), Religious Difference Course, Theology Level 2, Undergraduate

**REL 251 Religions of Ancient India (3 credits)****REL 261 Hinduism (3 credits)**

Hinduism: 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.

*Attributes:* Asian Studies Course, Non-Western Studies (GEP), Religious Difference Course, Theology Level 2, Undergraduate

**REL 270 Special Topics in Relig Stud (3 credits)**

Special Topics in Religious Studies: Concentrated focus on a selected theme in theology or religion at an advanced level. Topic and content varies from semester to semester. Course may be taken twice for credit as the topic changes. Certifications differ by section.

*Attributes:* Theology Level 2, Undergraduate

**REL 271 African & Caribbean Religions (3 credits)**

African & Caribbean Religions: An examination of selected indigenous African religious traditions in their native contexts and/or religious traditions of indigenous African origin that have developed in the Caribbean and related contexts outside of Africa. Topics may vary, but representative samples may include a focus on individual systems (such as Haitian Vodou) or phenomena found in a number of systems (such as rites of passage). Non-Western Studies, Religious Difference.

*Attributes:* Africana Studies Course, Non-Western Studies (GEP), Religious Difference Course, Theology Level 2, Undergraduate

**REL 272 Religion/Global/Rights-Bolivia (3 credits)**

Indigenous Religions, Economic Globalization and Human Rights in Bolivia: Emil Durkheim has described a religion as a unified system of beliefs and practices relative to the sacred that unite into a single moral community those who adhere to them. This course will apply the methods of the History of Religions to discover those religious beliefs and practices shared by indigenous populations of Bolivia that, in some senses, unite them into a "single moral community." The class will first examine central religious beliefs of indigenous Bolivian religions (e.g., cosmology, communal origin myths, spirits and divine figures, rituals and ritual spaces, and the relationship of natural and supernatural). Along the way, the class will wrestle with broader questions in the study of religion, such as interpreting the archeological record, inducing religious experience, and relationship between religious authority and social or political power. The class will then explore the moral implications of these beliefs. The course will pay particular attention to the economic sphere, using case studies to explore how indigenous beliefs and practices are shaping distinctive economic forms that contrast those typically promoted by global capitalism. Ethics Intensive, Non-Western Studies, Religious Difference.

*Attributes:* Ethics Intensive (New GEP), Faith Justice Course, Latin American Studies Course, Non-Western Studies (GEP), Religious Difference Course, Undergraduate

**REL 311 Comparative Religious Ethics (3 credits)**

Comparative Religious Ethics: 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.

*Prerequisites:* PHL 154

*Attributes:* Ethics Intensive (New GEP), Religious Difference Course, Theology Level 3, Undergraduate

**REL 312 Spirit Disc in Compar Perspect (3 credits)**

Spiritual Practices in Comparative Perspective: 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.

*Attributes:* Religious Difference Course, Theology Level 3, Undergraduate

**REL 321 Religion&Law in the Anc World (3 credits)**

Religion and Law in the Ancient World: 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.

*Attributes:* Ancient Studies Course, Religious Difference Course, Theology Level 3, Undergraduate

**REL 322 Myth and History in the Bible (3 credits)**

Myth and History in the Bible: This course examines a range of narratives from the Bible and considers how they functioned in the ancient communities from which they come. It looks at the role of myth and the nature of history writing in the ancient world and explores ways to identify both genres in biblical texts. It also examines current debates over what should count as history in the Bible and the impact of archaeological and extra-biblical literary evidence on these debates. The course will focus primarily on narratives from the Hebrew Bible (e.g., creation myths, ancestral and royal legends, political-historical narratives), though some stories from the New Testament may be considered as well. Religious Difference. Faith and Reason. Please note: This course can be used to satisfy the GEP Religious Difference requirement or the GEP Faith and Reason requirement, but not both.

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Ancient Studies Course, Faith-Reason Course (New GEP), Religious Difference Course, Theology Level 3, Undergraduate

**REL 323 Psalms (3 credits)**

The Psalms: The most influential of all Old Testament books for 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.

*Attributes:* Ancient Studies Course, Undergraduate

**REL 325 Synoptic Gospels (3 credits)**

Synoptic Gospels: 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.

*Attributes:* Ancient Studies Course, Theology Level 3, Undergraduate

**REL 326 Letters of Paul (3 credits)**

Letters of Paul: The aim of this course is to examine the main characteristics of Paul's faith as found in his epistles. The course will establish the broad argument of each of the letters, their historical setting, and their literary and rhetorical character, and demonstrate how these elements work together to express Paul's gospel. Faith and Reason.

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Ancient Studies Course, Faith-Reason Course (New GEP)

**REL 327 Religion & Race in Phila (3 credits)**

Religion & Race in Philadelphia: 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 (when offered in that format).

*Prerequisites:* ENG 101

*Attributes:* Africana Studies Course, American Studies Course, Diversity Course (New GEP)

**REL 328 Global Christianities (3 credits)**

Global Christianities: 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. Diversity.

*Attributes:* Diversity Course (New GEP)

**REL 331 Topics in Ancient Judaism (3 credits)**

Topics in Ancient Judaism: 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. Religious Difference.

*Attributes:* Ancient Studies Course, Religious Difference Course, Theology Level 3, Undergraduate

**REL 332 Past/Present in ISR and PLS (3 credits)**

Past and Present in Israel/Palestine: Digging at Tel Dor: 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.

*Attributes:* Ancient Studies Course, Religious Difference Course, Theology Level 3, Undergraduate

**REL 333 Jerusalem: History & Holiness (3 credits)**

Jerusalem: History & Holiness: 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.

*Attributes:* Religious Difference Course, Undergraduate

**REL 334 Rise of Rab Judaism & Xianity (3 credits)**

The Rise of Rabbinic Judaism & Christianity: In the aftermath of the Nazi genocide of Jews in the 20th century, and with new discoveries such as the Dead Sea Scrolls, scholars from many disciplines have sought to better understand the origins of Rabbinic Judaism and Christianity. A growing consensus sees their emergence in the Roman period as the result of a complex series of responses to historical events, particularly the destruction of the Second Temple in Jerusalem in the year 70 C.E. Not only were defining features of each tradition established, but the basic dynamic of their interrelationship was set and would prevail for nearly two millenia. This course provides an in-depth study of religious differentiation by surveying the history, beliefs, and practices of biblical Israel, late Second Temple Judaism, the church as a Jewish eschatological movement, and ultimately Rabbinic Judaism and patristic Christianity in the post-Temple Roman world. Special attention is devoted to the construction of their distinctive and sometimes opposed religious identities. Religious Difference.

*Attributes:* Religious Difference Course, Undergraduate



**REL 335 Christian Origins (3 credits)**

Christian Origins: A study of the cultural and historical matrices of the early Jesus movement, its rise and early developments, and the emergence of institutionalized practices and belief systems that coalesced in the formation of Christianity. The course is organized chronologically and employs the standard tools and theoretical approaches of modern historical-critical methodology, such as those derived from anthropology, sociology, literary criticism, and classical archaeology.

*Attributes:* Ancient Studies Course, European Studies Course, Medieval, Ren & Reform Studies, Theology Level 3, Undergraduate

**REL 336 Jewish Thought (3 credits)**

Jewish Thought: This course will introduce students to Jewish theology from biblical to modern times. It will focus on selected topics such as God, revelation, ethics and human nature, chosenness, Jewish views of other religions, messianism, the afterlife, and suffering and evil (with special reference to the Holocaust). Religious Difference.

*Attributes:* Religious Difference Course, Undergraduate

**REL 337 Sabbath in Judaism&Christianity (3 credits)**

The Sabbath in Judaism and Christianity: In our modern lives, it is hard to imagine 'shutting off'. However, the observance of a Sabbath is valued in Judaism and Christianity. This course considers the Sabbath as not just abstention from work but entry into sacred time. It covers the biblical period through the present, and includes diverse forms of observance and claims for its significance. We will study the Sabbath primarily in the Jewish tradition, and explore the tensions between adherence to biblical models and adaptation to new circumstances. We will focus on biblical interpretation as context within which the Sabbath evolved and was (re)defined, and consider the Sabbath as mythological time, as a marker of social identity, and as a practice governed by religious law. We will also consider the Sabbath in the Christian tradition, especially where Christian observance diverges from Jewish observance, such as the shift from Saturday to Sunday. Religious Difference.

*Attributes:* Religious Difference Course, Undergraduate

**REL 338 Jew&Chr Responses to Holocaust (3 credits)**

Jewish and Christian Responses to Holocaust: The Jewish Holocaust represents the classic negative event of our age, a manifestation of evil transcending the human imagination. This course will examine how Jews and Christians have responded to this event and why it caused changes in both Jewish and Christian self-understandings. The course will introduce students to the personages, issues and events of the Holocaust, before turning to religious and moral issues such as suffering and guilt. Religious Difference.

*Attributes:* European Studies Course, Faith Justice Course, Religious Difference Course, Theology Level 3, Undergraduate

**REL 341 The Quran and Its Interpreters (3 credits)**

The Quran and Its Interpreters: 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.

*Attributes:* Africana Studies Course, Asian Studies Course, Non-Western Studies (GEP), Religious Difference Course, Theology Level 3, Undergraduate

**REL 342 Women in Muslim Tradition (3 credits)**

Women in Muslim Tradition: This course will seek to comprehend and explain some of the major aspects of the life and culture of Muslim women. Women are and have always been an integral part of the Muslim society, contrary to what might be generally portrayed and perceived. Far from being a monolithic culture or society, the Muslim world comprises many diverse cultural tendencies, which makes it difficult to generalize. Thus in order to study Muslim women and their status, role and situation, we will touch upon the difference historical, political, and economic forces that have shaped the culture of the Muslim world as a whole. We will be exploring the religious and social issues that have been central during the modern transformation of Muslims societies and will touch upon how Muslim women are portrayed in the media and the ramification of such portrayal. Religious Difference, Non-Western Studies.

*Attributes:* Africana Studies Course, Asian Studies Course, Gender Studies Course, Non-Western Studies (GEP), Theology Level 3, Undergraduate

**REL 343 Reason Science&Faith in Islam (3 credits)**

Reason, Science, and Faith in Islam: 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. Please note: This course can be used to satisfy the GEP Religious Difference requirement or the GEP Faith and Reason requirement, but not both.

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Faith-Reason Course (New GEP), Medieval, Ren & Reform Studies, Religious Difference Course

**REL 351 Indian Buddhism (3 credits)**

Indian Buddhism: The development of the Buddhist religion from the time of its founder, Siddhartha Gautama, until its decline in India in the 12th century. The basic teachings of the Buddha, the early Buddhist community or Sangha, the elaboration of the Abhidharma, the rise of Mahayana Buddhism and the development of Tantra will be covered. Religious Difference.

*Attributes:* Asian Studies Course, Religious Difference Course, Theology Level 2, Undergraduate

**REL 352 East Asian Buddhism (3 credits)**

East Asian Buddhism: The focus of this course will be on the form of Buddhism that has been dominant in East Asia, a form known as "Great Vehicle" or Mahayana Buddhism. After quickly examining the origin and development of Buddhism in India this course will examine its development in China in some depth, as well as its spread to Korea and Japan. Religious Difference, Non-Western Studies.

*Attributes:* Asian Studies Course, Non-Western Studies (GEP), Religious Difference Course, Theology Level 2, Undergraduate

**REL 353 Buddhist Ethics (3 credits)****REL 354 China & Creation E Asian Buddh (3 credits)****REL 355 Superhumans in Chinese Relig (3 credits)**

Immortals, Ancestors, Ghosts and Gods: Superhumans in Chinese Religions: 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 Ming 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 445 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 & Afterlife Chinese Rel (3 credits)**

Death and the Afterlife in Chinese Religion: Across regions and millennia, human beings have pondered the perennial question of what happens when we die. This class takes a close look at the fascinating ways this question has been answered in the part of the world now called China. From the very outset, we enter into a world of tombs and transcendence, exploring some of China’s earliest burial sites. As the course progresses, we turn to the Daoist quest for immortality, the Buddhist conception of reincarnation, and the Confucian practice of ancestor worship. The class considers points where these worldviews diverge, but takes a more interested look at the places where they have harmonized throughout China’s long history. Upon completion of the course, students will have a map of China’s afterlife, and an introduction to the beings who preside there, from the Supreme Gods of its Heavens, to the Ten Kings of its Hells. Religious Difference, Non-Western Studies.

*Attributes:* Asian Studies Course, Non-Western Studies (GEP), Religious Difference Course

**REL 357 Food Practices & Chinese Relig (3 credits)**

Food Practices and Chinese Religion: This course examines the practices and beliefs surrounding food associated with Chinese religious traditions such as 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.

*Attributes:* Asian Studies Course, Non-Western Studies (GEP), Religious Difference Course

**REL 358 Yoga: Ancient & Modern Paths to Freedom (3 credits)**

Yoga: Ancient and Modern Paths to Freedom: 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 millennia 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 asana, 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.

*Attributes:* Asian Studies Course, Non-Western Studies (GEP), Religious Difference Course, Undergraduate

**REL 359 Meditation, Yoga, and the Dao (3 credits)**

Meditation, Yoga, and the Dao: Asian Spiritual Practices and their Modern Concepts: What is the purpose of life, and how is this purpose to be realized? This course will examine four influential Asian spiritual traditions that offer a variety of answers to these questions, two of which originated in ancient India (Buddhism and that component of the Hindu religious traditions known as yoga) and two in China (Confucian and Daoist traditions of self-cultivation). Each of these traditions in its own way argues that the true potential of a human being is realized only through a process of transformation, which leads from a condition of deficiency (characterized variously as suffering, ignorance, lack of vitality, imbalance, and ultimately mortality) to a condition of true freedom and happiness. The course will examine these traditions both in their original Asian contexts and in the adaptations in Western culture, paying particular attention to research that provides scientific models for thinking about the value of such transformative practices. Religious Difference.

*Attributes:* Religious Difference Course, Undergraduate

**REL 360 Religion & Art in East Asia (3 credits)**

Religion and Art in East Asia: Vision and Visualization. This class is about ways of seeing in East Asian religions, with an emphasis on the Buddhist and Daoist traditions. It investigates the visual arts of these religious traditions with special attention to how these materials function in the context of ritual practice. Specific topics include the production of mandalas (or sacred circles) and their uses in the visualization practices of China, Tibet, and Japan; the uses of maps, charts, diagrams, and talismans in the Daoist ritual traditions of China and Taiwan; the relationship between sacred texts and ritual visualizations in late imperial Daoism; the religious and ritual dimensions of Chinese landscape painting; and the practices surrounding sacred icons in the Buddhist and Shinto traditions of Japan. In addition to providing a comprehensive introduction to the visual culture of several East Asian religions, this class also asks students to consider the implications these diverse practices have for how we ourselves perceive, understand, and engage with the visual world around us.

*Attributes:* Asian Studies Course, Non-Western Studies (GEP), Religious Difference Course, Undergraduate

**REL 363 Ethical Tradns of East Asia (3 credits)****REL 370 Spec Topics in Relig Studies (3 credits)**

Special Topics in Religious Studies: Concentrated focus on a selected theme in theology or religion at an advanced level. Topic and content varies from semester to semester. Course may be taken twice for credit as the topic changes. Certifications vary by section.

*Attributes:* Theology Level 3, Undergraduate

**REL 382 Women & Religion in Anc Wrld (3 credits)**

Women and Religion in the Ancient World: 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 place 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, Diversity.

*Attributes:* Ancient Studies Course, Diversity Course (New GEP), Gender Studies Course, Religious Difference Course, Theology Level 3, Undergraduate

**REL 383 Ancient Greek Religions (3 credits)**

Ancient Greek Religions: 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.

*Attributes:* Ancient Studies Course, Religious Difference Course, Theology Level 3, Undergraduate

**REL 392 Directed Readings in Religion (3 credits)**

Directed Readings in Religion: 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 Study of Religion (3 credits)**

Approaches to the Study of Religion: 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. Faith and Reason, Writing Intensive (when offered in that format).

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Faith-Reason Course (New GEP)

**REL 470 Spec Topics in Religs Studies (3 credits)****REL 491 Intern in Religious Studies I (3 credits)**

This course is an experiential learning experience in which students work 10 hours per week (total 130 hours) in an organization related to the Religious Studies. The internship is a way to see how different areas of religious studies are used “on the ground” in public, private, non-profit, community, and church-related organizations. In addition to their hours, students must keep a journal, meet regularly with their faculty adviser, and complete a final essay that connects their learning experience in the internship to their other coursework and the goals of the major. This course is restricted to junior and senior majors in Theology. For other restrictions, and for the required application, please see the department chair.

**REL 492 Intern in Religious Studies II (3 credits)**

This course is an experiential learning experience in which students work 10 hours per week (total 130 hours) in an organization related to the Religious Studies. The internship is a way to see how different areas of religious studies are used “on the ground” in public, private, non-profit, community, and church-related organizations. In addition to their hours, students must keep a journal, meet regularly with their faculty adviser, and complete a final essay that connects their learning experience in the internship to their other coursework and the goals of the major. This course is restricted to junior and senior majors in Theology. For other restrictions, and for the required application, please see the department chair.

**REL 493 Ind Research in Religion (3 credits)**

Independent Research in Religion: 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.

*Attributes:* Theology Level 3, Undergraduate

**REL 494 Ind Research in Religion (3 credits)**

Independent Research in Religion: 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.

*Attributes:* Undergraduate

**REL 495 Theory & Method Study Religion (3 credits)**

Theories and Methods in the Study of Religion: 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. Faith and Reason, Writing Intensive (when offered in that format). *Prerequisites:* PHL 154 and (THE 154 or THE 221)

## Risk Management & Insurance (RMI)

**RMI 150 Nat Disast & Com Recov (3 credits)**

The goal of this course is to empower students to use primary and secondary sources to investigate community recovery from natural disasters. The research will highlight the economics and social impact of insurance. Specifically, students will compare and contrast community recovery from different types of natural disasters while evaluating the successes and/or struggle of insurance products in aiding community recovery from natural disasters. \*May only fulfill the GEP First-Year Seminar requirement. Does not satisfy any major or minor Risk Management & Insurance requirement. Does not satisfy any free elective credit.

*Attributes:* First-Year Seminar, Undergraduate

**RMI 200 Introduction to Insurance (3 credits)**

This course is the introductory course of the risk management and insurance program. It also covers the insurance component of the financial planning track. The focus of the course is to introduce the students to the terminology of insurance. To understand insurance, students need to review contract law and agency relationships. Also provided is an overview of the financial services industry. Once these areas have been covered, the course will examine personal property and liability insurance, commercial property and general liability insurance. In addition, there will be a discussion of employee benefits, medical plans, and social insurance programs. This course is also approved under The Institutes Collegiate Studies for CPCU program for CPCU 500.

*Attributes:* Undergraduate

**RMI 300 Property and Casualty (3 credits)**

This course addresses the property and casualty insurance business, markets, and types of companies. The course provides a review of the commercial property and casualty insurance products with a particular focus on the underlying exposure to loss, insurance policy coverage, and exclusions. In addition this course analyzes the Property/Casualty market and explores current issues in the Property/Casualty insurance industry. This course is closely aligned with the industry designation exam, CPCU 557. This course is also approved under The Institutes Collegiate Studies for CPCU program.

*Prerequisites:* (RMI 200)

*Attributes:* Ethics Intensive (New GEP), Undergraduate

**RMI 301 Corporate Risk Management (3 credits)**

This course provides a survey of risk management theory and practice as it relates to corporate risk management. The course then takes a detailed examination of the value proposition for corporate risk management (for individuals as well as corporations). The course then has students apply the risk management process to a publicly-traded corporation. The course guides students through a risk financing simulation exercise, optimizing hedges given practical constraints for individual risks as well as for collections of risks. The course explores disaster recovery strategies by working through real-world examples. The course concludes with motivating the principles of enterprise risk management by examining both the advantages and potential pitfalls associated with developing portfolio models of the firm's risks. This course is aligned with the industry designation exam, ARM 54.

*Prerequisites:* FIN 200 and (DSS 210 or MAT 118 or MAT 128 or MAT 321 or MAT 322)

*Attributes:* Undergraduate

**RMI 306 Intro to Probability in Insura (3 credits)**

This course and RMI 307, Applied Probability and Statistics in Insurance, provide a two semester study of probability and statistics used in insurance and risk management. RMI 306 covers basic probability theory, Bayes Theorem and discrete random variables. Applications of Binomial, Hypergeometric, Poisson, Geometric, Negative Binomial, and Uniform distributions will be used to solve problems in insurance and risk management.

*Prerequisites:* MAT 161 and MAT 162 and DSS 210

*Attributes:* Undergraduate

**RMI 307 Applied Prob & Stats in Insura (3 credits)**

This is the second course covering probability and statistics used in insurance and risk management. RMI 307 covers continuous random variables, multivariate distributions and density functions representing an insurance loss. Students will be able to apply continuous distributions such as uniform, exponential, Gamma, Normal, and lognormal to generate expected frequency of loss and predict claim probability. Moment generating functions with continuous random variables, simulation of continuous distributions and mixed distributions will be used to solve problems in risk management and insurance.

*Prerequisites:* RMI 306

*Attributes:* Undergraduate

**RMI 310 Insurance Company Operations (3 credits)**

The course covers how property-casualty insurance functions work together to create and deliver products. The various functions covered include: Underwriting; Marketing and Distribution; Risk Control and Premium Auditing; Claims; Actuarial Operations; Information Technology; Reinsurance; and Regulation. This course is closely aligned with the industry designation exam, CPCU 520. This course is also approved under The Institutes Collegiate Studies for CPCU program.

*Prerequisites:* RMI 200

*Attributes:* Undergraduate

**RMI 370 Topics in Risk Mgt & 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.

*Prerequisites:* RMI 200 or (FIN 200 and DSS 210)

*Attributes:* Undergraduate



**RMI 371 Topics in Risk Mgt & 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.

*Prerequisites:* RMI 200 or (FIN 200 and DSS 210)

*Attributes:* Undergraduate

**RMI 400 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 may be taken concurrently.

*Prerequisites:* RMI 300 (may be taken concurrently)

*Attributes:* Undergraduate

**RMI 401 Life and Health RM (3 credits)****RMI 410 Enterprise Risk Management (3 credits)**

This course will cover the latest methodologies in enterprise risk management (ERM) and how they are implemented in practice. Enterprise risk management (ERM) is a significant advancement in the field of risk management, addressing limitations with the traditional, "siloed" approach to risk management. ERM provides a better framework for fundamental risk-return decision-making at the highest levels of the organization. This course will address extracting information from risk experts; converting information from risk experts into quantitative ERM information; and quantifying risks using a value-based ERM model.

*Prerequisites:* RMI 301

*Attributes:* Undergraduate

**RMI 420 Alternative Risk Financing (3 credits)**

The course focuses on evaluating the value impact of risk financing options. The course covers developing risk financing strategies, evaluating risk financing options (after-tax, NPV), offshore financing, role of reinsurance, history of alternative risk financing, forecasting risk loss, capital market functions, forming captive insurance companies. The course's projects rely heavily on Excel as a tool to evaluate and model risk financing options – using both simulated and real-world data. This course is closely aligned with the risk management industry designation exam, ARM 56. This course is also approved under The Institutes Collegiate Studies for CPCU program.

*Prerequisites:* RMI 301

*Attributes:* Undergraduate

**RMI 470 Adv Topics: Risk Mgmt & Insura (3 credits)**

These courses are upper division courses 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 and FIN 200 and (DSS 210 or MAT 118 or MAT 128 or MAT 322)

*Attributes:* Undergraduate

**RMI 493 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 and FIN 200 and DSS 210

*Restrictions:* Enrollment limited to students with a class of Junior or Senior.

*Attributes:* Undergraduate

## Russian (RUS)

**RUS 101 Beginning Russian I (4 credits)**

Proficiency based instruction will encourage the development of speaking and listening comprehension as well as reading and writing. Instruction of basic grammar and pronunciation will accompany active student participation in task-oriented group work in the classroom. This course is aimed at developing the novice low/middle level according to ACTFL – American Council on Teaching Foreign Languages. This course is reserved for students with no experience in the Russian language. Fulfills the GEP non-native language requirement.

*Prerequisites:* Language Placement with a score of RU101

*Restrictions:* Enrollment is limited to Undergraduate Day Division level students.

*Attributes:* Undergraduate

**RUS 102 Beginning Russian II (4 credits)**

Proficiency based instruction will encourage the development of speaking and listening comprehension as well as reading and writing. Instruction of basic grammar and pronunciation will accompany active student participation in task-oriented group work in the classroom. This course is aimed at developing the novice mid level according to ACTFL – American Council on Teaching Foreign Languages. Fulfills the GEP non-native language requirement.

*Prerequisites:* RUS 101 or Russian 102 Placement with a score of 1 or Language Placement with a score of RU102

*Restrictions:* Enrollment is limited to Undergraduate Day Division level students.

*Attributes:* Undergraduate

**RUS 201 Intermediate Russian I (3 credits)**

Proficiency based instruction will encourage the development of speaking and listening comprehension as well as reading and writing. Instruction of basic grammar and pronunciation will accompany active student participation in task-oriented group work in the classroom. This course is aimed at developing the novice high level according to ACTFL – American Council on Teaching Foreign Languages. Fulfills the GEP non-native language requirement.

*Prerequisites:* RUS 102 or Language Placement with a score of RU201

*Attributes:* Undergraduate

**RUS 202 Intermediate Russian II (3 credits)**

Proficiency based instruction will encourage the development of speaking and listening comprehension as well as reading and writing. Instruction of basic grammar and pronunciation will accompany active student participation in task-oriented group work in the classroom. This course is aimed at developing the novice intermediate low/mid-level according to ACTFL – American Council on Teaching Foreign Languages. Fulfills the GEP non-native language requirement.

*Prerequisites:* RUS 201 or Russian 202 Placement with a score of 1 or Language Placement with a score of RU202

*Attributes:* Undergraduate

**RUS 301 Russian Conv & Comp I (3 credits)**

This course is designed to give the student the necessary practice in spoken and written Russian with special emphasis on the more difficult modern Russian grammatical constructions and idioms. Fulfills the GEP non-native language requirement.

*Prerequisites:* RUS 202 or Language Placement with a score of RU301

*Attributes:* Undergraduate

**RUS 302 Russian Conv & Comp II (3 credits)**

This course is designed as a follow-up to RUS 301, to give the student additional practice in spoken and written Russian with increased emphasis on difficult modern Russian grammatical constructions and idioms. Pre-requisite: RUS 202 or equivalent.

*Prerequisites:* RUS 301

*Attributes:* Undergraduate

**RUS 310 Selections in Russian Lit I (3 credits)**

Introduction to Russian literature and its history. Selected readings of plays, essays, novels, short stories and poetry.

*Prerequisites:* RUS 302 or Language Placement with a score of RU310

*Attributes:* GEP Art/Literature, Undergraduate

**RUS 311 Selections in Russian Lit II (3 credits)**

A continuation of RUS 310.

*Prerequisites:* RUS 310

*Attributes:* GEP Art/Literature, Undergraduate

**RUS 370 Topics in Russian (3 credits)**

## Sociology (SOC)

**SOC 10SA SA Topic:Study Abroad (3-4 credits)****SOC 20SA SA Topic:Study Abroad (3-4 credits)****SOC 101 Intro to 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.

*Attributes:* Diversity Course (New GEP), GEP Social Science, Undergraduate

**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.

*Attributes:* American Studies Course, Diversity Course (New GEP), Gender Studies Course, GEP Social Science, Undergraduate

**SOC 140 Wage Gap Seminar-Gender Series (3 credits)**

This course focuses on evaluating and discussing quantitative and qualitative literature to understand issues surrounding gender based wage disparities and its impact upon women in the labor market. Students will not only focus on examining long-term trends in the gender pay gap but also focus on the impact of the education, employment policies, state and federal laws/regulations in ensuring economic wellbeing. This seminar is ideal opportunity for anyone interested in researching and reporting on gender based equality issues.

*Restrictions:* Enrollment is limited to PLS/HDC level students.

*Attributes:* Adult Learning Seminar, Undergraduate

**SOC 150 First Year Seminar (3 credits)**

This 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.

*Attributes:* First-Year Seminar, Undergraduate

**SOC 170 Special Topics in Sociology (3 credits)****SOC 190 Rsch Mthds in Social Sciences (3 credits)**

This introductory course in research methods prepares students to understand and apply the techniques and methods of descriptive and inferential research as they are applied to the social sciences. Topics include the scientific method, ethical issues in research, survey design, research design, and basic analysis of data. This foundational course of study will take the student through the various steps of a traditional research design.

*Prerequisites:* SOC 101 or SOC 102 or SOC 150 or SOC 202

*Attributes:* Undergraduate

**SOC 201 Schools in Society (3 credits)****SOC 202 Adv Stud of Soc Prob FS & SL (3 credits)****SOC 204 Cultural Anthropology (3 credits)****SOC 205 Ethnic & 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.

*Attributes:* Africana Studies Course, Diversity Course (New GEP), GEP Social Science, Undergraduate

**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.

*Prerequisites:* SOC 101 or SOC 102 or SOC 150

*Attributes:* Criminal Justice Course, Undergraduate

**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

*Prerequisites:* SOC 101 or SOC 102 or SOC 202 or SOC 150

*Attributes:* Criminal Justice Course, Undergraduate

**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. Satisfies Diversity GEP. Satisfies Gender Studies Minor requirements. Pre-requisite SOC 101 or SOC 102

*Attributes:* American Studies Course, Diversity Course (New GEP), GEP Social Science, Undergraduate

**SOC 209 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. Satisfies Gender Studies minor, GEP Social Science, Sociology (not CJ) elective.

*Attributes:* GEP Social Science, Undergraduate

**SOC 210 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. Satisfies Africana Studies requirement, GEP SS.

*Attributes:* American Studies Course, Diversity Course (New GEP), GEP Social Science

**SOC 211 Classical Sociological Theory (3 credits)****SOC 214 Sociology of Youth (3 credits)****SOC 216 Alcohol, Drugs & 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.

*Attributes:* Criminal Justice Course, GEP Social Science, Undergraduate

**SOC 217 Mental Health & 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.

*Attributes:* American Studies Course, Criminal Justice Course, GEP Social Science, Undergraduate

**SOC 218 Social Gerontology (3 credits)****SOC 219 Social Deviance (3 credits)**

This course examines examples of deviance, e.g., the Holocaust, state terror and torture, and mental illness. It explores how laypersons and experts conceptualize deviance, how definitions of deviance change, who labels behavior deviant, and the consequences for those labeled deviant.

Pre-requisite SOC 101 or 102.

*Prerequisites:* SOC 101 or SOC 102 or SOC 202 or SOC 150

*Attributes:* Criminal Justice Course, Undergraduate

**SOC 225 Intro to American CJ (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.

*Attributes:* American Studies Course, Criminal Justice Course, GEP Social Science, Undergraduate

**SOC 231 Probation and Parole (3 credits)****SOC 232 Sociology of Human Sexuality (3 credits)**

This course examines anthropological and sociological perspectives on human sexuality. Among the topics to be covered: reproductive ritual; deviant patterns of sexual behavior; ideologies of sexuality; legal shaping of sexual behavior; and the methods by which we obtain good information on sexual behavior. Satisfies Gender Studies minor, Diversity GEP, Social Science, Sociology (not CJ) elective.

*Attributes:* Gender Studies Course, Undergraduate

**SOC 234 Federal Crim Law & Prosecution (3 credits)****SOC 235 Federal Search & Seizure (3 credits)****SOC 237 Human Origins & Prehist of Cult (3 credits)****SOC 238 Violence & Society (3 credits)****SOC 241 American Labor Movement (3 credits)****SOC 243 Sexuality & Relationships (3 credits)****SOC 245 Law and Social Policy (3 credits)****SOC 246 CJ Ethics & Legal Responsibility (3 credits)****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.

*Attributes:* Criminal Justice Course, GEP Social Science, Undergraduate

**SOC 249 Federal CJ (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

*Prerequisites:* SOC 225

*Attributes:* Criminal Justice Course, Undergraduate

**SOC 250 Found of Adds for CJ Professnl (3 credits)****SOC 251 Gender and the Law (3 credits)****SOC 252 Media & Popular Culture (3 credits)**

This course will examine the organization of contemporary media and popular culture from a variety of sociological perspectives. Particular attention will be paid to the production and consumption of popular music, talk shows, and sporting events. There will be discussion on how fads spread through society, how our identities are shaped by and mediated through popular culture, and why the media focuses so much attention on seemingly mundane events. This class will examine how recent technological changes influence how we consume popular culture. We will utilize discussions of Nike, Netflix, Starbucks, videogames, nightlife in Philadelphia, Shakespeare, and digital gambling to understand how popular culture is organized.

*Attributes:* GEP Social Science, Undergraduate

**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

*Attributes:* Africana Studies Course, Criminal Justice Course, Diversity Course (New GEP), GEP Social Science, Undergraduate

**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. Satisfies Gender Studies minor requirement.

*Attributes:* Criminal Justice Course, GEP Social Science, Undergraduate

**SOC 259 Youth, Culture & 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.

*Attributes:* Criminal Justice Course, GEP Social Science, Undergraduate

**SOC 260 Language and the Law (3 credits)**

(See LIN 260. Satisfies GEP Ethics-Intensive overlay).

*Prerequisites:* PHL 154

*Attributes:* Ethics Intensive (New GEP), Undergraduate

**SOC 261 Intro to Crim 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.

*Prerequisites:* SOC 101 or SOC 102 or SOC 202 or SOC 150

*Attributes:* Criminal Justice Course, Undergraduate

**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.

*Prerequisites:* SOC 101 or SOC 102 or SOC 202 or SOC 150

*Attributes:* Criminal Justice Course, Undergraduate

**SOC 263 Criminology (3 credits)****SOC 264 Crim Courts & Crim Procedures (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.

*Attributes:* Criminal Justice Course, GEP Social Science, Undergraduate

**SOC 267 Introduction to Corrections (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.

*Attributes:* Criminal Justice Course, GEP Social Science, Undergraduate

**SOC 269 Introd 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.

*Attributes:* Criminal Justice Course, GEP Social Science, Undergraduate



**SOC 270 Special Topics (3 credits)**

Course content determined by instructor. This course number/title will be given to new courses being offered within the academic year that are not listed in the catalog. The course will explore some topic related to sociology or criminal justice, focusing on the role of institutions in explaining human behavior.

*Attributes:* American Studies Course

**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. Latin American Studies.

*Attributes:* GEP Social Science, Globalization Course (New GEP), Latin American Studies Course, Undergraduate

**SOC 273 Collective Bargaining (3 credits)****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.

*Attributes:* GEP Social Science, Undergraduate

**SOC 275 Law of Industrial Relations (3 credits)****SOC 276 Terrorism, Intelligence & Enforce (3 credits)**

The focus of this course is directed toward law enforcement and intelligence issues that are employed to defeat, deny, disrupt terrorism, diminish the threat of, and defend against terrorism. This course introduces the student to various contemporary terrorist groups, current events, investigative and operational methodologies employed by the law enforcement and intelligence communities, and to weapons of mass destruction. This course is interactive through the use of exercises that allow students to experience how law enforcement and intelligence responds to the threat of terrorism.

*Attributes:* Criminal Justice Course, GEP Social Science

**SOC 277 Intel: Law Enforcement Function (3 credits)**

This course introduces students to the law enforcement intelligence community. Tangential to the national intelligence community, law enforcement intelligence is discussed in the context of federal, state, county, municipal, and local jurisdictions. The intelligence process is examined, as are the types. Intelligence is debated and illustrated as a management tool, and a support activity focusing on complex investigations. Law enforcement intelligence, as a mechanism that strives to produce knowledge, is discussed in the context of law enforcement agencies being learning organizations.

**SOC 281 Benefits & Compensation (3 credits)****SOC 286 Vio in Intimate Relationships (3 credits)****SOC 287 Sex, Gender & Family in Cults (3 credits)**

This course will look at cults/new religious movements in relation to the larger culture; looking at the most recent wave of cults/movements in our history, dating back to the early 1960's and continuing to the present. We will start by looking at the historical and social background of the most recent cults, then move on to discussion of the various terms, and the perspectives behind terms, that are used to describe these groups. We will use social psychology, more specifically, the social influence perspective, to explain why people join, stay in, and leave cults and will focus on sex, gender, and family patterns in cults/new religious movements.

*Attributes:* GEP Social Science, Undergraduate

**SOC 300 CommEngSch:BldgPart thru Rsrch (3 credits)**

Engaged scholarship can take several forms. Broadly defined, it "means connecting the rich resources of the university to our most pressing social, civic, and ethical problems" (Boyer, 1996, p. 19). One key way of sharing these resources is through research – not "on" the community, but "with" the community. This type of research model is one in which the research projects are developed with community organization staff, faculty, and students together, building on the unique strengths of those involved. In this course, students will work with a community-based organization to design and conduct research on an issue related to homelessness or affordable housing. Throughout the semester, students will learn about research methods, research ethics, and the particular urban context within which they will be working. More importantly, students will gain experience working alongside staff of a community-based organization to solve problems or assess needs and strengths. GEP SS. Honors.

*Restrictions:* Enrollment limited to students with the Honors Program Student attribute.

*Attributes:* GEP Social Science, Honors Course, Undergraduate

**SOC 310 Policing in Black and Blue (3 credits)**

The killing of Trayvon Martin and the rise of Black Lives Matter has thrust the nation's police departments into a state of crisis. The public's distrust of the police is at a 20 year high, despite the falling rates of crime nationally. In this course, students will look at the role of police in society and consider the social, economic, and cultural factors that have led to the current climate. We will take care to examine this crisis from multiple viewpoints, including: community residents, politicians, activists and the police themselves. In our study of the policing crisis, we will consider the sociological roots of the urban ghetto and how policing strategies were developed to "manage" racially segregated, high crime communities. Specifically we will consider how the police became the first-responders in dealing with a host of social problems (from poverty to addiction and mental illness), paying particular attention to the war on drugs, mass-incarceration, mandatory sentencing and zero tolerance. We will review stop and frisk, community policing, focused deterrence, stop snitching, de-escalation, and the use of force. Criminal Justice course

*Attributes:* American Studies Course, Undergraduate

**SOC 311 Research Methods II (3 credits)****SOC 312 Social Research Methods I (3 credits)**

Presents the main ways of gathering social scientific information, e.g., questionnaires, interviews, observation, experiments, content analysis, etc.; Specific emphasis placed on the ethical considerations when conducting social science research. Pre-requisite SOC 101 or SOC 102  
*Prerequisites:* SOC 101 or SOC 102

*Restrictions:* Enrollment is limited to Undergraduate Day Division level students.

*Attributes:* Undergraduate

**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.

*Attributes:* Undergraduate

**SOC 314 The Criminal Offender (3 credits)**

The Criminal Offender is an interface between the law and mental health. This course examines the components of human behavior that bring people into a judicial setting. Content will cover criminal personalities, forensic interview, and the role of forensic psychology and psychiatry. Domestic violence offenders, sex offenders, stalkers, gang members, and offenders who commit hate crimes and homicide will be discussed. Definitions and dynamics of criminal motherhood and the psychodynamics of violent juvenile offenders will be presented. Use of the internet and various forms of social media by offenders will also be discussed.

*Attributes:* Undergraduate

**SOC 315 Cult of Addictn: ST Amsterdam (3 credits)****SOC 316 Fair Trade:Coffee-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. Latin American Studies.

*Attributes:* GEP Social Science, Latin American Studies Course, Undergraduate

**SOC 317 Sociolinguistics (3 credits)**

(Please see LIN 317 for description)

*Attributes:* Communication Studies ILC Crs, Diversity Course (New GEP), GEP Social Science, Undergraduate

**SOC 318 Social Just:Dominican Republic (3 credits)****SOC 320 Sociology of Work (3 credits)****SOC 322 Cult & 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. Satisfies Gender Studies Minor requirement.

*Prerequisites:* SOC 101 and SOC 102 or SOC 150

*Attributes:* Undergraduate

**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. GEP SS. Satisfies Gender Studies Minor requirement.

*Attributes:* Diversity Course (New GEP), GEP Social Science, Undergraduate

**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.

*Prerequisites:* SOC 101 or SOC 102 or SOC 202 or SOC 150

*Attributes:* Undergraduate

**SOC 326 Emerging Issues Adulthood (3 credits)****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 change.

*Prerequisites:* (SOC 1011 or SOC 1015) or (SOC 1021 or SOC 1025) or SOC 101 or SOC 102

*Attributes:* Undergraduate

**SOC 328 The Wire (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.

*Attributes:* Criminal Justice Course, GEP Social Science

**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  
*Prerequisites:* SOC 101 and SOC 102 or SOC 150

*Attributes:* Africana Studies Course, Diversity Course (New GEP), GEP Social Science, Undergraduate

**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.

*Attributes:* Criminal Justice Course, GEP Social Science, Undergraduate

**SOC 334 African-American Experience (3 credits)****SOC 335 Classes and Power in US (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.

*Attributes:* Africana Studies Course, Criminal Justice Course, GEP Social Science, Undergraduate

**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. Faith/Justice course.

*Attributes:* GEP Social Science, Undergraduate

**SOC 337 Forensic Financial Analysis (3 credits)**

This course covers the detection of illegal financial transactions. Major topics include money laundering, fraud, embezzlement, and illicit accounting practices. Students will learn data gathering and analysis techniques for financial transactions, records, legitimate businesses, illegal organizations, and individuals. The course will include preparation for trial. Prerequisite: a basic course in accounting or permission of the instructor.

**SOC 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.

*Prerequisites:* SOC 101 or SOC 102 or SOC 202 or SOC 150

*Attributes:* Criminal Justice Course, Undergraduate

**SOC 340 The Ethical Consumer (3 credits)**

The recent "ethical turn" in markets has led to a growing number of products that give proceeds to a charitable or altruistic cause. We see Pink Ribbons when we shop for a car, fair trade coffee at Wal-Mart, and product (RED) clothing at the GAP. Many of these products and brands are creating significant social change; others are "greenwashing" or "fairwashing" markets by making false promises. In this course we will read research from sociology, marketing, and psychology to understand the consumer behavior of individuals trying to change the world through shopping; we will examine the strengths and weaknesses of these "consumer-dependent" social movements; and we will examine the social forces that led "shopping for a cause" to become a modern means for creating social change. This course will conclude with an attempt to put our ideas into practice through group-projects designed to raise funds for local mission-driven businesses such as Cal's Cupcakes, Alex's Lemonade, or Fair Trade retailers. Pre-requisite: PHL 154. Satisfies Ethics Intensive, American Studies.

*Prerequisites:* PHL 154

*Attributes:* American Studies Course, Ethics Intensive (New GEP), GEP Social Science, Undergraduate

**SOC 344 Populations (3 credits)****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. Faith/Justice course.

*Attributes:* Criminal Justice Course, GEP Social Science, Undergraduate

**SOC 346 CJ Ethics & 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.

*Attributes:* Criminal Justice Course, GEP Social Science, Undergraduate

**SOC 348 Consumer Culture in Global Per (3 credits)****SOC 349 Poverty, Ethics & Soc. 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.

*Attributes:* Ethics Intensive (New GEP), Undergraduate

**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. Satisfies Gender Studies Minor requirement. Pre-requisite SOC 101 or SOC 102

*Prerequisites:* SOC 101 and SOC 102 or SOC 150

*Attributes:* Criminal Justice Course, Undergraduate

**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.

*Attributes:* Criminal Justice Course, Undergraduate

**SOC 355 Race, Crime & CJ (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.

*Attributes:* Africana Studies Course, Criminal Justice Course, Diversity Course (New GEP), GEP Social Science, Undergraduate

**SOC 356 Gender, Crime & CJ (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. Satisfies Gender Studies Minor requirement.

*Attributes:* Criminal Justice Course, Diversity Course (New GEP), GEP Social Science, Undergraduate

**SOC 357 Vio & Reconciliation in N Ire (3 credits)****SOC 358 Consumr Cult & Globl Perspctve (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.

*Attributes:* GEP Social Science, Globalization Course (New GEP), Undergraduate

**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. Faith/Justice course.

*Attributes:* Criminal Justice Course, GEP Social Science, Undergraduate

**SOC 363 Phila: 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.

*Attributes:* Africana Studies Course, Criminal Justice Course, Diversity Course (New GEP), GEP Social Science, Undergraduate

**SOC 365 Crime & 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. Faith/Justice. Criminal Justice elective. Satisfies Africana Studies requirement.

*Attributes:* Africana Studies Course, Undergraduate

**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

*Attributes:* Criminal Justice Course, GEP Social Science, Undergraduate



**SOC 369 Basic Crim Intelligence Analys (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.

*Attributes:* Criminal Justice Course, GEP Social Science, Undergraduate

**SOC 375 Electronic Intelligence Analys (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.

*Prerequisites:* SOC 369

*Attributes:* Criminal Justice Course, Undergraduate

**SOC 376 Practice of Citizenship and Unthought (3 credits)**

Fyodor Dostoevsky – who served time in Russia's prisons in the 19th century – said, "The degree of civilization in a society can be judged by entering its prisons." We'll be entering into one of Philadelphia's prisons in this class, and throughout the semester we'll consider this statement, using the prism of the Unthought surrounding Black American Culture. How has this Unthought shaped what citizenship looks like for Black Americans? This can be dissected in many ways, but one of our focuses for this class will be mass incarceration. This course will read contemporary Black writers confronting and navigating the Unthought surrounding Black American Culture. Unthought refers to ideas that exist without acknowledgement, speech or form, but which nevertheless come into being at the same moment that thoughts— well-formed and articulated ideas, do. Because, as Michel Foucault suggests, the Unthought is "a brother, a twin, born, not of man, or in man, but beside him and at the same time in an identical newness in an unavoidable duality," (Foucault 1972, 326– 328) looking at what is not most obviously thought, and stated as such, can reveal insight into what is. Consider, for example, the clearly stated thoughts governing American citizenship. Now consider how those ideas seem to differ from the way American citizenship is lived and/or carried out. In this example, examining texts which attempt to uncover the Unthought of American citizenship can help to close the gaps between what we think, say, and do; more broadly, this will be the work of our class. We will read, discuss, and examine writers thinking through the Unthought we look overlook every day.

*Attributes:* American Studies Course, Diversity Course (New GEP), Faith Justice Course, Service Learning Course

**SOC 377 Inside-Out Expl Crime&Justice (3 credits)**

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

*Attributes:* Africana Studies Course, Criminal Justice Course, GEP Social Science, Undergraduate

**SOC 378 Urban and 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. Faith-Justice, GEP SS, Criminal Justice elective. Satisfies Africana Studies requirement.

*Attributes:* Africana Studies Course, Criminal Justice Course, GEP Social Science, Undergraduate

**SOC 379 Soc of Intn'l Law & Politics (3 credits)****SOC 386 Violence in Intimate Relations (3 credits)**

Women and children have a higher probability of being seriously injured or killed by someone with whom they are intimately associated rather than by a stranger. This course will examine questions such as: What factors contribute to the prevalence of intimate violence in the U.S.? How does intimate violence differ across groups (e.g., by race/ethnicity, social class)? How are 456 various forms of intimate violence (i.e., partner abuse, child abuse, elder abuse) interrelated?

**SOC 390 Special Topics (3 credits)****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.

*Restrictions:* Enrollment limited to students with a class of Senior.

Enrollment is limited to students with a major in Criminal Justice or Sociology.

*Attributes:* Undergraduate

**SOC 490 Internship (3,6 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.

*Attributes:* Undergraduate

**SOC 491 Internship (3-12 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.

*Attributes:* Undergraduate

**SOC 493 Independent Research in SOC (3 credits)****SOC 494 Independent Research Sociology (3 credits)****SOC 495 Seminar I (3 credits)**

This course is where students complete the required senior thesis. An Honors section is available for those students completing College Honors. Prerequisite: SOC 313 and ENG 101.

*Prerequisites:* SOC 313 and ENG 101

*Attributes:* Undergraduate, Writing Intensive Course- GEP

**SOC 497 College Honors Indept Study (3 credits)**

College Honors candidates in Sociology will complete a second honors course during the Spring of the senior year (SOC 497) which includes research, extending the senior capstone experience beyond what non-Honor students complete.

## Spanish (SPA)

**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 reserved for beginning students with no experience with the Spanish language. This course is not open to native or heritage speakers of Spanish. Fulfills the GEP non-native language requirement.

*Prerequisites:* Language Placement with a score of SP101

*Restrictions:* Enrollment is limited to Undergraduate Day Division level students. Students with the Spanish 102 Placement, Spanish 201 Placement, Spanish 202 Placement or Spanish 301 Placement attributes may **not** enroll.

*Attributes:* Undergraduate

**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 not open to native or heritage speakers of Spanish. Fulfills the GEP non-native language requirement.

*Prerequisites:* SPA 101 or Spanish 102 Placement with a score of 1 or Language Placement with a score of SP102

*Restrictions:* Enrollment is limited to Undergraduate Day Division level students. Students with the Spanish 201 Placement, Spanish 202 Placement or Spanish 301 Placement attributes may **not** enroll.

*Attributes:* Undergraduate

**SPA 111 Adult Learner Beginning SPA 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 reserved for PLS students with no experience with the Spanish language. This course is not open to native or heritage speakers of Spanish. Fulfills the GEP non-native language requirement.

*Restrictions:* Enrollment is limited to PLS/HDC level students.

*Attributes:* Undergraduate

**SPA 112 Adult Learner Beginning SPA 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 reserved for PLS students with no experience with the Spanish language. This course is not open to native or heritage speakers of Spanish. Fulfills the GEP non-native language requirement.

*Prerequisites:* SPA 111 or SPA 101

*Restrictions:* Enrollment is limited to PLS/HDC level students.

*Attributes:* Undergraduate

**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 not open to native or heritage speakers of Spanish. Fulfills the GEP non-native language requirement.

*Prerequisites:* SPA 102 or Spanish 201 Placement with a score of 1 or Language Placement with a score of SP201

*Restrictions:* Students with the Spanish 202 Placement or Spanish 301 Placement attributes may **not** enroll.

*Attributes:* Undergraduate

**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 not open to native or heritage speakers of Spanish. Fulfills the GEP non-native language requirement. With some limitations, this course may count toward the Latin American Studies minor.

*Prerequisites:* SPA 201 or Spanish 202 Placement with a score of 1 or Language Placement with a score of SP202

*Restrictions:* Students with the Spanish 301 Placement attribute may **not** enroll.

*Attributes:* Latin American Studies Course, Undergraduate

**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 reserved for PLS students. Fulfills the GEP non-native language requirement.

*Prerequisites:* SPA 102 or SPA 112

*Restrictions:* Enrollment is limited to PLS/HDC level students.

*Attributes:* Undergraduate

**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 reserved for PLS students. Fulfills the GEP non-native language requirement.

*Prerequisites:* (SPA 201 or SPA 1211)

*Restrictions:* Enrollment is limited to PLS/HDC level students.

*Attributes:* Undergraduate

**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. Fulfills the GEP non-native language requirement. With some limitations, this course may count toward the Latin American Studies minor.

*Prerequisites:* SPA 202 or Spanish 301 Placement with a score of 1 or Language Placement with a score of SP301

*Attributes:* Latin American Studies Course, Undergraduate

**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. This course satisfies the GEP Writing Intensive requirement component. With some limitations, this course may count toward the Latin American Studies minor.

*Prerequisites:* SPA 301 or Spanish 302 Placement with a score of 1 or Language Placement with a score of SP302

*Attributes:* Latin American Studies Course, Undergraduate, Writing Intensive Course- GEP, Writing Centered Course

**SPA 303 Spa Conv for Heritage Speakers (3 credits)**

This course is designed for Latinx and Puerto Rican students whose family origin is a Spanish-speaking country and who speak Spanish in their households. 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. With some limitations, this course may count toward the Latin American Studies minor.

*Prerequisites:* Spanish 303 Placement with a score of 1 or Language Placement with a score of SP303

*Attributes:* Latin American Studies Course, Undergraduate

**SPA 310 Intro to Lit of Sp-Spknng Wrld (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 literature of Latin America. This course is part of the Latin American and Latinx Studies program and as such will present a majority of works from Latin America.

*Prerequisites:* SPA 302 or SPA 303 or Language Placement with a score of SP310

*Attributes:* GEP Art/Literature, Latin American Studies Course, Undergraduate

**SPA 311 Intro to Spanish Literature (3 credits)**

This course introduces students to major literary works and also "non-canonical" texts of Spain's literature. Through a representative sampling of short stories, poems, essays, and plays, students are introduced to the analysis of the principal literary movements from medieval times to contemporary Spain. The course also examines non-canonical genres like comic, graphic novel, and flash fiction.

*Prerequisites:* SPA 302 or SPA 303

*Attributes:* GEP Art/Literature, Undergraduate

**SPA 320 Cur Evnts in the Sp-Lang Media (3 credits)**

This course is designed to help students advance their communication skills in Spanish as well as their critical thinking skills as they research and discuss current issues 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.

*Prerequisites:* SPA 302 or SPA 303

*Attributes:* Latin American Studies Course, Undergraduate

**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.

*Prerequisites:* SPA 301 or SPA 303

*Attributes:* Undergraduate

**SPA 331 Span for Internatnl 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.

*Prerequisites:* SPA 301 or SPA 303

*Attributes:* Undergraduate

**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.

*Prerequisites:* SPA 302 or Language Placement with a score of SP340 or SPA 310 or SPA 311

*Attributes:* Undergraduate

**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.

*Prerequisites:* SPA 302 or SPA 303

*Attributes:* Undergraduate

**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.

*Prerequisites:* SPA 302 and SPA 303

*Attributes:* Undergraduate

**SPA 350 Intro to Latin Amer 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.

*Prerequisites:* SPA 302 (may be taken concurrently) or SPA 303 (may be taken concurrently) or Language Placement with a score of SP350

*Attributes:* Latin American Studies Course, Non-Western Studies (GEP), Undergraduate

**SPA 351 Introd 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. 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.

*Prerequisites:* SPA 302 (may be taken concurrently) or SPA 303 (may be taken concurrently) or Language Placement with a score of SP351

*Attributes:* Undergraduate

**SPA 352 Modern to Postmodern City in Spanish Culture (3 credits)**

Cities are the stage of social and political changes at the same time that these events transform the urban space. On occasion, alterations are sudden and traumatic such as the devastation and reconstruction after a war. However, transformations are most often caused by economic and social factors which are subtle and happen over a long period of time. For these reasons, the city has captivated the imagination of writers and filmmakers alike. This course examines representations of Spanish cities from the nineteenth to the early twenty-first century. The course will be divided into three periods in which Spanish society and its main cities underwent important changes. The first analyzes the incipient modernization of the society during the second half of the nineteenth century and early twentieth century. The second focuses on the years after the Civil War, examining the socioeconomic hardships of the 40s and 50s, the reconstruction of the urban space, and the rural immigration to Madrid. Finally, the third period signals the incorporation of Spanish society into the global world during the last thirty years.

*Prerequisites:* SPA 302 or SPA 303

*Attributes:* GEP Art/Literature, Undergraduate

**SPA 353 Latin American Cinema (3 credits)**

This course examines some of the historical debates and social issues of Latin America in the twentieth and twenty first centuries through some of its more relevant films. The course covers different historical periods and nations (Argentina, Bolivia, Brazil, Chile, Cuba, Guatemala, and Mexico) to offer a general understanding of these Latin American countries' history and culture. También la lluvia, is a metafiction that depicts the Spanish colonization critically to present how the economic exploitation from the West still affects today indigenous communities in Bolivia. The economic and urban growth of Mexico City, one of the topics of Los olvidados and Amores perros, is the second area of study. We will analyze how Mexico's capital evolved from a city to a metropolis and how this affected its economy and society. Rio de Janeiro and its favelas, portrayed in City of God, depicts a divided city between the touristic Zona Sul and the favelas in the North and West, which is an example of Brazil's uneven modernization. The course also examines political issues, such as the dictatorships in Argentina and Chile, the Cuban revolution, and Fidel Castro's regime. These events will be analyzed from political and historical perspectives as portrayed in film. During the final weeks we will analyze current social problems in Central America and how they are pushing people to migrate to the US.

*Prerequisites:* SPA 302 or SPA 303

*Attributes:* GEP Art/Literature, Latin American Studies Course, Non-Western Studies (GEP), Undergraduate

**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.

*Prerequisites:* SPA 302 or SPA 303

*Attributes:* GEP Art/Literature, Latin American Studies Course, Undergraduate

**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. 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.

*Prerequisites:* SPA 301 or SPA 303

*Attributes:* GEP Art/Literature, Undergraduate



**SPA 360 Spanish in the Community (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 Latinos, 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.

*Prerequisites:* SPA 302 or SPA 303

*Attributes:* Latin American Studies Course, Service Learning Course, Undergraduate

**SPA 370 Topics: 21st Century Spain (3 credits)**

After several years of unprecedented economic expansion between 1995 and 2007, in which Spain became the seventh largest economy in the world, the 2008 economic crisis, eroded the prosperity and changed the social structure of the country. While the economic growth and historic low unemployment drew a wave of immigrants who transformed Spain into a more multicultural society, the crisis truncated the future of an entire generation and initiated the rise of populism. During these years the 1978 Constitution has been challenged by nationalist separatist movements that threaten the unity of Spain and have put into question what it means to be Spanish. The objective of this course is to deepen our understanding of some political and sociological issues in Spain during the last twenty years. The first part will reflect on what means to be a Spaniard and whether there are different Spanish identities. In this section, we will discuss how soccer can construct a national identity, as was the case when the Spanish national squad won two European Championships and the World Cup in 2010. We will also analyze how FC Barcelona has been part of the Catalan nationalist movement. In connection with this issue, the second part will examine narratives of "peripheral" nationalism as in the case of Catalonia and the Basque Country bids for independence. The third part will focus on immigration from Latin America and North Africa in the late 1990s and early 2000s and how this has contributed to the evolution of Spanish identity. We will also examine the immigration crisis of the last years focusing on the fence around the Spanish city of Melilla, located at the boundary of the city and Morocco in the North of Africa. In the fourth section, we will discuss how the younger generations suffered through, and reacted to, the 2008 economic crisis. We will learn about the "15M" movement and the emergence of the political party Podemos. Finally, we will examine how the combination of the previous issues have given rise to the xenophobic and patriotic populism of the recently founded political party Vox.

*Prerequisites:* SPA 302 or SPA 303 or Language Placement with a score of SP370

*Attributes:* Undergraduate

**SPA 375 Translation (3 credits)****SPA 380 Intro 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 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 counts for the Linguistics major/minor.

*Prerequisites:* SPA 301 or SPA 303 or Language Placement with a score of SP380

*Attributes:* Undergraduate

**SPA 401 Topics in Latin Am 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. 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.

*Prerequisites:* SPA 302 or SPA 303

*Attributes:* Non-Western Studies (GEP), Undergraduate

**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. It would be helpful though not required that the student have some kind of introduction to Spain prior to or concurrent with this course.

*Prerequisites:* SPA 302 or SPA 303

*Attributes:* Undergraduate

**SPA 415 Iconic Women of Latin America (3 credits)**

In this course, students hone their Spanish language skills as they analyze artistic, literary and cinematic representations of iconic women from various countries and historical periods in Latin America. We seek to understand the ways in which these representations reflect the historical, political and cultural contexts in which they were created. We also explore the impact that these images have had on society. For instance, we discuss ways in which these images of iconic women reflect and at times challenge gender norms and stereotypes, as well as racial or ethnic identity. Women studied in this course will include some of the following: Our Lady of Guadalupe (Mexico); the Mirabal Sisters / the Butterflies (Dominican Republic); Berta Cáceres (Honduras); la Malinche (Mexico); Sor Juana Inés de la Cruz (Mexico); Juana Azurduy (Bolivia, Argentina); Manuela Sáenz (Ecuador, Colombia, Venezuela); Rigoberta Menchú (Guatemala); Celia Cruz (Cuba; U.S.); and the Mothers of the Plaza de Mayo (Argentina). The primary objective of this course is for students to use increasingly advanced written and spoken Spanish to deepen their understanding of Spanish American cultures. This course is conducted in Spanish. Active participation in class discussions is essential for success in the course. Native speakers of Spanish are exempt from the course prerequisites with permission from the instructor.

*Prerequisites:* SPA 302 or SPA 303

*Attributes:* Diversity Course (New GEP), Gender Studies Course, Latin American Studies Course, Undergraduate

**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. Fulfills the GEP Art/Lit requirement. Latin American Studies.

*Prerequisites:* SPA 310 or SPA 350 or Language Placement with a score of SP420

*Attributes:* GEP Art/Literature, Undergraduate

**SPA 421 Shrt Mod Latn Am 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.

*Attributes:* GEP Art/Literature, Latin American Studies Course, Undergraduate

**SPA 422 Cult, Dictshp & Exile: 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.

*Prerequisites:* SPA 310 or SPA 350

*Attributes:* GEP Art/Literature, Latin American Studies Course, Undergraduate

**SPA 423 Latin Am 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.

*Attributes:* GEP Art/Literature, Latin American Studies Course, Undergraduate

**SPA 424 Discourse of Lat Am Modernity (3 credits)**

This course will focus on the use of the poetic discourse of Latin American Modernity as a means of constructing identity, from an aesthetic/ideological perspective. We will analyze this poetic discourse beginning with Modernism on through the Transitional Period and the Vanguard, ending with the poetry of social issues of the 70s.

*Attributes:* GEP Art/Literature, Latin American Studies Course, Undergraduate

**SPA 425 Imagery of the Conquest (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. 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.

*Prerequisites:* SPA 302 or SPA 303

*Attributes:* GEP Art/Literature, Latin American Studies Course, Non-Western Studies (GEP), Undergraduate

**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 SPA 303) and (SPA 310 or SPA 350 or SPA 355)

*Attributes:* GEP Art/Literature, Latin American Studies Course, Undergraduate

**SPA 427 Iden & Power in Am: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.

*Attributes:* GEP Art/Literature, Latin American Studies Course, Undergraduate

**SPA 431 Commonplaces of Colonial Exp (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. 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.

*Prerequisites:* SPA 302 or SPA 303

*Attributes:* GEP Art/Literature, Latin American Studies Course, Non-Western Studies (GEP), Undergraduate

**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. This course fulfills the GEP Art/Lit requirement.

*Prerequisites:* SPA 310 or SPA 350

*Attributes:* GEP Art/Literature, Undergraduate

**SPA 443 Gender, Sexlity & Soc Conflct (3 credits)**

Reading, discussion, and analysis of selected works in 16th and 17th century Spanish drama. This course fulfills the GEP Art/Lit requirement.

*Prerequisites:* SPA 310 or SPA 350

*Attributes:* GEP Art/Literature, Undergraduate

**SPA 447 The Gen of 1898 & Modernismo (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. This course fulfills the GEP Art/Lit requirement.

*Prerequisites:* SPA 310 or SPA 350

*Attributes:* GEP Art/Literature, Undergraduate

**SPA 448 The Posguerra Generation (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. This course fulfills the GEP Art/Lit requirement.

*Prerequisites:* SPA 310 or SPA 350

*Attributes:* GEP Art/Literature, Undergraduate

**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. This course fulfills the GEP Art/Lit requirement.

*Prerequisites:* SPA 310 or SPA 350

*Attributes:* GEP Art/Literature, Undergraduate

**SPA 450 Spain into the 21st Century (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. This course fulfills the GEP Art/Lit requirement.

*Prerequisites:* SPA 310 or SPA 350

*Attributes:* GEP Art/Literature, Undergraduate

**SPA 451 Narrative cine la Esp democrat (3 credits)**

This course examines narrative and film in Spain from the demise of the Franco dictatorship (1975) until today. In doing so, the course focuses on cultural and aesthetic renovations such as the cinema of Pedro Almodovar in the "movida madrileña" and the new representations of Spanish youth in the 1990s with the "generación Kronen." This course also analyzes additional approaches for understanding Spanish culture through the social cinema of Fernando León de Aranoa, and the role of Franco's traumatic dictatorship in today's society. Finally, we will examine the current socioeconomic crisis in Spanish society and how it affects younger generations.

*Prerequisites:* (SPA 302 and PHL 154) and (SPA 311 or SPA 351 or SPA 356)

*Attributes:* Ethics Intensive (New GEP)

**SPA 452 History on the Big Screen (3 credits)**

This course examines Spain's history and culture through the analysis of historical films. The course begins with a brief introduction to the concept of History and a definition of historical cinema. After this introduction the class will focus on some key historical periods of Spanish history such as the Conquest of America with Iciar Bollain's feature film También la lluvia; the rise and decay of the Spanish Empire in Alatriste by Agustín Díaz Yanes; and the Spanish Civil and the Spanish Civil War with the analysis of José Luis Sáenz de Heredia's Raza, among others. The class also deals with cultural issues that have affected Spain throughout its history focusing on issues of national and regional identity such as, for instance, the separatist movement of part of Basque Country's society and the terrorist group ETA in the documentary La pelota vasca by Julio Médem. In addition to introducing students to key moments and aspects of Spanish history and culture, this course invites students to think critically about History's objectivity and how historical events are often shaped to satisfy current political projects. Other underlying issue will be reflecting on whether film may be considered History or not.

*Prerequisites:* SPA 302 and (SPA 311 or SPA 351)

*Attributes:* GEP Art/Literature, Undergraduate

**SPA 453 Comics and Graphic Novels (3 credits)**

This course will examine the evolution of comics (usually referred to as “tebeos”) in Spain since the Spanish Civil War (1936-1939) to the present. During Francisco Franco’s dictatorship, this genre was heavily influenced by the Fascist ideology of the government. On the one hand, some editorials sympathized with the government and used their publications to spread an ultra-conservative ideology. This is the case of the publication *Mis chicas* by Consuelo Gil, the only “tebeo” addressed to a female audience. On the other hand, some artists circumvented censorship by drawing harmless comical stories that, in fact, were a critical portrayal of the miseries of the post-war era. After Franco’s death in 1975, comics were free of censorship and became a space of transgression to express the political, religious, and sexual liberation of the late 1970s and early 1980s. This genre became very popular during “La movida madrileña”, a hedonistic countercultural movement. In the early 2000s, graphic novels became more accepted by the public and received a deserved recognition by critics. In the second part of the semester, we will analyze graphic novels that deal social and political issues within an ethical framework.

*Prerequisites:* (SPA 302 and PHL 154) and (SPA 311 or SPA 351 or SPA 356)

*Attributes:* Ethics Intensive (New GEP), Undergraduate

**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.

*Prerequisites:* SPA 310

*Attributes:* GEP Art/Literature, Undergraduate

**SPA 460 A Ling Approach to Oral Com (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.

*Prerequisites:* SPA 302

*Attributes:* Undergraduate

**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 380 and (SPA 302 or SPA 303)

*Attributes:* Undergraduate

**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 United States. 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 the Linguistics major/minor and for Latin American and Latinx Studies.

*Prerequisites:* SPA 302 or SPA 303 or Language Placement with a score of SP466

*Attributes:* GEP Art/Literature, Undergraduate

**SPA 467 Lang Contact & Pol in U.S. (3 credits)**

This course is designed to engage students in a review 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 counts for the Linguistics major/minor.

*Prerequisites:* SPA 302 or SPA 303

*Attributes:* Diversity Course (New GEP), Latin American Studies Course, Undergraduate

**SPA 468 Spanish Phonetics & 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 major/minor.

*Prerequisites:* SPA 302 or SPA 303

*Attributes:* Undergraduate

**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 or SPA 303 or Language Placement with a score of SP470

*Attributes:* Undergraduate

**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 the Linguistics major/minor.

*Prerequisites:* SPA 302 or SPA 303

*Attributes:* Undergraduate



**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 SPA 303

*Attributes:* Undergraduate

**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 SPA 303

*Attributes:* Undergraduate

**SPA 493 Independent Research in Span I (3 credits)**

*Prerequisites:* SPA 310 and SPA 380 and (SPA 350 or SPA 351 or SPA 355 or SPA 356)

*Attributes:* Undergraduate

**SPA 494 Independent Research in Spn II (3 credits)**

*Prerequisites:* SPA 310 and SPA 380 and (SPA 350 or SPA 351 or SPA 355 or SPA 356)

*Attributes:* Undergraduate

## Special Education (SPE)

**SPE 160 Intro to Special Education (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.

*Prerequisites:* PHL 154

*Attributes:* Ethics Intensive (New GEP), Undergraduate

**SPE 160F FE Intro to Special Education (0 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.

*Attributes:* Undergraduate

**SPE 200 Teaching in Inclusive Environ (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 200F FE Teachng in Inclusive Envirn (0 credits)****SPE 203 Tchng Adolescents Inclus Envir (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 ; 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; and 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. 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.

*Attributes:* Undergraduate

**SPE 203F FE Tchng Adoles Inclus Environ (0 credits)****SPE 310 Assessment & Progress Monitor (3 credits)**

This course is designed to introduce teacher candidates to educational assessment in regular and special classroom settings at the secondary level. The course will provide teacher candidates with an in-depth understanding of the different types of assessment strategies including how to use multiple assessment data for making a wide range of educational decisions. Content will include an overview of different types of assessments including screening, diagnostic, formative, summative, authentic, benchmark and differentiated. Teacher candidates will learn basic testing, measurement and evaluation concepts, examine instruments that reflect constructs of interest (knowledge, affect, behavior), construct various types of assessments and interventions and analyze and use instruments. Teacher candidates will also learn how to analyze and interpret assessment data for making instructional decisions. Throughout the course, teacher candidates will learn the importance of critical issues in the field of assessment and evaluation including: 1. philosophical and theoretical perspectives on assessment in schools, 2. contemporary context of school assessment and educational reform, 3. intersection of cultural difference and school assessment, 4. ethical principles of effective assessment and 5. teacher accountability and assessment.

*Prerequisites:* SPE 160

**SPE 310F FE:Assessment&Progress Monitor (0 credits)****SPE 319 Assessment:Ident & Progr Monit (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.

*Prerequisites:* SPE 160 and SPE 160F

*Attributes:* Undergraduate

**SPE 319F FE:Assessment&Progress Monitor (0 credits)****SPE 329 Educ Stds w/High Incid Disabil (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 (PK-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.

*Prerequisites:* SPE 160 and SPE 160F

*Attributes:* Undergraduate

**SPE 329F FE: Ed Stds w/ High Incid Disb (0 credits)****SPE 339 Educ Stds w/Low Incid Disabil (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 (PK-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.

*Prerequisites:* SPE 160 and SPE 160F

*Attributes:* Undergraduate

**SPE 339F FE Edu Stu w Low Incid Disab (0 credits)****SPE 349 Literacy & Intervention Strat (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.

*Prerequisites:* SPE 160 and SPE 160F

*Attributes:* Undergraduate

**SPE 349F FE: Literacy & Intervention Strat (0 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.

*Prerequisites:* SPE 160 and SPE 160F

**SPE 359 Math & Content Area Interv Str (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.

*Prerequisites:* SPE 160 and SPE 160F

*Attributes:* Undergraduate

**SPE 359F FE Math & Cont Area Interv Str (0 credits)****SPE 369 Ed Stds w/Emot-Social Beh Disb (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.

*Prerequisites:* SPE 160 and SPE 160F

*Attributes:* Undergraduate

**SPE 369F FE:Ed Stds/Emot-Social BehDisb (0 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.

*Prerequisites:* SPE 160 and SPE 160F

**SPE 379 Fam School & Comm:Diverse Soc (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.

*Prerequisites:* SPE 160 and SPE 160F

*Attributes:* Undergraduate

**SPE 379F FE Fam School & Comm:Diver Soc (0 credits)****SPE 389 Perspect on Gifted/Talented (3 credits)**

The purpose of this course is to provide educators and education advocates with the historical and current perspectives in the field of gifted education and talent development. Course topics will include both theoretical foundations - related to theories, models, local and federal policy, and research - and practical considerations - such as identification, differentiation for academically talented students, advocacy, and collaboration with various stakeholders. Additionally, current issues in the field of gifted education and talent development (e.g. identification of traditionally underrepresented populations, service delivery models, etc) will be explored and students will be responsible for identifying relevant and reputable organizations and resources for meeting the needs of academically talented students.

**SPE 495 Special Ed. Student Teaching (6 credits)**

This experience is designed as the capstone professional course in the Special Education major. It is to be the final course in the sequence of Special Education courses for certification. The student teaching experience approximates a full time working experience for a fourteen week semester. It includes a supervised teaching experience as well as a weekly seminar class in which issues related to student teaching are studied. Evaluations are conducted by the seminar instructor, the cooperating teacher and a university supervisor

*Attributes:* Undergraduate

**SPE 498 SPE Student Teacher - Dual Prog (6 credits)****SPE 570 Special Ed Independent Study (3 credits)****SPE 600 Found & Current Issues: Sp Edu (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.

*Restrictions:* Enrollment is limited to Doctoral or Graduate level students.

**SPE 600F FE: CurrentIssuesSPED:PracProc (0 credits)****SPE 601 EducAssessment& ProgMonitoring (3 credits)**

This course will provide an in-depth presentation of the complex issue of assessment for all students at the early childhood level through secondary education. The content of this course will provide students with an in-depth review of a variety of evaluation procedures and classroom-based data collection strategies for students in all educational settings. 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). Students will be provided with an opportunity to explore assessment as it relates to their course of study. Additional course topics address legislation, regulations, topical issues, emerging evaluation trends, behavioral and social emotional assessment, test modifications/accommodations, parent involvement and assessment/ progress reporting with a focus on procedural considerations in the assessment of development and learning. Related foci for discussion will also include the challenges in both assessing all students and using assessment data to design meaningful, developmentally appropriate activities for all students. Previous coursework related to the study of the contemporary and controversial issues within the field of special education will assist the learner in applying conceptual knowledge into practice to ensure success for all students. Knowledge of 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 as well as an understanding of the contemporary and controversial issues within the field of special education will assist the learner in applying conceptual knowledge into practice to ensure success for all students.

*Restrictions:* Enrollment is limited to Graduate level students.



**SPE 601F FE: EducAssess&ProgMonitoring (0 credits)****SPE 602 DiagnosticAsses/ProgressMon (3 credits)**

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

*Prerequisites:* SPE 600

**SPE 602F FE:DiagnosticAsses/ProgressMon (0 credits)****SPE 603 Thry&InstrPracticeStdntHighInc (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.

*Prerequisites:* SPE 600

*Restrictions:* Enrollment is limited to Graduate level students.

**SPE 603F FE Stdnts W/High Disabilities (0 credits)****SPE 604 RsrchBsedModel:Lit,WritOrlLang (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**SPE 604F FE Reading in Content Area (0 credits)****SPE 605 RsrchBasedModel:MathSciencePro (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**SPE 605F FE Math & Science Procedures (0 credits)****SPE 606 ThryInstrPract:Emot/Soc/Behav (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**SPE 607 ThryInstrPractStdntsw/LowIncid (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**SPE 607F FE Students W/Low Disabilities (0 credits)****SPE 608 FamiliesSchls&Cmnty:CommCollab (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**SPE 608F FE Families/SchoolsCommunities (0 credits)****SPE 609 SPED Clinical Practicum I (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 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**SPE 610 SPED Clinical Practicum II (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 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**SPE 611 SPED Lab & 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.

*Prerequisites:* SPE 600 or SPE 602 or SPE 603 or SPE 606 or SPE 607 or SPE 700

**SPE 612 Inclusive Classroom Practices (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 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**SPE 612F FE: Teach Inclusive Environment (0 credits)****SPE 615 Tching Inclsve Adol Envrnmnts (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 in grades seven through twelfth grades. 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 615F FE: Tching Inclsve Adol Envrn (0 credits)****SPE 616 Perspect on Gifted/Talented (3 credits)**

The purpose of this course is to provide educators and education advocates with the historical and current perspectives in the field of gifted education and talent development. Course topics will include both theoretical foundations - related to theories, models, local and federal policy, and research - and practical considerations - such as identification, differentiation for academically talented students, advocacy, and collaboration with various stakeholders. Additionally, current issues in the field of gifted education and talent development (e.g. identification of traditionally underrepresented populations, service delivery models, etc) will be explored and students will be responsible for identifying relevant and reputable organizations and resources for meeting the needs of academically talented students.

**SPE 620 Fund SE Prac for School Ldrs (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**SPE 621 Law, Pol & Procd for SE Sup (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, 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

*Restrictions:* Enrollment is limited to Graduate level students.

**SPE 621F FE Law/Policy/Procr SPED Supvr (0 credits)****SPE 622 Admin & Supv:Spec Ed Progs (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**SPE 622F FE SPED Admin & Supervisor (0 credits)****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.

**SPE 623F FE Advanced FieldWork/ Seminar (0 credits)****SPE 624 Adv Super & Curr Fieldwk/Sem (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**SPE 624F FE Adv Super & Curr Fieldwork/ (0 credits)****SPE 630 Design&Tech Differentiated Ins (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. 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**SPE 638 Incl Prac/Stud Teach PK-8 (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 in grades K-8 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 to increase achievement. In addition, the course study will include a focus on understanding how behaviors are influenced by pedagogical practices. Student Teaching. Student teachers are expected to complete 140 hours (equal to four 35-hour weeks) of hands-on teaching/co-teaching. The student teaching experience will occur during the second half of the course (SPE 638 or SPE 639). Time in the classroom may be spread out over more than 4 weeks, but must equal 140 hours. The class may be in a public (urban or suburban), private, charter, segregated special education, or parochial school. The class needs to contain at least 10% of students who have Individual Educational Plans (IEPs). Groups of four or more students, as in a resource room, with IEPs are permitted as long as the same group is provided consistent attention by the student/intern teacher for the duration of the experience. Alternate placements will be accepted on a case-by-case basis. In all placements, student teaching supervisors visit the classrooms and collaborate with the cooperating or mentor teacher(s) in supervising and evaluating the student or intern teacher. Student teaching supervisors conduct two formal observations of the student teacher.

**SPE 638F FE Inclusive ClassPrac/ST K-8 (0 credits)****SPE 639 Incl Prac/Stud Teach 7-12 (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 in grades seven through twelfth grades. 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. Student Teaching. Student teachers are expected to complete 140 hours (equal to four 35-hour weeks) of hands-on teaching/co-teaching. The student teaching experience will occur during the second half of the course (SPE 638 or SPE 639). Time in the classroom may be spread out over more than 4 weeks, but must equal 140 hours. The class may be in a public (urban or suburban), private, charter, segregated special education, or parochial school. The class needs to contain at least 10% of students who have Individual Educational Plans (IEPs). Groups of four or more students, as in a resource room, with IEPs are permitted as long as the same group is provided consistent attention by the student/intern teacher for the duration of the experience. Alternate placements will be accepted on a case-by-case basis. In all placements, student teaching supervisors visit the classrooms and collaborate with the cooperating or mentor teacher(s) in supervising and evaluating the student or intern teacher. Student teaching supervisors conduct two formal observations of the student teacher.

**SPE 639F FE Inclusive Class Prac 7-12 (0 credits)****SPE 670 Special Topics: Special Educa (3 credits)****SPE 700 SpecialEducation Law/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 Cog Proc: Resrch Brain Studies (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 Culturally 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

**SPE 710 WRP: Intro Multisens Lang Inst (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. Wilson Reading Certification course.

*Restrictions:* Enrollment is limited to Graduate level students.

**SPE 711 WRP: Int Instr- NonRepsRdr 1-3 (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. Wilson Reading Certification course.

*Prerequisites:* SPE 710

*Restrictions:* Enrollment is limited to Graduate level students.

**SPE 712 WRP: Int Instr- NonRepsRdr 4-6 (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. Wilson Reading Certification course.

*Prerequisites:* SPE 710 and SPE 711

*Restrictions:* Enrollment is limited to Graduate level students.

**SPE 713 WRP: Int Instr- NonRepsRdrPrac (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.

*Prerequisites:* SPE 710 and SPE 711 (may be taken concurrently) and SPE 712 (may be taken concurrently)

**SPE 720 Intro ASD: Caus Diag & Advoc (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. Autism Spectrum Disorder Specialist Endorsement course.

**SPE 720F FE Intro to ASD (0 credits)****SPE 721 Aug & Alt Com & Soc Stratg (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. Autism Spectrum Disorder Specialist Endorsement course.

**SPE 721F FE Aug & Alt Com & Soc Stratg (0 credits)****SPE 722 Evid Based Prac: AI&I Method (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. Autism Spectrum Disorder Specialist Endorsement course.

**SPE 722F FE Evid Based Prac AI&I Method (0 credits)****SPE 723 Autism: Behv Manag 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. Autism Spectrum Disorder Specialist Endorsement course.

*Restrictions:* Enrollment is limited to Graduate level students.

**SPE 723F FE Aut: Behv Manag Approaches (0 credits)****SPE 730 Ed Found - Deaf & Hard of Hear (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**SPE 730F FE Foundations-Deaf Hard of He (0 credits)****SPE 731 Lang, Lit & Comm Dev-Deaf & HH (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**SPE 731F FE Lang/Lit/Comm For DHH (0 credits)****SPE 732 Curr, Inst & Lrn Env-Deaf & HH (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

*Restrictions:* Enrollment is limited to Graduate level students.

**SPE 732F FE Curric/Instruct/ DHH (0 credits)****SPE 733 List & Spk Skills - Deaf & HH (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.

*Restrictions:* Enrollment is limited to Graduate level students.

**SPE 733F FE Listen/Speak Skills DHH (0 credits)****SPE 734 Sign Comm in Instruct 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**SPE 734F FE Sign Comm in Instr Setting (0 credits)****SPE 739 Student Teach & Prof Seminar (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 (PK-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 and SPE 608 and SPE 612 and SPE 730 and SPE 731 and SPE 732 and SPE 733 and SPE 734

*Restrictions:* Enrollment is limited to Graduate level students.

## Theology (also see REL crses) (THE)

**THE 150 First Year Seminar (3 credits)**

First Year Seminar: Seminar subjects vary.

*Attributes:* First-Year Seminar, Undergraduate

**THE 154 Faith, Justice & the Cath Trad (3 credits)**

Faith, Justice and the Catholic Tradition: This course is designed to introduce students to the values that have shaped the Roman Catholic institution that they have chosen to attend and the ways in which these values are historically grounded in Roman Catholic Doctrine and shaped by its present articulation. It will therefore introduce students to central theological themes (such as the doctrines of Christ, the human person, sin/grace/salvation, and sacramentality) and moral claims (such as the preferential option for the poor, solidarity, and the common good). It is a course concerned with elemental questions of meaning and action and, as such, seeks to give students the skills they need not only to understand and analyze the texts and concepts under consideration but also to put these ideas and texts into dialogue with contemporary issues, their own lives, and the world. This course will also introduce students to the critical, academic study of religion and to the particular problems that such study raises (e.g., historicity, pluralism, faith versus scientific knowledge of the world). 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. This is an academic course that requires the student to engage the course material in a critical fashion so as to facilitate her/his mastery of it. Signature Core Course for all Students.

*Attributes:* Signature Course (New GEP), Theology Level 1, Undergraduate

**THE 211 Hebrew Bible (3 credits)**

Hebrew Bible: 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. Religious Difference.

*Attributes:* Religious Difference Course, Theology Level 2, Undergraduate

**THE 221 Intro to the New Testament (3 credits)**

Introduction to the New Testament: 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.

*Attributes:* Theology Level 1, Undergraduate

**THE 241 Intro to Systematic Theology (3 credits)**

Introduction to Systematic Theology: 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.

*Attributes:* Theology Level 1, Undergraduate

**THE 261 Christian Social Ethics (3 credits)**

Christian Social Ethics: 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.

*Prerequisites:* PHL 154

*Attributes:* Ethics Intensive (New GEP), Faith Justice Course, Health Care Ethics Course, Theology Level 1, Undergraduate

**THE 270 Special Topics in Theology (3 credits)**

Special Topics in Theology: 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.

*Attributes:* Theology Level 2, Undergraduate

**THE 323 The Psalms (3 credits)**

The Psalms: The most influential of all Old Testament books for 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.

*Attributes:* Ancient Studies Course, Theology Level 3, Undergraduate

**THE 324 NT&Chr Atts to Jews/Judaism (3 credits)**

The New Testament and Christian Attitudes toward Jews and Judaism: 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. Religious Difference when team taught.

*Attributes:* Religious Difference Course, Theology Level 3, Undergraduate

**THE 325 Synoptic Gospels (3 credits)**

Synoptic Gospels: 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.

*Attributes:* Ancient Studies Course, Theology Level 3, Undergraduate

**THE 326 Letters of Paul (3 credits)**

Letters of Paul: The aim of this course is to examine the main characteristics of Paul's faith as found in his epistles. The course will establish the broad argument of each of the letters, their historical setting, and their literary and rhetorical character, and demonstrate how these elements work together to express Paul's gospel. Faith and Reason.

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Ancient Studies Course, Faith-Reason Course (New GEP)

**THE 331 Early Christn Thought (3 credits)**

Early Christian Thought: 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.

*Attributes:* Theology Level 3, Undergraduate

**THE 333 Knowl & Love of God: Mid Ages (3 credits)**

Knowledge and Love of God in the Middle Ages: 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 (when offered in that format).

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Faith-Reason Course (New GEP), Medieval, Ren & Reform Studies, Theology Level 3, Undergraduate

**THE 334 Revolt, Reform, Reunion? (3 credits)**

Revolt, Reform, Reunion?: This course explores the religious, social, political, and cultural factors that precipitated the Protestant Reformation, with particular emphasis given to theological issues, such as justification, the role of scripture in the life of the church, church structure, the nature of ministry, and the sacraments. In addition, the course examines the progress that has been made in the 20th and 21st centuries to overcome the difference of the 16th century as a result of ecumenical dialogue between Roman Catholic Church, various Protestant churches, and the Anglican Communion. Writing Intensive (when offered in that format).

*Attributes:* Theology Level 3, Undergraduate

**THE 335 Gendr & Christian Spirituality (3 credits)**

Gender & Christian Spirituality: 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, Writing Intensive (when offered in that format).

*Attributes:* Diversity Course (New GEP), Faith Justice Course, Gender Studies Course, Theology Level 3, Undergraduate

**THE 339 Darwin, Dogma, and Ecology (3 credits)**

Darwin, Dogma, and Ecology: In his 2015 encyclical, *On Care for our Common Home* (*Laudato Si*), Pope Francis makes an urgent appeal to "every person living on this planet" for dialogue and action in the face of impending environmental collapse. Of course, the pope's argument is grounded in Roman Catholic teaching; however, his critique is more philosophical than theological. It concerns not just the detrimental effect modern technology has had on the environment, but, more fundamentally, how modern science understands our knowledge of the world, and how in turn this understanding has adversely affected human action. The course will investigate the development within Catholicism of an evolutionary worldview that critically embraces neo-Darwinian science, but also distinguishes between religious faith-traditions and secular faith-traditions, suggesting how the former might prove more effective than the latter in addressing the ecological crisis. Faith and Reason.

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Faith-Reason Course (New GEP), Undergraduate



**THE 340 Atheism and the Case for God (3 credits)**

Atheism and the Case for God: "Over the past twenty years several best-selling authors have mounted a concerted attack on religion, advancing an argument that is, purportedly, so fresh and compelling as to earn them the title, "The New Atheists." But the more important and enduring cultural phenomenon affecting religious practice today is the secularism that has increasingly dominated modern civilization, religious belief and practice became significant options rather than cultural givens. This course deals with the question of whether secularism arose in reaction to religion, or as one of religion's greatest success stories. Much of the analysis will be historical: When and how did the secular movement arise? What notion of "God" did it reject? But the course will also address questions that are more philosophical and theological in nature: Has natural science disproved religion? And is secularism properly understood as necessarily concurrent with scientific advance? Faith and Reason.

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Faith-Reason Course (New GEP), Undergraduate

**THE 341 Jesus through the Centuries (3 credits)**

Jesus through the Centuries: 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. Writing Intensive (when offered in that format).

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Faith-Reason Course (New GEP), Theology Level 3, Undergraduate

**THE 342 Does God Exist? (3 credits)**

Does God Exist?: "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.

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Faith-Reason Course (New GEP), Theology Level 3, Undergraduate

**THE 343 Theology of Word and Sacrament (3 credits)**

Theology of Word and Sacrament: 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.

*Attributes:* Theology Level 3, Undergraduate

**THE 344 Theology of the Church (3 credits)**

Theology of the Church: 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.

*Attributes:* Theology Level 3, Undergraduate

**THE 345 Evil as a Theological Problem (3 credits)**

Evil as a Theological Problem: 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.

*Prerequisites:* PHL 154 and (THE 154 or THE 211)

*Attributes:* Faith-Reason Course (New GEP), Theology Level 3, Undergraduate

**THE 346 Salvation as Story & Belief (3 credits)**

Salvation as Story & Belief: 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.

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Faith-Reason Course (New GEP), Theology Level 3, Undergraduate

**THE 347 Death and Rebirth (3 credits)**

Death and Rebirth: 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.

*Attributes:* Health Care Ethics Course, Theology Level 3, Undergraduate

**THE 348 Theology and Science (3 credits)**

Theology and Science: An exploration of the Galileo Case, evolution, contemporary Big Bang cosmology, and quantum theory show 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.

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Faith-Reason Course (New GEP), Theology Level 3, Undergraduate

**THE 349 Theology of Disability (3 credits)**

Theology of Disability: This course will examine the relationship between the way in which human disability is approached, on the one hand, from the perspective of the theological anthropology found in the Christian faith and, on the other hand, how it is approached by other contemporary discourses. More specifically, the course will examine the adequacy of certain contemporary approaches to disability and inquire into ways in which the Christian theological tradition can contribute to the project of rethinking and reimagining the nature of human disability as well as the nature of the human person in general. Diversity, Writing Intensive (when offered in that format).

*Attributes:* Diversity Course (New GEP), Faith Justice Course, Health Care Ethics Course, Undergraduate

**THE 350 The Beauty of God (3 credits)**

The Beauty of God: 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 theo-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.

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Faith-Reason Course (New GEP), Medieval, Ren & Reform Studies, Theology Level 3, Undergraduate

**THE 351 Ignatian Spirit in Jesuit Trad (3 credits)**

Ignatian Spirituality in the Jesuit Tradition: 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.

*Attributes:* European Studies Course, Theology Level 3, Undergraduate

**THE 352 Recent Trends in Roman Cathol (3 credits)**

Recent Trends in Roman Catholicism: 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.

*Attributes:* Theology Level 3, Undergraduate

**THE 353 American Catholicism (3 credits)**

American Catholicism: 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.

*Attributes:* American Studies Course, Theology Level 3, Undergraduate

**THE 354 Beauty&ConsciousnessInTheArts (3 credits)**

Beauty and Consciousness in the Arts: 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 artistic form. Faith and Reason.

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Faith-Reason Course (New GEP), Medieval, Ren & Reform Studies, Theology Level 3, Undergraduate

**THE 355 American Religious Thought (3 credits)**

American Religious Thought: 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.

*Attributes:* Theology Level 3, Undergraduate

**THE 356 Liberation & Pol Theologies (3 credits)**

Liberation and Political Theologies: 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 (when offered in that format). Latin American Studies.

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Faith Justice Course, Faith-Reason Course (New GEP), Theology Level 3, Undergraduate

**THE 357 Feminist Theologies (3 credits)**

Feminist Theologies: 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 (when offered in that format).

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Faith Justice Course, Faith-Reason Course (New GEP), Gender Studies Course, Theology Level 3, Undergraduate

**THE 358 Faith, Justice & Jesuit Miss (3 credits)**

Faith, Justice and Jesuit Mission in Bolivia: 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. Latin American Studies.

*Attributes:* Ethics Intensive (New GEP), Latin American Studies Course, Non-Western Studies (GEP), Theology Level 3, Undergraduate

**THE 359 Religion, Violence & Terrorism (3 credits)**

Religion, Violence and Terrorism: 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.

*Attributes:* Globalization Course (New GEP), Theology Level 3, Undergraduate

**THE 360 Rel Vision in Film & Fiction (3 credits)**

Religious Vision in Fiction and Film: 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.

*Attributes:* American Studies Course

**THE 361 Catholic Social Teaching (3 credits)**

Catholic Social Teaching: 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.

*Prerequisites:* PHL 154

*Attributes:* Ethics Intensive (New GEP), Faith Justice Course, Health Care Ethics Course, Theology Level 3, Undergraduate

**THE 362 Fth & Jus: Scrpt & Soc Values (3 credits)**

Faith and Justice: Scripture and Social Values: 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.

*Attributes:* Faith Justice Course, Latin American Studies Course, Theology Level 3, Undergraduate

**THE 363 Ignatius & Cty: Jesuit Urb Mis (3 credits)**

Ignatius and the City: Jesuit Urban Missiology: 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.

*Attributes:* Theology Level 3, Undergraduate

**THE 364 Pursuit of Love: Sexual Ethics (3 credits)**

In Pursuit of Love: Sexual Ethics: 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.

*Prerequisites:* PHL 154

*Attributes:* Ethics Intensive (New GEP), Theology Level 3, Undergraduate

**THE 365 Marriage/Same Sex Union/Divorc (3 credits)**

Marriage, Same Sex Unions, and Divorce: Examining the Ethical Issues: 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.

*Prerequisites:* PHL 154

*Attributes:* Ethics Intensive (New GEP), Theology Level 3, Undergraduate

**THE 366 Christian Medical Ethics (3 credits)**

Christian Medical Ethics: 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.

*Prerequisites:* PHL 154

*Attributes:* Ethics Intensive (New GEP), Faith Justice Course, Health Care Ethics Course, Justice Ethics and the Law , Latin American Studies Course, Theology Level 3, Undergraduate

**THE 367 Suffering and Death (3 credits)**

Suffering and Death: Biblical, Systematic and Ethical Perspectives: 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.

*Attributes:* Theology Level 3, Undergraduate

**THE 368 Just Hlth Care in Dev Nations (3 credits)**

Just Health Care in Developing Nations: 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.

*Prerequisites:* PHL 154

*Attributes:* Ethics Intensive (New GEP), Globalization Course (New GEP), Health Care Ethics Course, Justice Ethics and the Law , Latin American Studies Course, Undergraduate

**THE 370 Special Topics in Theology (3 credits)**

Special Topics in Theology: 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.

*Attributes:* Theology Level 3, Undergraduate

**THE 371 Christianity and Media (3 credits)**

Christianity and Media: 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.

*Prerequisites:* PHL 154

*Attributes:* Ethics Intensive (New GEP), Faith Justice Course, Theology Level 3, Undergraduate

**THE 372 Technology Ethics (3 credits)**

Technology Ethics: 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.

*Prerequisites:* PHL 154

*Attributes:* Ethics Intensive (New GEP), Faith Justice Course, Justice Ethics and the Law , Theology Level 3, Undergraduate



**THE 373 Economic Ethics (3 credits)**

Economic Ethics: 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.

*Prerequisites:* PHL 154

*Attributes:* Ethics Intensive (New GEP), Faith Justice Course, Globalization Course (New GEP), Justice Ethics and the Law , Theology Level 3, Undergraduate

**THE 374 War and Peace (3 credits)**

War and Peace: 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.

*Prerequisites:* PHL 154

*Attributes:* Ethics Intensive (New GEP), Faith Justice Course, Theology Level 3, Undergraduate

**THE 380 Interreligious Dialogue (3 credits)**

Interreligious Dialogue: 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.

*Attributes:* Religious Difference Course, Theology Level 3, Undergraduate

**THE 381 One True Religion? (3 credits)**

One True Religion?: 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 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.

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Faith-Reason Course (New GEP), Theology Level 3, Undergraduate

**THE 382 Religion, Society, and God (3 credits)**

Religion, Society, and God: 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, Writing Intensive (when offered in that format).

*Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Faith-Reason Course (New GEP), Undergraduate

**THE 384 Jews/Chr. Theologies Compared (3 credits)**

Jews and Christians: Theologies Compared: 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 when team taught.

*Attributes:* Religious Difference Course, Theology Level 3, Undergraduate

**THE 385 Jewish Jesus as Savior (3 credits)**

Jewish Jesus as Savior: 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 when team taught.

*Attributes:* Religious Difference Course, Theology Level 3, Undergraduate

**THE 387 Jews&Chr. Entwined Histories (3 credits)**

Jews and Christians: Entwined Histories: 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 when team taught.

*Attributes:* Diversity Course (New GEP), Religious Difference Course, Theology Level 3, Undergraduate

**THE 388 Jews&Chr. Bible Interpretation (3 credits)**

Jews and Christians: Bible Interpretations: 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 when team taught.

*Attributes:* Religious Difference Course, Theology Level 3, Undergraduate

**THE 389 Abrahamic Peoples I (3 credits)**

The Abrahamic Peoples Past, Present and Future I: 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 when team taught.

*Attributes:* Religious Difference Course, Undergraduate

**THE 390 The Abrahamic Peoples II (3 credits)**

The Abrahamic Peoples Past, Present and Future II: 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, Christian, 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 only Spring semester for 3 credits. L3, Religious Difference when team taught.

*Attributes:* Religious Difference Course, Undergraduate

**THE 392 Directed Readings in Theology (3 credits)**

Directed Readings in Theology: 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.

*Attributes:* Theology Level 3, Undergraduate

**THE 491 Internship in Theology I (3 credits)**

This course is an experiential learning experience in which students work 10 hours per week (total 130 hours) in an organization related to Religious Studies. The internship is a way to see how different areas of theological study are used "on the ground" in public, private, non-profit, community, and church-related organizations. In addition to their hours, students must keep a journal, meet regularly with their faculty adviser, and complete a final essay/presentation that connects their learning experience in the internship to their other coursework and the goals of the major. This course is restricted to junior and senior majors and minors in Religious Studies, and students in other programs with permission of the department chair. For more information and for the required application, please see the department chair.

**THE 492 Internship in Theology II (3 credits)**

This course is an experiential learning experience in which students work 10 hours per week (total 130 hours) in an organization related to Religious Studies. The internship is a way to see how different areas of theological study are used "on the ground" in public, private, non-profit, community, and church-related organizations. In addition to their hours, students must keep a journal, meet regularly with their faculty adviser, and complete a final essay/presentation that connects their learning experience in the internship to their other coursework and the goals of the major. This course is restricted to junior and senior majors and minors in Religious Studies, and students in other programs with permission of the department chair. For more information and for the required application, please see the department chair.

**THE 493 Ind Research in Theology (3 credits)**

Independent Research in Theology: 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.

*Attributes:* Theology Level 3, Undergraduate

**THE 494 Ind Research in Theology (3 credits)**

Independent Research in Theology: 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.

*Attributes:* Theology Level 3, Undergraduate

**THE 495 Theor & Meth in Study of Relg (3 credits)**

Theories and Methods in the Study of Religion: 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. Faith and Reason, Writing intensive (when offered in that format). *Prerequisites:* PHL 154 and (THE 154 or THE 221)

*Attributes:* Faith-Reason Course (New GEP), Theology Level 3, Undergraduate

**THE 521 Gospels and Discipleship (3 credits)**

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.

*Restrictions:* Enrollment is limited to students with a major in Theology and Society. Enrollment is limited to Graduate level students.

**THE 583 Islam & Christian-Muslim Relat (3 credits)**

Islam & 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.

*Restrictions:* Enrollment is limited to Graduate level students.

**THE 694 Integrative Concluding Project (3 credits)**

Integrative Concluding Project: 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.

# DIRECTORY

## Board of Trustees

### Chair of the Board

Edward W. Money Penny '64  
CFO (Retired)  
7-Eleven Inc.

### Vice Chair

Robert J. Bowman '81  
Managing Director, Business Development  
BNY Mellon Wealth Management

### Members

- Michael A. Bantom '73
- Philip L. Boroughts, S.J.
- George W. Bur, S.J.
- Eileen K. Cardile '87, '91 (M.S.)
- Mark A. Casale '86
- Matthew P. Clifton '73
- Matthew P. Clifton '73
- Michael P. Curran P'10
- Thomas B. Curran, S.J. '97 (MBA)
- Marlene S. Dooner '83
- Brian Duperreault '69
- Dennis M. Durkin '74
- Timothy G. Fallon '76
- James J. Fleming, S.J.
- Daniel P. Gallagher '94, '99 (M.S.)
- Michael J. Hagan '85
- William A. Harvey, Esq. '74
- Margaret K. Hondros
- Aloysius P. Kelley, S.J.
- Joseph F. Kessler, Esq. '79
- Peter R. Kowey, M.D. '71
- Brendan G. Lally, S.J.
- Timothy J. Maguire '93
- Bruce T. Morrill, S.J.
- James M. Norris '85
- Sharon R. O'Brien '76
- Maureen A. O'Connor '86
- Lori N. Peruto, Esq. '83
- Mark C. Reed, Ed.D.
- Mary Scullion, R.S.M. '76
- James M. Shea, S.J.
- Michael F. Swanick '81
- Sean S. Sweeney '94 (MBA)
- John W. Swope, S.J.

## Administration

**President:** Mark C. Reed, Ed. D.

- Assistant Vice President: Sarah F. Quinn, M.B.A.
- Executive Assistant to the President: Jennifer Falcon
- Executive Assistant, Office of the President: Eileen Suplee
- General Counsel: Marianne Schimelfenig, Esq.
- Affirmative Action Officer:

### Academic Affairs

- Provost: Cheryl McConnell, Ph.D.
- Assistant Provost for Business and Analytics: Dawn M. Burdsall, M.B.A., C.P.A.
- Director for Administrative Operations, Academic Affairs: Melissa McClory, M.Ed.

**Associate Provost, Faculty and Academic Support:** Peter Norberg, Ph.D.

- University Registrar: Christopher Saxby, M.S.
- Associate Registrar: Deanna Flanagan, M.S.
- Director, Honors Program: Joseph Corabi, Ph.D.
- Director, Faith Justice Institute: Ann Marie Keffer, M.S.W.
- Director, Office of Teaching and Learning: Usha Rao, Ph.D.
- Director, Undergraduate Fellowships Program: Mark Reynolds, Ph.D.

### Associate Provost, Assessment and Strategic Planning

- Director, Office of Research Services: Thomas Keo
- Director, Institutional Effectiveness:

**VP for Enrollment Management:** Karen Pellegrino, M.S.

- Associate VP Enrollment Management: Robert McBride, M.A.
- Director, Undergrad Admissions: Maureen Mathis, M.Ed.
- Director of Enrollment Management Systems and Analytics, Michael Payne, M.A.
- Director of Financial Aid: Elizabeth Rihl Lewinsky

**Dean of the College of Arts and Sciences:** Shaily Menon, Ph.D.

- Interim Associate Dean for Health Studies and Education: Frank M. Bernt, Ph.D.
- Associate Dean for Strategic Planning and Assessment: Shawn M. Krahmer, Ph.D.
- Interim Associate Dean for Research, Facilities, and Professional Development: Paul J. Angiolillo, Ph.D.
- Associate Dean for Curriculum and Advising: Matthew J. Anderson, Ph.D.

**Dean of the Haub School of Business:** Joseph DiAngelo, Jr., Ed.D.

- Associate Dean of Undergraduate Studies: Edward Balotsky, Ph.D.
- Associate Dean: Vana M. Zervanos, M.Ed., M.B.A.
- Associate Dean: Natalie Wood, Ph.D.

**University Librarian:** Anne Krakow, M.L.S.

**Scholarly Press, Director:** Carmen Croce, A.B.

### Mission

- Executive Director for Mission: Rev. Daniel Joyce, S.J.,
- Director of Campus Ministry: Thomas Sheibley, M.A.



## Student Life

- Vice President for Student Life/Associate Provost: Cary Anderson, Ed.D.
- Director of Student Transitions: Nancy Komada, Ph. D.
- Director of Public Safety and Security: Arthur Glover, B.A.
- International Programs, Director: Thomas Kesaris, B.A.
- Director of the China Program: Juan Yu, Ph.D.
- Assistant Vice President of Student Success and Educational Support: Kim Allen-Stuck, Ph.D.
- Director of Educational Support for Student Athletes: Janet Greder, M.S.
- Director of Learning Resources: Kris Goldberg, M.S.
- Director of Students with Disabilities: Christine Mecke, Ed.D.
- Director of Student Success and First Year Experience: Daniel McDevitt, M.B.A.
- Assistant Vice President for Student Development and Title IX Coordinator: Mary-Elaine Perry, Ed.D.
- Executive Director, Career Development: Patricia Shafer, M.A.
- Director of Counseling & Psychological Services: Gregory Nicholls, Ph.D.
- Director of Student Health Center: Eileen Bevilacqua
- Director of Student Outreach and Support: Marci Berney, M.S.
- Assistant Vice President for Student Life: Kiersten White, Ed.D.
- Manager of Student Life Information Systems: Karla Castro, M.B.A.
- Director of Community Standards: William Bordak, M.A.
- Assistant Vice President for Student Campus Life: John Jeffery, Ed.D.
- Director of Residence Life: Jessica Moran-Buckridge, M.A.
- Director of Student Leadership and Activities: Beth Hagovsky, Ed.D.
- Director of Campus Recreation: Corey Shannon, M.Ed.
- Assistant Provost for Inclusion and Diversity:
- Director of Inclusion and Diversity: Natalie Walker, M.S.
- Director of Inclusion and Diversity Access Programs: Jennifer Dessus, M.S.
- Director of International Students and Scholars, Meryl Halpern, M.A.

## University Operations

**Chief Human Resources Officer:** Zenobia Hargust

**Chief Information Officer:** Francis DiSanti, M.S.

- Associate Vice President of Information Technology: Joseph Petragani, M.S.
- Director of Application Services: Amanda Sciarra, M.B.A.
- Director of Infrastructure Services: James Brady
- Director of Project Management: Jill Cleary, M.B.A.
- Director of Technology Support Services: Lauren Adams, M.B.A.

**Vice President and Athletics Director:** Jill Bodensteiner, J.D., M.B.A.

- Senior Associate Athletics Director/Student Experience: Renie Shields, M.A.
- Senior Associate Athletics Director for Development: Katie Shields, M.S.
- Senior Associate Athletics Director for External Affairs: Robert Sullivan

- Associate Athletics Director: Allen Pendleton, M.Ed.
- Associate Athletics Director for Business Operations and Facilities: Amanda Hall
- Head Basketball Coach, Men: William Lange
- Head Basketball Coach, Women: Cindy Anderson-Griffin, M.B.A.

**Vice President for Finance and Administration and Treasurer:** David Beaupre

- Assistant Vice President for Budget and Financial Planning, Barry Harte, J.D.
- Director of Financial Planning: Marcy DeLorenzo-Rosci, CPA '06, '13
- Director of Financial Planning, Lauren Goldsmith, CPA, '10, '17
- Director of Procurement: John Byars, J.D., MBA '15'
- Controller: April Lee, B.S., EMBA '08
- Director, Office of Internal Audit: Christopher Garrity, MBA, CPA, CIA, CFE, CGMA

**Associate Vice President for Administrative Services:** Timothy McGuirman, M.Ed.

- Assistant Vice President of Facilities Operations: Kevin Kane, P.E.
- General Manager of Print Services, Randy Kehl
- Director of Health & Safety/Environmental Compliance Officer: Mary Healy

**Vice President, University Relations:** Joseph Kender

- Associate Vice President for Advancement Principal Gifts: Martin Farrell, M.S. '88'
- Associate Vice President for Advancement Operations: Thomas Chaves
- Associate Vice President for Major Gifts: Eric Almonte

**Assistant Vice President for Government and Community Relations:** Wadell Ridley, Jr.

**Chief Marketing and Communications Officer:** Marie Williams

- Executive Director of Marketing: Carolyn Steigleman
- Executive Director of Communications: Kelly Welsh

Emeriti and Emeritas

**Concha Alborg** (1982) B.A., 1975, Georgia State University; M.A., 1977, Emory University; Ph.D., 1982, Temple University *Professor Emerita of Modern and Classical Languages*

**Mary DeKonty Applegate** (1983) B.S., 1964, Evangel College; M.A., 1972, Eastern Michigan University; Ed.D., 1978, Temple University *Professor Emerita of Education*

**John G. Berberian** (1973) B.S., 1963, University of Massachusetts; Ph.D., 1968, Brown University *Professor Emeritus of Chemistry*

**Anthony J. Berret, S.J.** (1982) B.A., 1964, M.A., 1967, Fordham University; M.Div., 1971, Woodstock College; Ph.D., 1981, Johns Hopkins University *Professor Emeritus of English*

**Judith G. Chapman** (1988) B.A., 1971, St. Bonaventure University; M.A., 1975, St. Bonaventure University; Ph.D., 1987, Syracuse University *Professor Emerita of Psychology*

**Nancy M. Childs** (1991) B.A., 1972, Duke University; M.S., 1977, California Institute of Technology; Ph.D., 1993, Century University, *Professor Emerita of Marketing*

**Corolyn E. Clark** (1977) A.B., 1965, St. Mary's College; M.B.A., Temple University; 1978, Ph.D., 1985, Temple University; CFP®, 2003. *Professor Emerita of Accounting*

**Eileen Z. Cohen** (1968) B.S., 1953, University of Maryland; M.A., 1958, University of Maryland; Ph.D., 1965, University of Maryland. *Professor Emerita of English*

**John J. Costello** (1957) B.S., 1954, Saint Joseph's University; M.A., 1956, University of Virginia. *Professor Emeritus of Mathematics and Computer Science*

**Christopher Coyne** (1978) B.S. 1967, Saint Joseph's University; M.B.A., 1973 Temple University; Ph.D. 1986, Temple University, *Professor Emeritus of Finance*

**Thomas J. Donahue** (1965) B.A., 1964, Saint Joseph's University; M.A., 1967, University of Pennsylvania; Ph.D., 1973, University of Pennsylvania *Professor Emeritus of Modern and Classical Languages*

**George W. Dowdall** (1982) A.B., 1965, College of the Holy Cross; A.M., 1969, Brown University; Ph.D., 1972, Brown University *Professor Emeritus of Sociology*

**Joseph E. Dragonette** (1967) B.S., 1958, Saint Joseph's University; M.A., 1966, George Washington University; Ph.D., 1974, University of Pennsylvania *Associate Professor Emeritus of Economics*

**Joseph J. Feeney, S.J.** (1971) A.B., 1958, Fordham University; M.A., 1961, Fordham University; Ph.L., 1959, Woodstock College; S.T.B., 1964, Woodstock College; S.T.L., 1966, Woodstock College; Ph.D., 1971, University of Pennsylvania *Professor Emeritus of English*

**Gérard A. Férère** (1964) Bachelier ès Lettres, 1948, Haiti; Ensign, 1953, Naval Academy, Venezuela; M.A., 1966, Villanova University; Ph.D., 1974, University of Pennsylvania. *Professor Emeritus of Modern and Classical Languages*

**Gerald F. Finnegan, S.J.** (1980) A.B., 1960, Boston College; M.A., 1961, Boston College; Lic, 1968, Sankt Georgen Hochschule; M. Div., 1975, Union Theological Seminary; Ph.D., 1978, Union Theological Seminary. *Professor Emeritus of Theology*

**Paul L. Foster** (1979) B.S., 1950, Northwestern University; M.B.A., 1963, George Washington University; D.B.A., 1969, University of Virginia. *Professor Emeritus of Finance*

**Richard W. Fredrickson** (1967) A.B., 1951, University of Kansas; M.A., University of Kansas; 1954, Ph.D., 1961, University of Kansas. *Professor Emeritus of Biology*

**Vincent J. Genovesi, S.J.** (1973) A.B., 1962, Fordham University; M.A., 1966, Fordham University; Ph.L., 1963, Woodstock College; M. Div., 1969, Woodstock College; Ph.D., 1973, Emory University *Professor Emeritus of Theology and Religious Studies*

**Richard J. George** (1973) B.S., 1967, Saint Joseph's University; M.B.A., 1969, Harvard University; Ph.D., 1979, Temple University *Professor Emeritus of Food Marketing*

**Lewis W. Gordon** (1982) B.S., 1962, Temple University; M.S., 1970, Juilliard School; M.A., 1974, Rutgers University; D.M.A., 1980, Temple University. *Professor Emeritus of Performing Arts*

**Spenser O. Gowdy** (1965) B.S., 1963, West Chester State University; M.A., 1965, Villanova University; Ph.D., 1971, Temple University *Professor Emeritus of Mathematics*

**Bart P. Hartman** (1996) B.S., 1966, University of Wisconsin; M.B.A., 1967, Northern Illinois University; D.B.A., 1975, University of Kentucky. *Professor Emeritus of Accounting*

**John L. Haverty** (1976) B.S., 1969, Saint Joseph's University; M.B.A., 1973, University of Chicago; CPA, 1975, Pennsylvania; Ph.D., 1985, Temple University *Professor Emeritus of Accounting*

**Jonathan P. E. Hodgson** (1985) B.A., 1963, Trinity College, Cambridge University; M.A., 1967, Trinity College, Cambridge University; Ph.D., 1967, Trinity College, Cambridge University *Professor Emeritus of Computer Science*

**Raymond A. Horn** (2004) B.S., 1969, Millersville State College; M.S., 1994, West Chester University; Ph.D., 1998, Pennsylvania State University *Professor Emeritus of Education*

**Anthony James Joes** (1969) A.B., 1965, Saint Joseph's University; M.A., 1967, University of Pennsylvania; Ph.D., 1970, University of Pennsylvania *Professor of Political Science, Professor Emeritus of Political Science*

**Thomas J. Kane, Jr.** (1982) B.S., 1966, Georgetown University; M.A., 1969, Georgetown University; Ph.D., 1978, Indiana University. *Professor Emeritus of Political Science*

**John K. Kearney** (1970) A.B., 1962, Marquette University; M.A., 1964, Villanova University; Ph.D., 1972, Bryn Mawr College. *Professor Emeritus of Philosophy*

**Richard A. Kipphorn, Jr.** (1960) A.B., 1957, Franklin and Marshall College; M.A., 1962, University of Pennsylvania. *Professor Emeritus of Modern and Classical Languages*

**Patrick J. Kirschling** (1983) B.S., 1968, Saint Joseph's University; M.S., 1972, Rutgers University; Ph.D., 1982, Purdue University. *Professor Emeritus of Food Marketing*

**William A. Kriner** (1965) B.S., 1953, West Chester State University; Ph.D., 1959, University of Pennsylvania. *Professor Emeritus of Chemistry*

**Francis Graham Lee** (1970) A.B., 1966, Boston College; Ph.D., 1970, University of Pennsylvania *Professor Emeritus of Political Science*

**William J. Leonard** (1957) B.S., 1956, Saint Joseph's University; M.A., 1959, University of Notre Dame. *Professor Emeritus of Economics*

**John B. Lord** (1975) B.S., 1971, Saint Joseph's University; M.B.A., 1975, Drexel University; Ph.D., 1985, Temple University *Professor Emeritus of Marketing*

**Deborah Lurie** (1998) B.A., 1969, Temple University; M.A., 1971, Temple University; M.S., 1976, Temple University; Ph.D., 1981, Temple University *Associate Professor of Mathematics*

**Martin S. Meloche** (1997) B.S., 1981, Walsh College; M.A., 1983, Central Michigan University; D.B.A., 1988, University of Kentucky *Professor Emeritus of Food Marketing*

**Thomas E. McDuffie, Jr.** (1972) A.B., 1965, Merrimack College; M.S., 1969, Temple University; Ed.D., 1973, Temple University *Professor Emeritus of Teacher Education*

**Vincent P. McNally, Jr.** (1976) B.A., 1971, Saint Joseph's University; M.A., 1972, Villanova University; Ph.D., 1979, Temple University *Professor Emeritus of Political Science*

**Francis J. Morris** (1961) A.B., 1958, Saint Joseph's University; M.A., 1960, Columbia University; Ph.D., 1977, University of Pennsylvania. Professor Emeritus of English

**John P. Mullen** (1950) A.B., 1950, Saint Joseph's University; M.A., 1953, University of Pennsylvania. *Professor Emeritus of English*

**Catherine S. Nash** (1948) A.B., 1939, Goucher College; M.S., 1950, Ohio State University. *Professor Emerita of Biology*

**John J. Newhouse** (1998) B.A., 1965, Temple University; M.Ed., 1970, Temple University; Ed.D., 1976, Temple University; M.S., 1997, University of Pennsylvania *Professor Emeritus of Health Administration*

**Robert H. Palestini** (1990) B.S., 1963, Saint Joseph's University; M.A., 1967, Saint Joseph's University; Ed.D., 1980, Temple University *Professor Emeritus of Educational Leadership*

**George A. Prendergast** (1956) B.S., 1955, Saint Joseph's University; M.A., 1960, University of Pennsylvania; Ph.D., 1972, University of Pennsylvania *Professor of Economics, Chair, Department of Economics*

**Agnes M. Rash** (1968) A.B., 1963, Holy Family College; M.S., 1966, University of Notre Dame; Ph.D., 1974, University of Pennsylvania *Professor Emerita of Mathematics*

**Douglas F. Riddle** (1978) A.B., 1950, University of Illinois; M.S., 1952, University of Michigan; D.A., 1977, Carnegie-Mellon University. *Professor Emeritus of Mathematics and Computer Science*

**Nicholas John Robak** (1972) A.B., 1965, University of Pennsylvania; M.A., 1969, University of Pennsylvania; M.A., 1971, University of Pennsylvania; Ph.D., 1972, University of Pennsylvania *Professor Emeritus of Decision & System Sciences*

**Eileen F. Sabbatino** (2002) B.S., 1972, State University of New York; M.Ed., 1991, University of New Mexico; Ed.D., 2001, Wilmington College *Professor Emerita of Special Education*

**Patrick Samway, S.J.** (2001) B.A., 1963, Fordham University; M.A., 1965, Fordham University; Ph.L., 1965, Fordham University; M.Div., 1969, Woodstock College; Ph.D., 1974, University of North Carolina *Professor Emeritus of English*

**Claire A. Simmers** (1996) B.A., 1972, University of Maryland; M.B.A., 1990, West Chester University; Ph.D., 1996, Drexel University *Professor Emeritus of Management*

**Phillip T. Smith** (1978) B.A., 1964, University of Texas, El Paso; M.A., 1969, Indiana University; M.Phil., 1975, Columbia University; Ph.D., 1976, Columbia University *Professor Emeritus of History*

**Elizabeth Sherman Swing** (1978) B.A., 1949, Radcliffe/Harvard University; M.A., 1952, Radcliffe/Harvard University; Ph.D., 1979, University of Pennsylvania. *Professor Emerita of Education*

**W. Richard Sherman** (1989) B.A., 1971, University of Pennsylvania; J.D., 1975, University of Pennsylvania; M.B.A., 1982, Temple University; CPA,

1989, Delaware; LI.M., 1991, Villanova University *Professor Emeritus of Accounting*

**Paul M. Tefft** (1983) B.S., 1974, Illinois State University; M.S., 1978, Illinois State University; Ph.D., 1984, Southern Illinois University *Associate Professor Emeritus of Biology*

**Ahmet Tezel** (1985) B.A., 1964, Academy of Commerce, Istanbul, Turkey; M.B.A., 1968, University of California, Berkeley; Ph.D., 1973, University of California, Berkeley *Professor Emeritus of Finance*

**John C. Traupman** (1951) A.B., 1948, Moravian College; M.A., 1951, Princeton University; Ph.D., 1956, Princeton University. *Professor Emeritus of Classics*

**Martin R. Tripole, S.J.** (1972) A.B., 1957, Fordham University; M.A., 1965, Fordham University; M.A., 1968, Woodstock College; S.T.D., 1972, Institut Catholique, Paris. *Professor Emeritus of Theology*

**John J. Tudor** (1977) B.S., 1967, University of Kentucky; M.S., 1970, University of Kentucky; Ph.D., 1977, University of Kentucky *Professor Emeritus of Biology*

**Carl von Zemenszky** (1966) Ph.D., 1943, Franz Joseph University; Dr. Habil, Sociology, 1944, Budapest University; J.S.D., 1946, Queen Elizabeth University. *Professor Emeritus of Sociology*

**James J. Watrous** (1972) B.S., 1964, University of Dayton; M.S., 1969, University of Dayton; Ph.D., 1972, Georgetown University *Professor Emeritus of Biology*

**George H. Webster, Jr.** (1980) B.S., 1964, Seton Hall University; M.B.A., 1969, Seton Hall University; M.A., 1973, State University of New York, Binghamton; Ph.D., 1981, State University of New York, Binghamton *Professor Emeritus of Finance*

**Dennis W. Weeks** (1977) A.B., 1971, Saint Joseph's University; M.F.A., 1975, School of the Art Institute of Chicago *Professor Emeritus of Art*

**Ronald C. Wendling** (1972) A.B., 1962, Fordham University; Ph.L., 1963, Fordham University; A.M., 1965, Fordham University; Ph.D., 1970, Case Western Reserve University. *Professor Emeritus of English*

**Dagmar Wienroeder-Skinner** (1992) M.A., Rutgers University; M. Phil., 1987, Rutgers University; Ph.D., 1991, Rutgers University *Professor Emeritus of Modern and Classical Languages*

## Faculty

**Professor.** A.J. Stagliano, Ph.D.; Ajoa A. Abrokwa; Ajoa A. Abrokwa; Ajoa A. Abrokwa; Alfredo J. Mauri, Ph.D.; Althier Lazar, Ph.D.; Althier Lazar, Ph.D.; Andrew Payne, Ph.D.; Ann E. Green, Ph.D.; April Lindner, Ph.D.; Babak Forouraghi, Ph.D.; Benjamin H. Liebman, Ph.D.; Brent Smith, Ph.D.; Brice R. Wachterhauser, Ph.D.; Claire A. Simmers, Ph.D.; David Allan, Ph.D.; David Hecker, Ph.D.; David R. Sorensen, D.Phil.; Dennis McNally, S.J., Ph.D.; Diane M. Phillips, Ph.D.; Donald S. Leitner, Ph.D.; Dr. Christina King Smith; E. Kent St. Pierre, Ph.D.; Eileen D. Grogan, Ph.D.; Encarna Rodríguez, Ph.D.; Frank Bernt, Ph.D.; Frank Bernt, Ph.D.; Ginette McManus, Ph.D.; James Carter, Ph.D.; James W. Boettcher, Ph.D.; Jason Powell, D.Phil.; Jo Alyson Parker, Ph.D.; Jodi A. Mindell, Ph.D.; John B. Lord, Ph.D.; John J. McCall, Ph.D.; John J. McCall, Ph.D.; John L. Stanton, Ph.D.; Jonathan Fingerut, Ph.D.; Joseph Corabi, Ph.D.; Joseph J. Godfrey, S.J., Ph.D.; Joseph Ragan, MA, MBA, CPA; Josephine Shih, Ph.D.; João Neiva de Figueiredo, Ph.D.; Karen Hogan, Ph.D.; Karen Snetselaar, Ph.D.; Katherine A. S. Sibley, Ph.D.; Kristin Burr, Ph.D.; Kristopher Tapp, Ph.D.; Lisa A. Baglione, Ph.D.; Lucia Paccione, M.B.A.; M. Michelle Rowe, Ph.D.;

Maria Kefalas, Ph.D.; Maria Marsilio, Ph.D.; Mark A. Forman, Ph.D.; Melissa A. Goldthwaite, Ph.D.; Michael P. McCann, Ph.D.; Michael Solomon, Ph.D.; Milica Z. Bookman, Ph.D.; Morris Danielson, Ph.D.; Natalie T. Wood, Ph.D.; Owen W. Gilman, Jr., Ph.D.; Patrick Garrigan, Ph.D.; Paul Klingsberg, Ph.D.; Peter A. Clark, S.J., Ph.D.; Peter Norberg, Ph.D.; Philip A. Cunningham, Ph.D.; Philip Schatz, Ph.D.; Phyllis Anastasio, Ph.D.; Piotr Haddas, Ph.D.; Rajneesh Sharma, Ph.D.; Randall M. Miller, Ph.D.; Raquel Kennedy Bergen, Ph.D.; Rashmi Malhotra, Ph.D.; Richard A. Warren, Ph.D.; Richard Fusco, Ph.D.; Richard Herschel, Ph.D.; Roger K. Murray, Ph.D.; Rommel Regis, Ph.D.; Ronald K. Klimberg, Ph.D.; Sally Kuykendall, Ph.D.; Sam Smith, Ph.D.; Scott McRobert, Ph.D.; Stephen J. Porth, Ph.D.; Todd C. Moody, Ph.D.; Vincent A. McCarthy, Ph.D.; Virginia Goulding Johnson, Ph.D.; Virginia M. Miori, Ph.D.; William J. McDevitt, J.D.; William Trombetta, Ph.D.

**Associate:** Ailing Kong, Ph.D.; Aimee LaPointe Terosky, Ed.D.; Aimée Knight, Ph.D.; Aisha Damali Lockridge, Ph.D.; Alison Williams Lewin, Ph.D.; Allen Kerkeslager, Ph.D.; Amy F. Lipton, CFA, Ph.D.; Aubrey Wang, Ph.D.; Audre J. Brokes, Ph.D.; Brendan Sammon, Ph.D.; Christopher W. Close, Ph.D.; Clare Conry-Murray, Ph.D.; Clint J. Springer, Ph.D.; Cristian Pardo, Ph.D.; David Parry, Ph.D.; David S. Steingard, Ph.D.; David W. Carpenter, Ph.D.; Deron Albright, M.F.A.; Divya Balasubramaniam, Ph.D.; Douglas A. Kurtze, Ph.D.; Dr. Becki Scola, Ph.D.; Dr. Keith Brown; E. Peter Zurbach, Ph.D.; Edwin Li, Ph.D.; Elaine Shenk, Ph.D.; Elena Lvina, Ph.D.; Elizabeth A. Becker, Ph.D.; Elizabeth A. Linehan, R.S.M., Ph.D.; Elizabeth Morgan, Ph.D.; Emily Hage, Ph.D.; Eric Patton, Ph.D.; Feng Shen, Ph.D.; Ferdinand F. Wirth, Ph.D.; George J. Grevera, Ph.D.; George P. Sillup, Ph.D.; Ginger A. Hoffman, Ph.D., Ph.D.; Heather Hennes, Ph.D.; J. Michael Lyons; James F. Caccamo, Ph.D.; James Hebbeler, Ph.D.; Janine M. Firmender, Ph.D.; Janée Burkhalter, Ph.D.; Jason Mezey, Ph.D.; Jennifer Ewald, Ph.D.; Jenny Spinner, Ph.D.; Jing Lin, Ph.D.; John C. Yi, Ph.D.; John M. Braverman, S.J., Ph.D.; John Vacca, Ph.D.; Jose Cerda, Ph.D.; Joseph L. Lombardi, S.J., Ph.D.; Joseph Larkin, Ph.D., CPA, CMA, CIA; Julia Lee-Soety, Ph.D.; Katie Oxx, Ph.D.; Kazuya Fukuoka, Ph.D.; Kim Logio, Ph.D.; Konstantinos P. Nikoloutsos, Ph.D.; Kristen Grimes, Ph.D.; Laura M. Crispin, Ph.D.; Mark F. Reynolds, Ph.D.; Matthew J. Anderson, Ph.D.; Melissa Chakars, Ph.D.; Millicent C. Feske, Ph.D.; Ms. Shawn Madison Krahmer, Ph.D.; Nancy R. Fox, Ph.D.; Nicolle Clements, Ph.D.; Nina Nilsson, Ph.D.; Paola Giuli, Ph.D.; Patrick Saparito, Ph.D.; Paul F. Aspan, Ph.D.; Paul J. Angiolillo, Ph.D.; Paul J. Patterson, Ph.D.; Paul St. Amour, Ph.D.; Peter M. Graham, Ph.D.; Rachel Hall, Ph.D.; Regina Robson, J.D.; Renee Dobson, M.F.A.; Richard A. Cavaliere, Ph.D.; Richard Haslam, Ph.D.; Robert Palestini, Ed.D.; Ronald L. Dufresne, Ph.D.; Sangcheol Song, Ph.D.; Shantanu Bhatt, Ph.D.; Steven Miller, Ph.D., CPCU, ARM; Suniti Sharma, Associate Professor; Susan Clampet-Lundquist, Ph.D.; Susan P. Liebell Ph.D.; Susanna Wei, Ph.D.; Suzanne Sorkin, Ph.D.; Tenaya Darlington, M.F.A.; Tetyana Berezovski, Ph.D.; Thani Jambulingam, Ph.D.; Thomas Coyne, M.F.A.; Thomas J. Brennan, S.J.; Tim Swift, Ph.D.; Usha Rao, Ph.D.; Vipul K. Gupta, Ph.D.; Waqar Ghani, Ph.D.

**Assistant:** Aaron K. Reich, Ph.D.; Adam Gregerman, Ph.D.; Alex Skolnick, Ph.D.; Amber Abbas, Ph.D.; Amy E. Ji, Ph.D.; Anne Fetherston, Ph.D., BCBA-D; Bill Wolff, Ph.D.; Brian James Yates, Ph.D.; C. Ken Weidner, II, Ph.D.; Carolin Schellhorn, Ph.D.; Catalina Arango Pinedo, Ph.D.; Chan Y. Yoo; Cheryl L. George, Ph.D.; Chris Heasley, Ed.D.; Christopher E. Kelly, Ph.D.; Dr. Ashok Margam; Dr. Laura C. Bucci; Edward R. Balotsky, Ph.D.; Eileen L. Sullivan, Pharm.D.; Elaine Terry, Ph.D.; Emily M. Moscato, Ph.D.; Eric Weislogel, Ph.D.; Ernest Baskin, Ph.D.; Gerard M. Jacobitz, Ph.D.; Grace Wetzel, Ph.D.; Hongjun Ha, Ph.D.; J. Scott Niezgoda, Ph.D.; Jackson D. Mills, Ph.D.; James C. Coviello, Ed.D.; James P. O'Connell, Sullivan, Ph.D.; Jeffrey Hyson, Ph.D.; Jennifer C. Tudor, Ph.D.; Jesse M. Goldman; Joseph K. Cifelli, Ed.D.; Joseph P. McCleery; Julie M. McDonald, Ph.D.; Kaitlin K. Moran, Ph.D.; Kathleen Campbell Garwood; Kenneth Kury, Ph.D.; Kersti Tarien Powell, D.Phil.; Krista Svalbonas; Laura Pattillo, Ph.D.; Lorraine Juliano Keller, Ph.D.; Lucy Ford, Ph.D.; Marcello Balduccini; Martin Kim, Ph.D.; Mary E. Sheppard; Marybeth Ayella, Ph.D.; Matthew D. Nelson, Ph.D.; Melissa A. Logue, Ph.D.; Michael J. Kates, Ph.D.; Michael Wellenreiter, M.F.A.; Monica A. Belfatti, Ph.D.; Nene

Okunna, Ph.D.; P. Daniel Jubinski, Ph.D.; Patrick Casey, Ph.D.; R. Batra; Rachael L. Sullivan, Ph.D.; Richard N. Gioioso, Ph.D.; Robert R. Daniel Jr., Ph.D.; Ruben A. Mendoza, Ph.D.; Sean Coary, Ph.D.; Shenid Bhayroo, Ph.D.; Sina Shokoohyar; Stacy Olitsky, Ph.D.; Stephanie A. Tryce, J.D.; Steve Cope, M.F.A.; Steve Rossi; Steven R. Hammer Ph.D.; Thomas Buckley, Ph.D.; Thomas Robert Martin, PhD; Umeyye Isra Yazicioglu, Ph.D.; Viktoriya Lantushenko, Ph.D.; Wei Chang

**Visiting:** Anthony DelConte, M.D.; Bob Teti, CPA; Catherine A. Hughes, Ph.D.; Delores L. Mason, M.A.; Donna Falgiatore, M.B.A.; Dr. Kathy Garrett; Elizabeth B. Fong; Flavia Burton; Frederick Charles Teufel, Jr.; George A. Lutzow; George Latella, MBA; Greg Manco, Ph.D.; Gregory J. Tanzola, MBA, CPA; Janine N. Guerra, J.D.; John A. Keller, Ph.D.; John J. Whitaker, M.S., F.S.A.; Leslie Rogne Schumacher, Ph.D., FRSA; Lisa Nelson, D.Sc.; Lynette L. Mukhongo; Manuel Hurtado, S.J., STD; Matthew T. Kelly; Michael Alleruzzo; Mr. Neil T. Desnoyers; Patricia Bobo, M.S., A.S.A.; Robert Dean, MBA, MS; Thomas Burke, Ph.D.; Thomas L. Heron, MBA, FHFMA; Todd Erkis, FSA, CERA, MAAA; Vivian M Evangelista

**Lab Coordinator:** Brian M. Forster, Ph.D.; Brian M. Forster, Ph.D.; Brian M. Forster, Ph.D.; John Longo, M.A., M.S., NRCC  
Arthur S. Boyle; Christopher M. Blanchette; Christopher R. Knob; Chunrye Kim, Ph.D.; Daniel J. McCann; Dustin Ream; Edward Scott Harris; Enrique Téllez-Espiga, Ph.D.; Eric J. Podchaski; Felice Tilin, Ph.D.; Javier E. Leon; Juan Julie Yu, Ph.D.; Juliana A. Rausch; Kary S. Brown; Louis D. Horvath, M.A., FACHE; Mary Krueger; Matthew A. Gould; Meghan B. Cable; Nicholas S. Rashford, S.J.; Ralph Joseph Colucci; Sheila Mitchell-Green MHA, LSSGB; Stephen J. Lightcap; Theresa Zmurkewycz; Todd A. Fay; Todd A. Fay; Vincent Francis Long; William J. Murphy



# INDEX

## A

Accounting .....	172
Accounting (ACC) .....	275
Accounting B.B.A. ....	174
Accounting Major .....	172
Accounting Post-Baccalaureate Certificate .....	175
Actuarial Science .....	49
Actuarial Science .....	175
Actuarial Science (ASC) .....	278
Actuarial Science Major .....	49
Actuarial Science Minor .....	50
Advertising And Promotions Minor .....	221
Aerospace Studies (AER) .....	278
Africana Studies .....	51
Africana Studies Minor .....	51
American Sign Language (ASL) .....	279
American Studies .....	51
American Studies Minor .....	51
Ancient Cultures Minor .....	74
Animal Studies .....	53
Animal Studies Minor .....	53
Applied Behavioral Analysis (ABA) .....	280
Art .....	54
Art (ART) .....	281
Art Education Major .....	54
Art History Major .....	57
Art History Minor .....	59
Art Major .....	55
Art Minor .....	57
Asian Studies .....	59
Asian Studies Major .....	60
Asian Studies Minor .....	61
Autism Behavioral Studies .....	235
Autism Behavioral Studies Major .....	235
Autism Studies Certificate, PB .....	238
Autism Studies Minor .....	237

## B

B.B.A. in Pharmaceutical Marketing .....	232
B.L.S. in General Studies (On-campus Professional Studies Concentration) .....	106

B.L.S. in General Studies (Online Professional Studies Concentration) ..	107
B.L.S. in General Studies (Social Science Concentration) .....	109
Behavioral Neurosciences .....	62
Behavioral Neurosciences Minor .....	62
Biology .....	64
Biology (BIO) .....	288
Biology M.A. ....	66
Biology M.S. ....	67
Biology Major .....	64
Biology Minor .....	68
Business Administration .....	176
Business Administration B.B.A. ....	176
Business Administration Certificate of Proficiency .....	179
Business Administration Major .....	177
Business (BUS) .....	295
Business Intelligence & Analytics Major .....	186
Business Intelligence & Analytics .....	184
Business Intelligence & Analytics B.B.A. ....	185
Business Intelligence & Analytics Graduate Certificates .....	189
Business Intelligence & Analytics M.S. ....	187
Business Intelligence & Analytics Minor .....	187
Business Minor for Non-Business Majors .....	178

## C

Chemical Biology .....	69
Chemical Biology Major .....	69
Chemistry .....	70
Chemistry (CHM) .....	296
Chemistry Major .....	72
Chemistry Minor .....	73
Chinese (CHN) .....	299
Chinese Language and Culture Minor .....	135
Classical Studies .....	73
Classical Studies Major .....	74
Classical Studies Minor .....	76
Classics (CLA) .....	300
College of Arts and Sciences .....	47
Communication Studies .....	76
Communication Studies Major .....	76
Communication Studies Minor .....	78
Communications (COM) .....	302
Computer Science .....	80
Computer Science (CSC) .....	303

Computer Science M.S. ....	81	Environmental Science ....	101
Computer Science Major ....	80	Environmental Science (ENV) ....	350
Computer Science Minor ....	83	Environmental Science Major ....	102
Course Descriptions ....	274	Environmental Science Minor ....	103
Creative Writing Minor ....	99	Erivan K. Haub School of Business ....	171
Criminal Justice ....	86	Executive MBA ....	190
Criminal Justice (CRJ) ....	311	Executive Programs ....	189
Criminal Justice, M.S. ....	89	<b>F</b>	
Criminal Justice Major ....	86	Faith-Justice Studies Minor ....	104
Criminal Justice Minor ....	91	Family Business & Entrepreneurship B.B.A. ....	207
Criminal Justice Studies ....	87	Family Business and Entrepreneurship Major ....	208
Curricula ....	38	Family Business and Entrepreneurship Minor ....	210
Cybersecurity Graduate Certificate ....	84	Family Busn & Entrepreneurship (FBE) ....	350
Cybersecurity M.S. ....	83	Film and TV Minor ....	141
<b>D</b>		Finance ....	191
Decision & System Sciences (DSS) ....	315	Finance B.B.A. ....	192
Directory ....	510	Finance (FIN) ....	351
<b>E</b>		Finance M.S. ....	196
Economics ....	92	Finance Major ....	193
Economics (ECN) ....	320	Finance Minor ....	194
Economics Major ....	92	Financial Planning (FPL) ....	355
Economics Minor ....	93	Financial Planning Major ....	195
Education ....	239	Financial Planning Minor ....	196
Education (EDU) ....	323	Food Marketing ....	202
Education Leadership (EDL) ....	334	Food Marketing B.B.A. ....	203
Educational Leadership and Administration ....	249	Food Marketing (FMK) ....	356
Educational Studies Minor ....	250	Food Marketing Major ....	202
Elementary Education (4-8) Graduate ....	244	Food Marketing MBA/MS ....	204
Elementary Education (4-8) Major ....	242	Food Marketing Minor ....	203
Elementary Education (Pre K-4) BLS ....	246	Foreign Language (K-12) ....	251
Elementary Education (Pre K-4) Graduate ....	248	Francophone Studies Major ....	135
Elementary Education (Pre K-4) Major ....	245	French (FRE) ....	361
English ....	93	French Major ....	136
English and Professional Writing B.L.S. ....	94	French Minor ....	137
English as Second Lang (ESL) ....	349	<b>G</b>	
English (ENG) ....	336	Gender Studies ....	105
English Major ....	96	Gender Studies (GEN) ....	364
English Minor ....	100	Gender Studies Minor ....	105
Entertainment Marketing B.B.A. ....	221	General Information ....	5
Entertainment Marketing Major ....	222	General Studies ....	106
Entertainment Marketing Minor ....	224	General Studies (Autism Studies Concentration) ....	110
Environmental And Sustainability Studies Minor ....	101	General Studies (Humanities Concentration) ....	112

German (GRM) .....	365
German Minor .....	137
Graduate Business .....	172
Graduate College of Arts and Sciences .....	47
Graduate Gerontology (GRG) .....	367
Greek (GRK) .....	368

## H

Haub Degree Completion Program (HDC) .....	171
Health Administration B.L.S. ....	262
Health Administration (HAD) .....	368
Health Administration M.S. ....	263
Health Care Ethics .....	112
Health Care Ethics (HCE) .....	370
Health Care Ethics Minor .....	112
Health Education (HED) .....	371
Health Education M.S. ....	265
Health Services .....	261
Health Services (HSV) .....	373
History .....	114
History (HIS) .....	373
History Major .....	114
History Minor .....	116
Honors (HON) .....	380
Honors Program .....	116
Honors Program B.A./B.S. ....	118

## I

Industrial and Organizational Psychology Minor .....	118
Industrial and Organizational Psychology Minor .....	118
Information Technology Major .....	84
Information Technology Minor .....	86
Interdisciplinary EDD for Educational Leaders .....	251
Interdisciplinary Health Serv (IHS) .....	382
Interdisciplinary Health Services Major .....	266
Interdisciplinary Health Services Minor .....	268
Interdisciplinary (INT) .....	382
International Business B.B.A. ....	210
International Business (IBU) .....	390
International Business Major .....	211
International Business Minor .....	212
International Relations .....	119
International Relations Major .....	119
International Relations Minor .....	121

Italian (ITA) .....	391
Italian Major .....	137
Italian Minor .....	138
Italian Studies (IST) .....	395
Italian Studies Major .....	138

## J

Japanese (JPN) .....	396
Journalism Minor .....	100
Justice and Ethics in Law .....	122
Justice and Ethics in Law Minor .....	122

## L

Latin American and Latinx Studies .....	123
Latin American and Latinx Studies Minor .....	123
Latin (LAT) .....	396
Ldrshp/Ethics & Org Sustainab (LEO) .....	398
Leadership, Ethics, and Organizational Sustainability B.B.A. ....	215
Leadership, Ethics and Organizational Sustainability Major .....	213
Leadership, Ethics and Organizational Sustainability Minor .....	215
Linguistics .....	125
Linguistics (LIN) .....	400
Linguistics Major .....	125
Linguistics Minor .....	127
Literature in Translation (LAN) .....	404
Literature in Translation (LTT) .....	404

## M

Management .....	206
Management (MGT) .....	404
Managing Human Capital B.B.A. ....	216
Managing Human Capital Major .....	217
Managing Human Capital (MHC) .....	408
Managing Human Capital Minor .....	219
Marketing .....	220
Marketing B.B.A. ....	225
Marketing M.S. ....	226
Marketing Major .....	227
Marketing Minor .....	228
Marketing (MKT) .....	411
Marketing Pharmaceutical Ex (MPE) .....	416
Math Education (MED) .....	418
Mathematics .....	129
Mathematics B.S. ....	129
Mathematics (MAT) .....	420

Mathematics Minor .....	130	Psychology M.S. ....	159
MBA Program .....	179	Psychology Major .....	156
Medieval, Renaissance and Reformation Studies .....	132	Psychology Minor .....	159
Medieval, Renaissance, and Reformation Studies Minor .....	132	Psychology (PSY) .....	457
Modern and Classical Cultures (MCC) .....	424	Public Safety & Environ Prot (PSE) .....	466
Modern and Classical Languages .....	133	<b>R</b>	
Music Industry Minor .....	142	Reading Specialist .....	252
Music Major .....	142	Real Estate Finance Minor .....	198
Music Minor .....	143	Real Estate Finance (REF) .....	467
Music, Theatre & Film (MTF) .....	425	Religious Studies Major .....	165
Music, Theatre and Film .....	141	Religious Studies (REL) .....	468
<b>N</b>		Risk Management & Insurance B.B.A. ....	199
Non-Credit Course (NON) .....	430	Risk Management & Insurance Major .....	200
<b>O</b>		Risk Management & Insurance Minor .....	201
Org Development & Leadership (ODL) .....	430	Risk Management & Insurance (RMI) .....	474
Organizational Development & Leadership B.L.S. ....	272	Russian (RUS) .....	475
Organizational Development and Leadership .....	269	<b>S</b>	
Organizational Development and Leadership M.S. ....	269	School of Health Studies and Education .....	235
<b>P</b>		Secondary Education (7-12) Graduate .....	253
Pharmaceutical & Healthcare Marketing .....	231	Secondary Education: Mathematics M.S. ....	130
Pharmaceutical & Healthcare Marketing Major .....	231	Sociology .....	162
Pharmaceutical & Healthcare Marketing MBA .....	233	Sociology Major .....	163
Pharmaceutical & Healthcare Marketing Post Master's Certificate .....	234	Sociology Minor .....	163
Pharmaceutical Marketing (PMK) .....	433	Sociology (SOC) .....	476
Philosophy .....	146	Spanish Major .....	139
Philosophy Major .....	146	Spanish Minor .....	141
Philosophy Minor .....	149	Spanish (SPA) .....	484
Philosophy (PHL) .....	435	Special Education (7-12 and Pre K-8) Graduate .....	259
Physics .....	150	Special Education Graduate .....	254
Physics Major .....	151	Special Education (Pre K-8) Major .....	257
Physics Minor .....	152	Special Education (SPE) .....	491
Physics (PHY) .....	445	Special Education Studies Minor .....	258
PLS/HDC Adult Degree Completion General Education Program (GEP) ...	48	Special Programs and Resources .....	40
Policies and Procedures .....	10	Sports Marketing B.B.A. ....	228
Political Science .....	153	Sports Marketing Major .....	229
Political Science Major .....	153	Sports Marketing Minor .....	231
Political Science Minor .....	154	Strategic Human Resource Management M.S. ....	219
Political Science (POL) .....	448	Supervisor of Special Education .....	260
Post-Masters Certificate in Financial Planning .....	192	<b>T</b>	
Pre MBA Leadership Certificate .....	184	Teaching English to Speakers of Other Languages Minor .....	128
Psychological Studies .....	161	Theatre & Film Major .....	144
Psychology .....	155	Theatre Studies Minor .....	145



Theology (also see REL crses) (THE) ..... 501

Theology and Religious Studies ..... 164

Theology and Religious Studies Minor .....167

Theology Major ..... 169

**U**

Undergraduate Adult (PLS) Program .....47

**W**

Writing Studies M.A. ....98