
UNDERGRADUATE CATALOG
2015 – 2016



Philadelphia, Pennsylvania 19141
215.951.1500
www.lasalle.edu

TABLE OF CONTENTS

General Reference	3
Introduction	3
Admission	5
Campus Services	8
Division of Student Affairs	9
Tuition and Fee Schedule	10
Financial Services	11
Programs and Procedures	17
School of Arts and Sciences	
Curriculum	28
Areas of Study	31
American Studies	33
Biology	35
Chemistry/Biochemistry	38
Communication	41
Economics	46
Economics and International Studies	49
Education	50
English	57
Environmental Studies	64
Fine Arts	65
Art and Art History	65
Music History Minor	68
Foreign Languages and Literatures	71
Classical Languages	73
Modern Languages	73
French	73
German	74
Italian	75
Japanese	77
Russian	77
Spanish	78
Geology, Environmental Science, and Physics	82
Geology	82
Environmental Science	84
Physics	86
History	88
Integrated Science, Business, and Technology (ISBT)	93
Integrative Studies	97
Film Studies Minor	97
Forensic Studies Minor	98
Leadership and Global Understanding Minor	99
Women's Studies Minor	99
International Relations	101
Mathematics and Computer Science	102
Mathematics	102
Computer Science	105
Information Technology	108
Digital Arts and Multimedia Design (DArt)	110
Military Science	114
Philosophy	115
Political Science	118
Political Science, Philosophy, and Economics	121
Psychology	123
Public Administration	125
Religion	127
Social Work	132
Sociology and Criminal Justice	136
Sociology	136
Criminal Justice	138
Thematic Minors	142
Asian Studies Minor	142
Catholic Studies Minor	142
Central and Eastern European Studies Minor	142
Environmental Science Minor	143
Environmental Studies Minor	143
Health Care Administration Minor	143
Latin American Studies Minor	144
Life Science Minor	144
Urban Studies Minor	144
School of Business	
Curriculum	146
Areas of Study	156
Accounting	156
Business Administration	158
Business Administration Minor	158
Business Systems and Analytics	161
Entrepreneurship Minor	164
Finance	165
International Business	168
International Studies Minor	169
Law	171
Management and Leadership	171
Marketing	174
Risk Management and Insurance Minor	177
School of Nursing and Health Sciences	
Degree Programs	180
Communication Sciences and Disorders	
Curriculum	181
Course Descriptions	187
Nursing	
Curriculum	192
Course Descriptions	196
Health Studies	
Curriculum	198
Course Descriptions	201
Public Health	
Curriculum	205
Course Descriptions	206
Nutrition	
Curriculum	209
Course Descriptions	215
Evening and Weekend Programs	
Introduction	217
English Language Institute	230
Bachelor of Arts in Organizational Leadership	232
Pre-Business Administration Program (PBA)	234
Pre-Nursing Program	235
Pre-Speech-Language Pathology Program	236
Premedical Certificate Program	237
School of Arts and Sciences	239
School of Business	281
School of Nursing and Health Sciences	293
Directory	
Board of Trustees, Administration, and Faculty	A-1
Calendar	A-13

This catalog has been prepared for students, faculty, and officers of La Salle University and others wishing to know more about the University's academic programs. The information contained herein is accurate as of the date of publication (06/2015). However, the University reserves the right to make from time to time and without prior notice such changes in its academic programs as University administrators consider appropriate and in the best interest of La Salle University and its students. For updated changes, please consult the online version of this catalog, which is available at www.lasalle.edu/academ/descrip.htm.

LA SALLE UNIVERSITY

La Salle University is an independent, coeducational university founded in 1863 by the Christian Brothers, a Catholic order dedicated to teaching and career preparation. The University is committed to academic excellence and individualized attention in a values-based, inter-faith educational community.

La Salle University, dedicated in the traditions of the Christian Brothers to excellence in teaching and to concern for both ultimate values and for the individual values of its students, is a private Roman Catholic university committed to providing a liberal education of both general and specialized studies.

As a Catholic university, La Salle strives to offer, through effective teaching, quality education founded on the idea that one's intellectual and spiritual development go hand in hand, complementing and fulfilling each other. The University has as its basic purpose the free search for truth by teaching its students the basic skills, knowledge, and values that they will need for a life of human dignity. The programs of the University also aim to prepare students for informed service and progressive leadership in their communities as well as fulfilling the immediate and final goals of their lives.

As a Christian Brothers university, La Salle continues in the Catholic traditions of the innovative educator John Baptist de La Salle, who founded the order. The University engages in programs in which students' personal, social, and religious values may take root and in which students may grow in mature attitudes and behavior in all human relationships. The University strives to foster an environment of faith, which produces a reciprocal respect among all persons in the community, and to establish an atmosphere in which community members may openly bear witness to their convictions on world peace and social justice.

As an undergraduate institution, La Salle is committed to a liberal arts education that assists students in liberating themselves from narrow interests, prejudices, and perspectives and in learning to observe reality with precision, to judge events and opinions critically and independently, to think logically, to communicate effectively, and to sharpen aesthetic perception. Students are encouraged to seek wisdom; that is, to grasp those basic principles that can give order to particular facts. The University urges students to confront the ultimate questions of human experience: Who am I? Where does my destiny lie? How am I to reach it?

La Salle goes well beyond simply preparing students for meaningful careers and success in graduate studies. The University provides graduates with the skills they need to have a positive impact on the social, political, professional, and moral challenges of contemporary society.

ACCREDITATION AND MEMBERSHIPS

La Salle University was chartered in 1863 by the Legislature of the Commonwealth of Pennsylvania and is empowered by that authority to grant academic degrees.

La Salle is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, 267.284.5000. The Commission on Higher Education is recognized by the U.S. Secretary of Education to conduct accreditation and pre-accreditation (Candidacy status) activities for institutions of higher education in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands, including distance education and correspondence education programs offered at those institutions. MSCHE is also recognized by the Council on Higher Education Accreditation (CHEA) to accredit degree-granting institutions which offer one or more post-secondary educational programs of at least one academic year in length in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsyl-

vania, Puerto Rico, the Virgin Islands, and other geographic areas in which the Commission conducts accrediting activities.

La Salle is also accredited by:

AACSB International (The Association to Advance Collegiate Schools of Business)
777 South Harbor Island Blvd., Suite 750
Tampa, FL 33602-5730
813.769.6500

Pennsylvania Department of Education
333 Market St., 12th Floor
Harrisburg, PA 17126
717.787.5041

Regents of the University of the State of New York
Albany, NY 12234
518.474.5844

American Association of Colleges
for Teacher Education
One Dupont Circle, NW, Suite 610,
Washington, D.C. 20036
202.293.2450

American Chemical Society
1155 16th Street, NW,
Washington, D.C. 20036
202.872.4589

The Commission on Collegiate Nursing
Education (CCNE)
One Dupont Circle, NW, Suite 530,
Washington, D.C. 20036
202.887.6791

Pennsylvania State Board of Law Examiners
5035 Ritter Road, Suite 1100,
Mechanicsburg, PA 17055
717.795.7270

Council on Social Work Education
1600 Duke St.,
Alexandria, VA 22314
703.683.8080

Council on Academic Accreditation in
Audiology (CAA) and Speech-Language Pathology of the American
Speech-Language-Hearing Association (ASHA)
10801 Rockville Pike,
Rockville, Maryland 20852
301.897.5700

American Psychological Association
750 First Street, NE,
Washington, D.C. 20002-4242
800.374.2721

The Commission on Accreditation for Dietetics Education of The American Dietetic Association, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312.899.0040
(La Salle University's Didactic Program in Nutrition is currently granted approval and the Coordinated Program in Dietetics is currently granted developmental accreditation.)

The Council on Accreditation of Nurse Anesthesia Educational Programs accredited the Frank J. Tornetta School of Anesthesia at Montgomery Hospital/La Salle University Nurse Anesthesia Program.

The Commonwealth of Pennsylvania, Department of Education's Bureau of Teacher Preparation and Certification approved the School Nurse Certificate and the Certificate for Speech and Language Disabilities.

The Marriage and Family Therapy Master's program at La Salle University is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the Association for Marriage and

Family Therapy (AAMFT), 112 S. Alfred Street, Alexandria, VA 22314, (703) 838-9808.

Member of: Council of Colleges of Arts and Sciences, American Council on Education, Association of American Colleges and Universities, National Collegiate Honors Council, AACSB International (The Association to Advance Collegiate Schools of Business), College Entrance Examination Board, American Association of Collegiate Registrars and Admissions Officers, Association of College Admissions Counselors, National Catholic Educational Association, College and University Council of Pennsylvania, Association of Liberal Arts Colleges of Pennsylvania for the Advancement of Teaching, Pennsylvania Catholic Education Association, American Library Association, Urban Studies Association, National Commission on Accrediting, American Catholic Historical Society, Educational Conference of the Brothers of the Christian Schools, National Association for Foreign Student Affairs, National Association of Student Personnel Administrators, Association of College and University Housing Officers, and National Association of College and University Business Officers.

NONDISCRIMINATION POLICY

La Salle University is a diverse community dedicated in the tradition of the Christian Brothers, and is concerned for both ultimate values and for the individual values of its faculty, employees, and students. Accordingly, in support of this values-driven mission, the University is an Equal Opportunity Employer and does not discriminate against any employee or applicant for employment or any student or applicant for admission based upon race, color, religion, sex, age (40 years and older), disability, national origin or ancestry, citizenship, sexual preference or orientation, marital status, gender identity, military or veteran status, genetic information, or any prohibited basis, unless there is a bona fide occupational qualification which justifies a differentiation. This commitment applies to all aspects of the employment relationship, including hiring, promotion, compensation, discipline, discharge, and any term or condition of employment and extends to participation in all educational programs and activities of La Salle University. Employment is based upon an applicant's ability to meet the established requirements for employment. All employment and admissions decisions will be made in compliance with all applicable federal, state, and local antidiscrimination laws.

In addition, La Salle University will make reasonable accommodation for qualified individuals with disabilities that are known to the University. The University will also make reasonable accommodations to the religious beliefs and practices of which it is aware. The University, however, need not make any accommodation that would cause it an undue hardship.

Further, La Salle University firmly believes in providing a learning environment that is free from all forms of harassment and will not tolerate any form of impermissible harassment. Such harassment disregards individual values and impedes the Lasallian mission of providing an educational community that fosters both intellectual and spiritual development. Included in this prohibition are sexual misconduct, sexual harassment, and sexual violence, racial harassment, national origin harassment, and harassment based upon ancestry, color, religion, age, disability, citizenship, marital status, gender identity, military or veteran status, sexual preference or orientation, genetic information, or any basis prohibited under applicable non-discrimination laws.

RIGHTS AND PRIVACY ACT PROVISIONS

Each year, La Salle University informs students of the Family Educational Rights and Privacy Act of 1974. This act was intended to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal or formal hearings.

To fulfill basic requirements for compliance with the act, each institution must inform each student of his or her right to prevent disclosure of personally identifiable information. Although La Salle does not publish a public directory, the Office of the Registrar, at its discretion, does disclose the following information: name, address, dates of attendance, class, major field of study, degree(s) conferred (including dates), and e-mail address.

Under the provisions of the Family Education Rights and Privacy Act, currently enrolled students may withhold disclosure of such information. To prevent disclosure, written notification must be received by the Office of the Registrar by October 1 in the fall semester and February 15 in the spring semester. The University will honor each request to withhold any of the categories of information listed above but cannot assume responsibility to contact a student for subsequent permission to release them. Decisions about withholding any information should be made very carefully. Should a student decide to inform the institution not to release any information, any future requests for such information from non-institutional persons or organizations will be refused.

La Salle University assumes that failure to request the withholding of "directory information" indicates approval for disclosure.

To comply fully with the provisions of the Jeanne Clery Act and the Commonwealth of Pennsylvania's Act 73, the College and University Security Information Act of 1988, La Salle University has available its Crime Statistics Report for the most recent three years, as well as a publication entitled "Safety and Security at La Salle University." Copies of either document may be requested without charge in writing from the Office of Safety and Security, La Salle University, Philadelphia, PA 19141 or can be accessed at www.lasalle.edu/admin/businessaffairs/security/securityandsafety.pdf.

To comply with Federal Consumer Information Regulations, La Salle University provides specific consumer information about the school to prospective and currently enrolled students and, in some cases, employees. Please visit www.lasalle.edu/hea for more information.

ADMISSION

La Salle University is a Catholic university in the tradition of the Brothers of the Christian Schools. To a diverse community of learners, La Salle University offers a rigorous curriculum and co-curricular experiences designed to help students gain theoretical and practical knowledge, deepen their ethical sensibilities, and prepare for a lifetime of continuous learning, professional success, and dedicated service.

As a Catholic university rooted in the liberal arts tradition, La Salle challenges students to contemplate life's ultimate questions as they develop their faith, engage in a free search for truth, and explore their full human potential. As a Lasallian university, named for St. John Baptist de La Salle, patron saint of teachers, La Salle promotes excellence in teaching and scholarship, demonstrates respect for each person, nurtures mentoring relationships, and encourages authentic community. As an urban university, La Salle invites students to enhance their academic experience by immersing themselves in the rich resources of Philadelphia and the region. All members of our community are called to maintain a heightened sensitivity to those marginalized within society as they practice civic engagement, provide leadership with a global perspective, and contribute to the common good.

The University fosters an environment that involves students in their own education, both inside and outside the classroom; supports and challenges them; engages and empowers them—all with the goal of providing a transforming experience that will ensure their lifelong association with La Salle.

Any motivated student seeking an exciting, academically challenging college experience is invited to consider La Salle University.

CAMPUS VISITS

Thank you for your interest in La Salle University. The best way for you to learn all that La Salle University has to offer is to experience it for yourself with a campus visit. The University offers a variety of visit options, so you can pick one with which you are comfortable and that fits into your schedule. If you contact the Office of Undergraduate Admission, we can give you the dates and details of all of these visit options:

Campus Tour and Interview

Take a small, student-led group tour of La Salle's campus and receive a personal interview from an admission counselor. You can schedule a combination tour and interview Monday through Friday, at 10 a.m., 1 p.m., or 3 p.m. Please call to set up an appointment. The Office of Undergraduate Admission is also available for individual admission interviews by appointment (215.951.1500 or 800.328.1910) Monday through Friday. A campus tour can be taken either before or after your interview.

Group Information Session

If you don't have time to schedule an interview, you can come to a Group Information Session. These run daily at 10 a.m. and 1 p.m. and provide general information about La Salle, the admission process, and financial aid. A campus tour follows each session at 10:30 a.m., 1:30 p.m., and 3 p.m. The 3 p.m. tour is our last one of the day and does not have a Group Information Session preceding it. To register for a group information session, please visit, <http://lasalleadmission.force.com/events>.

Large Group Visits

La Salle University offers group tours at 11:30am on Tuesdays and Thursdays throughout the year. Due to space restrictions, we are unable to accommodate more than 20 students on a group campus tour. La

Salle requires that each group tour is affiliated with an accredited secondary school. Group tours are required to bring one chaperone per every five students. Please contact the Admissions Office at admiss@lasalle.edu to arrange a large group visit.

Open House

These all-day events go beyond a simple tour. They include special programs on admission, financial aid, athletics, the Honors Program, career services, and student life, as well as lunch. Representatives from all of La Salle's academic departments are on hand to answer questions. Prospective students and their families can register for Open House programs by visiting, <http://lasalleadmission.force.com/events>.

Departmental Workshops

Several of La Salle's academic departments, including those within the School of Business and the Communication major offers special morning workshops focused on specific areas of study. For students interested in these areas, there is no better time to visit La Salle than when these workshops are offered. To register for a workshop session, please visit, <http://lasalleadmission.force.com/events>.

After a student is accepted to La Salle, he or she can also spend a day in class with a current La Salle student.

APPLYING FOR ADMISSION

Students can apply to La Salle anytime after completing their junior year of high school as long as they fulfill the admission requirements listed in the next section. Only complete applications will be reviewed by the Committee on Admission. A complete application includes the following:

1. A completed application for admission
 - La Salle accepts the University's Web Application as well as The Common Application. Both applications are treated equally by the Admission staff.
2. An application essay or personal statement
3. An official transcript showing three years of high school scholastic records
4. An academic letter of recommendation from a teacher, counselor, parent, or school administrator
5. Official results of the College Board Scholastic Aptitude Test (SAT) or of the American College Testing Program (ACT)

La Salle reviews completed applications on a rolling basis. However, if a completed application is submitted by Nov. 15, a decision is guaranteed by Dec. 15 through our non-binding Early Explorer Program.

In exceptional cases, students may be admitted after completion of the junior year, but only on the recommendation of their high school counselor and with evidence of superior academic achievement. In addition, early high school graduates are also required to complete an interview with a La Salle University Admission Counselor before a final admission decision can be made. All students who are accepted must graduate from an accredited high school with creditable grades, attendance, and disciplinary records.

If accepted, a student is asked to submit a \$200 deposit to hold a place in the academic class by May 1, the National Candidate's Reply Date. Resident students must submit an additional \$200--therefore, \$400 total, to hold their place in the residence halls. The deposits are non-refundable and will be applied to first-semester expenses.

All accepted students are also required to have a record of their medical history including proof of medical insurance, on file in the Student Health Center prior to attendance at the University.

ADMISSION REQUIREMENTS

HIGH SCHOOL UNITS

A student's final high school record should show successful completion of at least 16 units of high school work, including the following:

English	4 units
Mathematics	3 units that must include at least 2 years of algebra
Foreign Language	2 units that must be of the same language
History	1 unit
Natural Sciences	1 unit
Total	11 units

The remaining five units may be distributed as follows:

Applicants for the Liberal Arts program

- 5 other academic units

Applicants for the Science, Mathematics, or Computer Science programs

- 5 other academic units
- An additional 1/2 unit in mathematics

Applicants for the School of Business Administration

- 5 other academic or commercial units, excluding typing

Applicants for the School of Nursing and Health Sciences

- 5 other academic units, 2 of which must be a science with a related laboratory component, or the equivalent

STANDARDIZED TESTS

As previously stated, all students must take and submit scores for either the SAT or the ACT. Arrangements can be made to sit for these tests through your high school counselor, or by writing to the testing organization six weeks prior to the test date:

SAT

The Educational Testing Service
Box 592
Princeton, NJ 08540
or
Box 1025
Berkeley, CA 94701

ACT

The American College Testing Program
Box 451
Iowa City, IA 52240

La Salle University's identification numbers are as follows:
SAT / CEEB: 2363
ACT: 3608

SAT II SUBJECT TESTS

SAT II subject tests are not required for admission. These tests are recommended only for the following students:

1. those wishing to apply for a waiver of the freshman composition requirement
2. those seeking immediate placement in a calculus course
3. those planning to continue the study of a foreign language after completion of at least two years of that language in secondary school

ADVANCED PLACEMENT (AP)

La Salle University participates in, and looks very favorably on, the Advanced Placement (AP) Program of the College Entrance Examination Board. As such, the University will give college credit to students who perform satisfactorily on the AP examination. Ultimately, the decision to bestow credit for performance in AP courses/examinations lies with the academic dean and the department head of the test subject.

La Salle University also participates in the College-Level Examination Program. Students who wish to be considered for advanced credit through this program should write for information to:

The College-Level Examination Program
Educational Testing Service
Box 977
Princeton, NJ 08540

INTERNATIONAL STUDENT ADMISSION

La Salle is a name recognized throughout the world. The Christian Brothers, founders of La Salle University, educate approximately eight hundred thousand students in 1,000 educational ministries in 82 countries.

La Salle welcomes all international students to our Philadelphia campus. An international student is defined by the University as an individual who is not a United States citizen or permanent resident. Applying to La Salle as an international student is similar to applying as a domestic student. International applicants must submit all of the same materials, but they must also include the following:

- Completed application form
- Essay/personal statement
- Original secondary school transcripts/records and official national examination results, all with official English translations or original official credential evaluation from a recognized credential evaluation service (World Education Services www.wes.org, Educational Credential Evaluators www.ece.org, etc.)
- Original university transcripts and course descriptions (for transfer students) or original official credential evaluation from a recognized credential evaluation service
- Letter(s) of recommendation
- \$35 application fee (waived if you apply online at www.lasalle.edu)
- For admission review and scholarship consideration, results from one of four tests:

- o ACT
- o SAT
- o TOEFL (Test of English as a Foreign Language). The required internet-based TOEFL score is 80 or higher (with a score of 20 or more in each section).
- o (International English Language Testing System). The required IELTS score is 6.5 or higher.

All documents submitted by international students must be official; no photocopies or electronic versions will be accepted under any circumstances. No need-based financial aid is available to international students. International students may be eligible for merit based scholarships. More information on international admission can be found online at <http://www.lasalle.edu/admission/international/>.

TRANSFER STUDENTS

La Salle University welcomes transfer students to apply and enroll during the fall and spring term. Any student who has attended a college or university after completing secondary school is considered a transfer student. La Salle understands that transfer students have unique needs that must be met in order to make the transition as smooth as possible. To be considered for admission, a student transferring fewer than 30 credits must submit an official college transcript in addition to all of the same materials as a freshman candidate, unless given a special waiver by a Transfer Admission Counselor. Students transferring 30 credits or more do not need to submit high school transcripts or SAT/ACT scores. All materials should be received by the Office of Undergraduate Admission at least 30 days prior to the start of the academic term for which the student is applying, or by February 1 if applying to the nursing program.

To be considered as a qualified applicant, a transfer student must have a minimum cumulative grade point average (GPA) of 2.5 on a 4.0 scale, but a 2.7 or higher is preferred. Students interested in the nursing program are required to have at least a 3.0 cumulative GPA, as well as a 3.0 science GPA (anatomy and physiology I and II, microbiology, and chemistry). Nursing applicants must also provide SAT/ACT scores or NLN pre-RN entrance exam scores. All applicants to the School of Nursing and Health Sciences must submit high school transcripts, two letters of recommendation and an essay.

La Salle's academics, campus, and easy access to the city are all important, but perhaps the most important consideration of a transfer student is that of transfer credit. Individually, credit for courses will be given if the course has a quality point value equivalent to or above the La Salle "C" grade (2.0). Seventy credits is the maximum allowable amount to transfer into La Salle. Furthermore, transfer students may be required to make up certain courses that belong to the sequence required in the program of studies for which they are applying.

While transfer credit is one major factor affecting transfer students, another is the availability of scholarship money. Transfer scholarships are available and are based on primarily college GPA and the number of transferable credits. To be considered for a transfer scholarship, students must have a minimum GPA of 2.50. Transfer scholarships are renewable, provided certain academic criteria are met.

ACADEMIC DISCOVERY PROGRAM (ADP)

The Academic Discovery Program (Pennsylvania ACT 101) is a special program that provides free support services for students whose records indicate that they could benefit from extra academic assistance and who meet certain criteria for financial need. ADP helps students to develop

good study habits, establish clear career goals, and compete successfully in an accelerated academic setting. Students who are selected to participate in ADP must attend a free pre-college summer program involving courses in mathematics, composition, study skills, and critical thinking before the start of their freshmen year. During the academic year, students take courses from the standard La Salle University curriculum, but they are assigned counselors, tutors, and an academic adviser to support the students in their efforts. As much as possible, each student's program is tailored to his or her individual needs. To obtain application materials, please contact the Admission Office at 215.951.1500. For further information specific to ADP, call the ADP office at 215.951.1084.

ADMISSION FOR VETERANS

All veterans coming directly from the service, or dependents of veterans, with proof of a high school diploma or its equivalent are welcome to apply to La Salle University. For answers to specific questions concerning veteran's benefits, contact the Veteran's Benefits Coordinator in the Office of the University Registrar at 215.951.1020.

RE-ADMISSION

Students who have previously attended La Salle and wish to return to continue their studies should contact the Dean's Office of the major they last pursued.

PARKING

On-campus parking is available to all students except resident freshmen. A parking permit is needed to access and park in La Salle University's parking facilities. Permits can be obtained in person at the Parking Office, located next to Wister Hall, or through the mail. Printable permit applications can be found at www.lasalle.edu/security. Resident freshmen may not register for on-campus parking.

Additional information on parking can be found in the Traffic Control Policy brochure and on the Security and Safety Web site, www.lasalle.edu/security.

Office hours: Monday through Friday, 9:30 a.m. to 4:30 p.m.

Office phone: 215.951.1066

DINING SERVICES

La Salle Dining provides the campus community with a complete range of services including two all-you-care-to-eat dining locations and the Union Food Court which includes Starbucks and Subway, our Blue & Gold P.O.D. Market, Union Market, and Benilde P.O.D.. Students on a La Salle Dining meal plan have a generous balance of meals and Special Food Account (SFA) dollars that provide a great value along with the flexibility and convenience that they need.

Blue & Gold Dining Commons and Treetops Café, the two all-you-care-to-eat dining locations, are conveniently located near both residential neighborhoods. Both offer breakfast, lunch, and dinner throughout the week; and Blue & Gold offers brunch and dinner on weekends. Each month La Salle Dining adds a variety of themed events and fun activities to create an exciting student experience.

The La Salle Union Building is a favorite spot for all students to gather and see friends throughout the week. The retail dining locations within it create destinations where memories can be created and shared over a meal or a favorite beverage. Starbucks, Subway, and each of the stations in the Union Food Court accept SFA along with cash, credit, Gold Card, and Explorer Dollars. The Union Market, also in the La Salle Union, provides students a quick, convenient solution for a variety of needs when they are on the go. Students can also visit the St. Benilde P.O.D., located in St. Benilde Tower on West Campus, or the Blue & Gold P.O.D. located in the Blue & Gold Commons. P.O.D.'s are our convenience stores that we have around campus, they are great for buying quick snacks in between classes or getting your favorite treats to bring back to your dorm room.

La Salle students who live in a residence hall on campus (excluding apartments and townhouses) are required to participate in a La Salle Dining meal plan. There a variety of meal plan options available to students that are specifically designed to appeal to the various dining needs and preferences of the busy lifestyle of an undergraduate student.

Any La Salle student who is not required to be on a mandatory meal plan can select from any mandatory or voluntary plan that fits his or her dining needs.

For hours of operations and locations of all dining options, as well as meal plan information and refilling Explorer Dollars, visit us at www.lasalle.campusdish.com. Also, keep up with us on social media! Follow us on Facebook: www.facebook.com/LaSalleDining, Twitter: @LaSalleDining, and Instagram: @LaSalleDining!

THE LIBRARY

THE CONNELLY LIBRARY – MAIN CAMPUS

The Connelly Library offers a combination of traditional and innovative library services, plus warm and inviting areas for students to study and work in small groups on class projects. The building, which opened in 1988, contains areas for quiet study, various-sized rooms designed to accommodate collaborative learning processes, and attractive lounge seating for leisure reading and relaxing. Reference and Circulation services are on the first floor, Special Collections on the second floor, and Archives and Digital Initiatives on the lower level. In addition to an extensive book collection, the library collects feature films and documentaries on DVD and instructional materials for education students. The Special Collections area holds manuscripts, rare books, and videos on subjects such as the Japanese tea ceremony, imaginative representations of the Vietnam War, imaginative representations of the Holocaust, and trauma literature, as well as a number of unique holdings of the works of major authors.

The online databases, periodical subscriptions, and book collections in the library reflect the courses offered by the University. The library databases, which are accessible from the library home page (www.lasalle.edu/library), link to the full text of periodical articles or to interlibrary loan request forms. In addition, the E-Journal Portal links students to thousands of full-text periodicals. Students have access to these Internet sources at all times. The Collection Development Librarian consults with the teaching faculty to purchase the most useful books for the collection, including online books. Materials not available in the library are borrowed from other libraries, or photocopies of articles are requested at no charge to the student.

Reference librarians are available most of the 96 hours per week that the library is open. They provide individual and classroom instruction for finding information through databases and in books. Information literacy instruction using problem-solving techniques is available in the library to support and enhance the University's curriculum and encourage the development of lifelong learning skills. The Connelly Library reference librarians have developed original presentations, LibGuides, and unique handouts to help students work through information problem solving.

THE RESOURCE CENTER – BUCKS COUNTY CENTER

Students taking courses at the Bucks County Center and Montgomery County Center have access to the Connelly Library's resources through the use of the Internet. The Bucks Resource Center has the services of a professional librarian at select times to support students with their research projects and to provide guidance on the use of the Library information. Students may also phone the Connelly Library Reference Librarians, email a librarian, or use the 24/7 chat service (AskHerePA) to get assistance. Connelly library books and interlibrary loan materials can be delivered to the Bucks County Center or the Montgomery County Center for pick up.

ART MUSEUM

The La Salle Art Museum is the only university museum in the Philadelphia area with a permanent display of Western art from the Renaissance to the present. The Art Museum's holdings, which include European and American paintings, drawings, watercolors, prints, and sculpture, document most of the major Western art movements and period styles with a wide selection of subjects. In addition, the Art Museum owns a number of special collections, including Japanese prints, Indian miniatures, African art, Chinese ceramics, and ancient Greek vases and figurines.

Since its founding in the mid-1960s, the Art Museum has become an important cultural and educational resource for both the University and the general public. It plays an integral part in the teaching and research functions of many La Salle University classes. In addition to its special exhibitions and public events, the Art Museum receives many requests both here and abroad for the loan, publication, research, and reproduction of works of art in its collection.

INFORMATION TECHNOLOGY

The University offers a broad variety of technology services for students. Services include wireless access in all classrooms and residence halls, as well as many common areas. We also offer a walk-in help desk in Olney 200, a high-bandwidth wired Internet connection for every resident room and numerous computer labs and classrooms. Students can access a comprehensive portal that permits them to register for classes, view grades, submit housing applications, and complete many other tasks via the Internet.

Visit <http://www.lasalle.edu/technology> for more details about the services offered by the Information Technology Department.

DIVISION OF STUDENT AFFAIRS

DEAN OF STUDENTS

La Salle Union 123
215.951.1017

The Vice President for Student Affairs/Dean of Students, **James E. Moore, Ph.D.**, leads the Division of Student Affairs in building, sustaining, and enhancing a community focused on student learning. The division includes Administrative Services, Community Development, Counseling and Health Services, University Life, and University Ministry and Service. Further information about the programs and services of the Division of Student Affairs may be found on its Web site (www.lasalle.edu/studentaffairs), which also includes the **La Salle University Student Guide to Resources, Rights, and Responsibilities**.

ADMINISTRATIVE SERVICES

La Salle Union 205

215.951.1371

This unit is supervised by the Director of Administrative Services, **Jeffrey S. Hershberger**. The members of the unit manage all divisional facilities and resources, including student residences, the La Salle Union, and all divisional offices and locations.

CAREER AND EMPLOYMENT SERVICES

Administration Center 409
215.951.1075

This unit is supervised by the Executive Director, Career and Employment Services, **Stephen L. McGonigle**. Based in the Career and Employment Services office, the members of the unit assist students and alumni with all aspects of career planning and development, facilitate experiential education (internship and co-op) opportunities, and build and sustain strong relationships with potential employers.

COMMUNITY DEVELOPMENT

La Salle Union 305
215.951.1916
and
North Residence Halls
215.951.1550

This unit is supervised by the Senior Associate Dean of Students, **Alan B. Wendell**. The members of the unit promote and support high standards for conduct in the community; supervise residential life; facilitate off-campus life, identify and mentor student leaders; encourage and support involvement in student organizations; train and develop staff; and provide programs of welcome and transition for new students.

COUNSELING AND HEALTH SERVICES

Student Counseling Center
McShain Hall
215.951.1355
Alcohol and Other Drug Education Center
McShain Hall
215 951 1357
Student Health Center
TBA
215.951.1565

Counseling and Health Services supervised by the Associate Dean of Students, Lane B. Neubauer, Ph.D. provides health care, personal counseling, crisis intervention and alcohol and other drug intervention for all full time La Salle University undergraduate students. In addition, Counseling and Health Services supports the La Salle University Peer Educators, a student group trained to heighten awareness among their peers about relevant social health issues.

UNIVERSITY LIFE

Dean of Students Office
La Salle Union 123
215.951.1374
and
Multicultural and International Center
1923 W. Olney Ave.
215.951.1948
and
Student Programming Center
La Salle Union 208
215.951.5165

This unit is supervised by the Associate Dean of Students, **Anna Melnyk Allen**. The members of the unit lead and facilitate cultural, recreational, and social celebrations, ceremonies, and events for the University community; lead multicultural education efforts; and advise international students and faculty and staff who work to bring international elements to student learning.

UNIVERSITY MINISTRY AND SERVICE

College Hall, Lower Level
215.951.1048
and
St. Neumann Annex
215.951.1932

This unit is supervised by the Director of University Ministry and Service, **Brother Robert J. Kinzler, F.S.C.** Based in the Campus Ministry Center and the Community Service Center, the members of the unit encourage involvement in experiences designed to enhance spiritual life and to fulfill the Gospel's call to justice; promote and coordinate community service and service learning; invite active participation in celebrations of the Eucharist and other sacraments; support sharing in all appropriate liturgical ministries; and provide educational services to the neighboring communities.

TUITION AND FEE SCHEDULE

DAY DIVISION

Basic full-time tuition, per semester (all programs)	\$20,200
Part-time and extra, per credit hour	1,265
Student Activities Fee, per semester	200
Technology Fee, full time	150
Technology Fee, part time	75
Freshman/Transfer Orientation Fee	120
Freshman/Transfer Commuter Orientation Fee	30
Freshman/Transfer Resident Orientation Fee	100
Nursing Test Assessment Fee	100
Nursing Clinical Fee, per clinical	100
General University Fee, part time	100

RESIDENCE HALLS AND DINING SERVICE

ALL FEES ARE PER SEMESTER

Single room rent	\$3,930
Premium single room rent	4,365
Double room rent	3,620
Standard triple room rent	3,225
Quad room rent	3,745
St. Basil single room rent	4,050
St. Basil double room rent	3,805
St. Basil premium double room rent	4,180
St. Basil suite rent	4,130
St. Basil premium suite rent	4,550
Apartment rent	4,005
Graduate standard apartment rent	4,130
Graduate single apartment rent	4,525
Townhouse single rent	4,580
Townhouse double rent	4,365

Meal Plans

Residence Hall Plans (must select one)

7 Day All Access plus \$200	\$3,440
7 Day All Access plus \$400	3,630
15 Meal Plan (weekly) plus \$200	2,910
15 Meal Plan (weekly) plus \$400	3,100
5 Day All Access (Mon-Fri) plus \$200	2,880
5 Day All Access (Mon-Fri) plus \$400	3,065

Voluntary Plans

8 Meal Plan (weekly) plus \$150	\$1,350
Block 25 plus \$300	540
Block 50 plus \$200	625
Block 75 plus \$150	760

EVENING PROGRAMS AND SUMMER SESSIONS

Tuition, per credit hour

Evening Programs	\$555
Pre-Med Certificate	675
Pre-Speech-Language Pathology Program	675
Nutrition	675
RN-BSN Program	555
ACHIEVE Program	590
LPN-BSN Program	590
Nursing Test Assessment Fee	100
Technology Fee, full time	150
Technology Fee, part time	75
General University Fee	100

Nursing Clinical Fee, per clinical

100

UNLIMITED ACCESS MEAL PLANS

A new concept to University dining is that students are given the freedom to come and go to the dining hall as they want. They are not limited to a specific number of meals per week and they can visit the dining hall more than once during a meal period.

TRADITIONAL MEAL PLANS

Students will start each week of the semester with a fresh balance of 14 meals.

BLOCK MEAL PLANS

Depending upon the plan selected, a student will be awarded a block of either 50 or 75 meals. Each time the student visits the dining hall, a meal will be deducted from this block.

For additional information on meal plans, contact Food Services at 215.951.1388 or visit the Web site at www.lasalle.edu/mealplans.

1. Students enrolled for 12 or more semester hours are considered full time. Payment of full-time tuition entitles a student to enroll for up to 18 credits hours. Credits taken in excess of these limits will be assessed tuition at the part-time day rate.
2. The housing contract is a commitment for both fall and spring semesters.
3. Students living in the residence halls are required to participate in one of the Residence Hall Meal Plans.
4. A Special Food Account allows students to purchase a la carte food in the Food Court or Intermissions.

All fees and deposits are nonrefundable.

In view of rising costs, La Salle University must reserve the right to amend or add to the charges at any time and to make such changes applicable to students currently enrolled as well as to new students

Meal Plan Changes

- Students may request a change in their meal plan with the Food Services Department provided that the request is submitted within the first two weeks of each semester. Requests for a change of meal plan after the first two weeks of each semester will not be honored.
- There is a processing fee charged for making meal plan changes. There will be no processing fee charged to students who request a change of meal plan in their first semester attending La Salle.

SEMESTER INVOICES

Fall semester electronic bills (eBills) will be available for viewing and payment in early July, and spring semester eBills will be available in early December. Payments are due as follows:

Fall semester: First Wednesday in August

Spring semester: First Friday in January

Credit card (American Express, Discover, MasterCard and VISA) and eCheck (ACH) payments can be made at <http://my.lasalle.edu>. Credit card payments are subject to a 2.75 percent convenience fee; however, eCheck payments are not subject to a convenience fee. An ACH payment is an electronic debit of a checking or savings account. You must have your account number and routing number available to make an ACH payment. If you choose to pay via wire transfer, instructions are available on the secure portal. You must include your student ID number.

If you choose to mail your payment, make your check or money order payable to La Salle University and forward to: La Salle University, P.O. Box 536386, Pittsburgh PA 15253-5905.

Write your student ID number on the face of the check/money order to ensure accurate and timely processing. A \$35 fee will be assessed for all returned checks. If the University receives a total of two returned checks, all future payments must be made via cash, certified check, or money order. **DO NOT SEND CASH THROUGH THE MAIL.**

There is a payment drop box outside of the Office of Student and Accounts Receivable, located on the first floor of the Lawrence Center. **DO NOT PUT CASH IN THE DROP BOX.**

If full payment cannot be made, the Actively Managed Payment Plan (AMPP) is available for the fall, spring and summer semester, as well as an annual plan (fall and spring, only). All financial obligations must be satisfied before a student's enrollment is finalized.

THIRD-PARTY PAYMENTS

If a recognized third party (employer, labor union, foundation, etc.) is paying all or a portion of your tuition, you must send the official notification to the University to have a memo credit applied to your account for the authorized amount. To be eligible, the third party must be a recognized organization, not an individual. The official notification must contain the amount the third party will pay, billing instructions, and the signature of the authorized representative. Remember to remit payment for any amount due that is not covered by a third party by the payment due date. Third-party billing authorizations are accepted in lieu of payment and must be received by the payment due date. Please e-mail, fax, or mail billing authorizations to the Office of Student and Accounts Receivable.

MONTHLY PAYMENT PLAN

The Actively Managed Payment Plan (AMPP) is an interest-free option that allows you to pay your education expenses with monthly installments during the school year. The annual plan (fall and spring, only) begins July 5, 2015, and ends April 5, 2016. For additional information, call Nelnet Business Solutions at 800.609.8056. Customer service representatives are available Monday through Thursday, from 7:30 a.m. to 7 p.m. (CST), and Friday 7:30 a.m. to 5 p.m. (CST).

LATE FEES

A 1 percent monthly late payment fee will be assessed to all students who have not made payment in full or acceptable payment arrangements by the official first day of the semester. This fee will be calculated and assessed on the 30th day of the semester and again every 30 days thereafter until the balance is paid in full.

If you are unable to make payment in full, you are encouraged to sign up for the Actively Managed Payment Plan (AMPP) or refer to the Financial Aid section of the University Web site for directions on how to apply for financial aid.

FINANCIAL OBLIGATIONS

At the time of registration, the student contracts for the full amount of the tuition and related fees, regardless of the arrangement for payment. A student who is financially delinquent or who has a record of indebtedness cannot attend class, pre-register/register for subsequent semesters, or receive grade reports, transcripts, or a diploma until such indebtedness is paid.

REFUNDS

The following refund policies apply to all students.

ROOM AND BOARD REFUND POLICY

Meal Plan

Students who are released from their housing contract commitment (which requires Administrative Services approval) may receive a pro rata refund of the unused portion of their meal plan. For more information on the meal plan refund policy, contact La Salle Dining Services.

Room Rent

Regardless of the reason for vacating, refunds will not be made for a semester's unused rent. The housing agreement represents an obligation for the academic year. For more information on the housing refund policy, contact the Office of Administrative Services.

REFUND OF TUITION

Under certain circumstances, students who drop during the first week of the semester, or withdraw during the second through fourth weeks of the semester may receive a partial refund of tuition. There are no exceptions to the following terms and conditions:

Fall, Spring, and Full-term Summer Semesters

Before and during first week*:	100%
During second week:	60%
During third week:	40%
During fourth week:	20%
After fourth week:	No refund

Accelerated and Five and a Half-Week Summer Semesters

Before and during the first day of class:	100%
During the first week of class*:	60%
After the first week of class:	No refund

Interession Semester

Before and during the first day of class**:	100%
After the first day of class :	No refund

*The first week is defined to be the first day that classes begin for the semester and the following six days, regardless of whether the student attends the first class meeting.

**The first day is defined to be the first day that class meets.

For the purpose of refunds, the student shall be considered to be in continuous attendance up to and including the date of submission of proper notice of withdrawal. The notice of withdrawal must be addressed to the Dean of the particular school. Ceasing to attend or giving notice to an instructor does not constitute proper notice of withdrawal. The allowed percentage of refund shall be based on the official withdrawal date, which shall be determined by the date the notice of withdrawal is received by the Dean or the postmark date, if mailed.

For the purpose of refund computation, a week shall be defined as the period of seven successive days beginning with the official University opening of classes and NOT the first day in actual attendance by a particular student.

The University recognizes that rare and extraordinary circumstances may justify an exception to these terms. For information on the procedure for requesting an appeal, contact your Program Director's or Dean's Office. Requests for such an exception to policy must be submitted no later than 30 calendar days after the first class day of the subsequent term (e.g., a request for the spring semester must be submitted no later than 30 days after the first class day of the first summer session). While reasonable appeals will be considered, the University is under no obligation to take any course of action that would result in a refund, removal of charges, or credit.

La Salle University uses federal regulations to determine the refund of federal financial aid funds to the federal government. A copy of this federal refund calculation is available in the Office of Student Financial Aid.

LA SALLE SCHOLARSHIPS AND GRANTS

Students must be enrolled for at least 12 credits in a day program to be eligible.

FULL-TUITION CHRISTIAN BROTHERS SCHOLARSHIPS

Full-tuition Christian Brothers Scholarships are offered annually to high school seniors who have demonstrated exceptional academic aptitude and achievement and offer evidence of potential for leadership in the La Salle community. This scholarship competition is open to high school seniors who have scored approximately 1300 on the College Board Scholastic Aptitude Test (SAT) Critical Reading and Mathematics sections and who have a class rank in the top 10 or top 10 percent of their high school graduating class. A separate application for a full-tuition scholarship is required and may be obtained by contacting the Director of the Honors Program or downloaded from the Scholarship section of the Student Financial Services Web site. The completed scholarship materials must be received by the Honors Program no later than January 15.

FOUNDER'S SCHOLARSHIPS

Founder's Scholarships are awarded in the memory of St. John Baptist de La Salle, the founder of the Christian Brothers, the religious order that sponsors the University. St. La Salle's vision of teachers who would transform the lives of students and his desire to provide access to education to those who would otherwise not receive it revolutionized education. For his achievement, he was named the Patron Saint of Teachers. His work is carried on at La Salle University as well as at schools in 80 countries throughout the world.

Without neglecting the life of the mind, the traditional mission of the Lasallian school has been to help young people plan and prepare for a useful and humanly rewarding career.

The awarding of a Founder's Scholarship is based on a variety of criteria, chief of which are grade point average, strength of course schedule, and SAT scores. The scholarship is renewable for four years provided the student maintains satisfactory academic progress and full-time day status for the academic year. All students who have been accepted for admission by March 1 will be considered for the scholarship; no additional application is required.

LA SALLE GRANTS

As a reflection of its dedication to providing financial aid to students on the basis of financial need, the University has established the La Salle Grant program. Awards from this program are made to students based on their financial need as determined through completion of the FAFSA form. Awards are renewable provided the student maintains satisfactory academic progress and continues to show financial need and submits all requested documentation within deadline dates. Priority is given to full-time day students.

ATHLETIC GRANTS

La Salle University offers grants to men and women excelling in athletics. Contact with the La Salle University Athletics Department is made by the student's high school coach. These grants can be maintained through the four years of study at La Salle University. No athletic grant is final until an official notification is sent from the Office of Student Financial Services. The awarding of an athletic grant may result in a reduction of the student's financial aid. The student will be notified in writing if such a reduction occurs.

COMMUNITY SERVICE SCHOLARSHIPS

Tuition scholarships are awarded to entering freshmen who have shown interest in and commitment to community service prior to their undergraduate careers, and who are willing to continue such involvement during their years at La Salle. An applicant should also have total SAT scores of at least 1000 (Critical Reading and Mathematics sections) and be ranked in the first or second quintile of his or her class.

The grants are for \$10,000 and may be combined with a Founder's Scholarship. They are intended to free recipients from the need to seek employment during the academic year. The grants are renewable each year if the recipient maintains a 2.5 GPA and full-time day status and continues his or her involvement with community service.

The application can be downloaded from the Scholarship section of the Student Financial Services Web site.

All completed scholarship materials must be submitted by January 15 to the Office of University Ministry and Service.

FEDERAL AND STATE FINANCIAL AID PROGRAMS**APPLYING FOR FINANCIAL AID**

To apply for financial aid, incoming day students must complete the Free Application for Federal Student Aid (FAFSA) by Feb. 15. Returning day students must complete the FAFSA and the La Salle Institutional Data Form (IDF) by April 15. New and returning Pennsylvania residents in evening programs must complete the FAFSA by May 1 to be eligible for the PHEAA State Grant.

While all evening and graduate students must complete the FAFSA and IDF to be awarded financial aid, there is no La Salle deadline. However, remember that it takes at least six weeks to process financial aid. If an evening or graduate student wishes to have a refund check for books and living expenses at the start of the term, and to pay all outstanding balances to avoid late fees, then the student should apply early for aid.

La Salle's Title IV code is 003287. The FAFSA can be completed online at www.fafsa.ed.gov.

For some students, the federal government requires us to collect additional documentation to complete an application. Notification will be sent that details the additional documentation that is needed. The documentation must be submitted within 30 days of receipt of the request letter. (See the section below on deadlines for more information). No aid information will be awarded until the requested documentation is returned.

All students must reapply each year for all forms of financial aid.

Financial aid and loans cannot be awarded once the student ceases to attend.

DEADLINE DATES

The purpose of the deadline dates is to ensure that there is enough time for the student's financial aid to be processed and credited to the student's account for the beginning of classes. Filing late or submitting requested documentation after the deadline may cause a reduction in the financial aid award or a delay in having aid credited to the account. (However, generally, if a student files after the deadline date, there are still many types of aid available). If a student misses the application or the additional documentation deadline, and if the financial aid is not in place for any reason, then the student must be prepared to use the payment plan offered by the Office of Student and Accounts Receivable. If the necessary payment arrangements are not made, late fees will be charged.

Please note, students also be prepared for a delay in receiving a refund check for living expenses or a transfer of funds to their Gold Card to buy books if a deadline is missed and the financial aid is not in place.

TYPES OF FEDERAL AND STATE FINANCIAL AID

FEDERAL PELL GRANTS

The Pell program is a federally administered program available to needy students. Eligibility is determined by the federal government and notification is sent directly to students.

Students who are Pell Grant eligible, may receive up to 12 semesters of funding as a full-time student; part-time students are eligible for a prorated number of semesters.

FEDERAL PERKINS LOANS

The Federal Perkins Loan provides needy students with long-term, low-interest loans for educational expenses. The University determines the amount of the loan to be offered within certain federal guidelines. Interest at the rate of 5 percent per year on the unpaid balance begins to accrue nine months after the student is enrolled in less than half-time study. The loan repayment period may be as long as 10 years, depending upon the total amount borrowed.

PENNSYLVANIA STATE GRANTS (PHEAA) AND OTHER STATE GRANT PROGRAMS

Pennsylvania state grants are administered by the Pennsylvania Higher Education Assistance Agency (PHEAA). Eligible students must demonstrate financial need, meet Pennsylvania residency requirements, and be

enrolled at least half-time. Full-time students must complete a minimum of 24 credits per year, while half-time students must complete a minimum of 12 credits annually. The Free Application for Federal Student Aid (FAFSA) must be filed by May 1 in order to be eligible.

PHEAA requires students to have at least 50 percent of their registered credits on-campus. If more than 50 percent of a student's registered credits during a given semester are for online classes, the student will be ineligible to receive a PHEAA State Grant for that semester.

Other states in addition to Pennsylvania have scholarship programs for their residents. Information and applications are available from the respective state boards of education.

FEDERAL WORK STUDY PROGRAM

The Federal Work Study Program provides needy students with the opportunity to be eligible for part-time jobs on campus. The funds earned do not provide direct tuition relief, but they are intended to help meet incidental expenses encountered by students. Students are paid on a biweekly basis for the number of hours worked. The total amount that may be earned through the work program is determined by students' needs and availability of funds at the University. Students work an average of 12 hours a week throughout the academic year. Please see the Web site for job listings.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS (FSEOG)

The Federal Supplemental Educational Opportunity Grant (FSEOG) program is a federally funded, college-administered program available to needy students who are also Federal Pell Grant recipients.

FEDERAL DIRECT SUBSIDIZED LOAN

The Direct Subsidized Loan is a fixed-rate loan awarded directly by the federal government on the basis of financial need. This loan is interest-free during full-time and part-time enrollment in a degree-seeking program. Repayment and interest for this type of loan begins six months after leaving school or enrolling less than half-time, and allows for up to a maximum of 10 years to repay. Annually, a student may borrow up to \$3,500 as a freshman, \$4,500 as a sophomore, and \$5,500 as a junior or senior.

The federal government has permanently limited eligibility for subsidized loans to 150 percent of the length of the student's academic program for new borrowers beginning on or after July 1, 2013. The 150 percent change means students in a four-year program will be eligible for subsidized student loans for the equivalent of six years—three years for students in a two-year program. The student who reaches this limitation may continue to receive Unsubsidized Direct Loans if he or she is otherwise eligible (for example, student continues to meet the school's satisfactory academic progress requirements).

Once a borrower has reached the 150 percent limitation, his or her eligibility for an interest subsidy also ends for all outstanding subsidized loans that were disbursed on or after July 1, 2013. At that point, interest on those previously borrowed loans would begin to accrue and would be payable in the same manner as interest on unsubsidized loans.

FEDERAL DIRECT UNSUBSIDIZED LOAN

The Direct Unsubsidized Loan is an interest-accruing, fixed-rate loan available to dependent and independent students with no financial need requirement. The annual loan maximums are the same as those listed above for the Direct Subsidized Loan, except dependent students may borrow up to an additional \$2,000 each year, while independent students may borrow up to \$6,000 as a freshman and sophomore, and up to \$7,000 as a junior and senior. If the parent of a dependent student is credit-denied for a Parent PLUS Loan, the student is eligible to borrow up to the same level as an independent student. Repayment for this type of loan begins six months after leaving school or enrolling less than half-time, and allows for up to a maximum of 10 years to repay.

FEDERAL DIRECT PARENT LOANS FOR UNDERGRADUATE STUDENTS

The Federal PLUS Loan is a non-need-based loan for the parents of undergraduate students who are enrolled as at least half-time students. Borrowers have the option of beginning repayment on the PLUS Loan either 60 days after the loan is fully disbursed, or deferring until six months after the dependent student on whose behalf the parent borrowed, is no longer enrolled on at least a half-time basis. The interest rate is a fixed percentage with a set origination fee. For current interest and origination fee rates, please visit www.lasalle.edu/parentplus.

VETERAN'S BENEFITS

Students who qualify for Veteran's benefits should contact the Registrar's Office at 215.951.1020. Information for full-time and part-time students is also available under the Military Services tab via www.lasalle.edu/registrar.

CHARLOTTE W. NEWCOMBE FOUNDATION SCHOLARSHIPS

Charlotte W. Newcombe Foundation Scholarships are offered to women who are at least 25 years of age, who are part-time or full-time students, and who will be enrolled at La Salle for a minimum of six credits during the term in which the scholarship will be used. The student must demonstrate financial need, have a minimum cumulative GPA of 2.5, and have completed a minimum of 60 credits by the term during which the scholarship will be used. Additional application information can be obtained from the Student Financial Services section of the La Salle Web site at www.lasalle.edu. The priority deadline is Aug. 1.

INSTITUTIONALLY ADMINISTERED SCHOLARSHIPS

Through the generous contributions of foundations, corporations, and individuals, La Salle students are eligible for a variety of private scholarships.

Students may apply each academic year by filling out a Common Scholarship Application, which is available via www.lasalle.edu/commonscholarship. Even if a student has been awarded a scholarship in the past, the student must reapply for that scholarship each academic year.

Scholarships available through La Salle include the following:

- Accounting Department Scholarship
- Vincent P. Anderson, Esq., '61, and Veronica E. Anderson Endowed University Scholarship
- Annenberg-Henrich Scholarship
- Peter and Gladys Altamore Memorial Scholarship
- Gregg Argenziano Endowed Memorial Scholarship
- Albert F. Bauer, '64, Endowed Memorial Scholarship
- James A. Bednar, '69, Memorial Scholarship
- Berger-Wallace Scholarship
- William J. Binkowski, '48, Scholarship
- James J. Binns Scholarship
- William J. Brett Jr. Memorial Scholarship
- James J. Broussard, '58, Endowed Scholarship
- Brother Damian Connelly Scholarship
- Brother G. Claude Demitras Scholarship
- Brother Patrick Ellis Alumni Scholarship
- Brother Emery Scholarship
- Brother Gerard Molyneaux Scholarship
- Dr. Leonard A. Brownstein Scholarship
- George and Elsie Bucs Scholarship
- Maj. Gen. Burns ROTC Scholarship
- BUSCA Scholarship for Latino Students
- John F. Byrne Memorial Scholarship
- Pascal R. Canavo, '55, Endowed Memorial Scholarship
- Robert J. Chesco, '63, Memorial Scholarship
- Christian Brothers Scholarship
- Class of 1970 Scholarship
- Communication Department Faculty Award
- Lt. John H. Condon Memorial Scholarship
- Bishop Corrigan Memorial Scholarship
- Dr. Robert J. Courtney, '41, Scholarship
- Joseph Crowley, '34, Award
- J. Russell Cullen Sr., '22, Memorial Scholarship
- Josephine Danielski Memorial Scholarship
- Michael A. DeAngelis Memorial Scholarship
- Robert L. Dean Writing Scholarship
- St. Francis de Sales Scholarship
- J. Hugh, '64, and Nancy Devlin Scholarship
- Richard J. Diamond, '63, Memorial Scholarship
- G. Fred DiBona Endowed Memorial Scholarship
- Susan O'Neill Dietsch Scholarship
- Richard C. DiMascio, '64, Endowed Memorial Science Scholarship
- Richard DiSammartino, '62, Endowed Scholarship
- Anne H. and Harry J. Donaghy Scholarship
- Dr. Paul R. Doran and Catherine E. Doran Memorial Scholarship
- Francis J. Echelmeier Endowed Scholarship
- Leon Ellerson, '56, Endowed Memorial Scholarship
- Father Judge and Saint Hubert's High School Scholarship
- Darlene and Edward J. Fierko, '63, Business Scholars Co-op Scholarship
- Darlene and Edward J. Fierko, '63, Scholarship for the B.S./MBA Degree Program Scholarship
- James A. Finnegan Public Service Fellowship
- Patricia A. Fogel, '87, Endowed Scholarship
- Dr. Joseph F. Flubacher, '35, Scholarship
- Gamma Iota Sigma Scholarship
- Germantown Hospital Nurse Association Scholarship
- Daniel A., '72, and Kathleen Belfatto Giannini Scholarship
- Nicola Giordano Memorial Scholarship
- John S. Grady Honors Scholarship
- James T. Guo Scholarship
- Charles Haag, '55, Endowed Scholarship
- David I. Hagan Scholarship
- Hanff Ulrich Scholarship for Student Ambassadors
- J. Anthony Hayden, '67, Scholarship
- H. Blake Hayman, '41, Scholarship
- Anthony F. Heck, '51, Memorial Scholarship
- Lt. John Henry Scholarship
- Hogan Award
- Independence Blue Cross Foundation Nurses for Tomorrow Undergraduate/Graduate Scholarship Programs
- Frances and John Jenich Memorial Scholarship
- Mr. and Mrs. Thomas J. Kean, '54, Scholarship
- Thomas, '54, and Janet Kean Scholarship
- John J. Keenan, '52, Memorial Scholarship
- Jack Keen, '72, Memorial Scholarship
- John J., '37, and Margaret M. Kelly Endowed Memorial Scholarship
- Dr. Joseph Kelly Memorial Scholarship
- James S. Kemper Foundation Scholarship
- John "Jack" Kenneff, '70, Endowed Memorial Scholarship
- John P. Kiernan Jr. Fund

- Peter J. Kiernan, '64, Endowed Scholarship
- Philip Kind Jr. Memorial Scholarship
- Mary I. and C. Gerard Kramer, '58, Scholarship
- Gregory LeCerff Grant
- Danielle Marie Leonard, '06, Endowed Memorial Scholarship
- Maureen E. Lodge, '92, Scholarship
- Walter P. Lomax, M.D., '53, and Beverly Lomax Endowed Scholarship
- Bruce V. MacLeod Scholarship in Earth and Environmental Science
- Maguire College Scholars Program
- S. Ruth Mahar D.C. Grace and Grit Award
- Markmann Endowed Scholarship
- Francis X. McErlean Endowed University Scholarship
- McGinniss Endowed Scholarship
- James A. McGovern Scholarship
- Thomas F. McGowan, '58, Endowed Memorial Scholarship
- John McHale, '49, Award
- John J. "Jack" McNally, '64, Endowed Scholarship
- Brother Thomas H. McPhillips, F.S.C., Ph.D., '72, Endowed Memorial Scholarship
- John McShain Endowed Scholarship
- Mercedes Benz/Lionel Simmons Scholarship
- Charles E. Merrill Trust Scholarship
- Barbara C. Millard Memorial Scholarship
- Dr. Lillian Beresnack Miller Memorial Scholarship
- William F. Miller Sr. Scholarship
- Modern Handling Scholarship
- Jacques, '53, and Blanche Moore Scholarship Fund
- Joseph Moran Scholarship Fund
- Mable Morris Scholarship
- Brother James Muldoon Endowed Scholarship
- James V. Mulvihill Scholarship
- National Science Foundation Scholarship in Science, Technology, Engineering, and Mathematics Program
- Charlotte W. Newcombe Foundation Scholarship
- James, '44, and Margaret Newell Endowed Scholarship
- Anthony J., '66, and Ruth Nocella University Scholarship
- James Patrick Noone, '78, Scholarship
- Northeast Catholic High School Scholarship
- Pfizer Scholarship
- Philadelphia Ostomy Association Scholarship
- Philopatrian Institute Scholarship
- Mary Pinter Memorial Scholarship
- Pyle Scholars Endowed University Scholarships
- The Quattrone Family Endowed Scholarship
- Daniel J. Ragone, '51, Family Foundation, Inc. Endowed University Scholarship
- Kathleen and Charles J. Reilly, '62 Entrepreneurship Endowed University Scholarship
- Thomas C. Rosica, '62, Endowed Scholarship
- Richard S. Rueda, Esq., '62, Endowed University Scholarship
- Erwin and Carolyn Rye von Allman Scholarship
- Joseph R. Sadowski, '54, Endowed Scholarship Fund
- Joseph Lawrence Scheiter Memorial Scholarship
- The Schoenberger Honors Scholarship
- Sigma Phi Epsilon Scholarship
- Sigma Phi Lambda Scholarship
- SIM Scholarship
- SLH-OD Graduate Scholarship
- Warren E. Smith, M.D., '54, Endowed Scholarship
- W.W. Smith Charitable Trust Scholarship
- Michael J. Tanney Jr., '59, Humanities Scholarship
- Lillian and Ralph Tekel Scholarship
- Trey Ulrich Endowed Scholarship
- UPS Scholarship
- U.S. Department of Health and Human Services, Advanced Education Nursing Traineeship
- U.S. Department of Health and Human Services, Nurse Anesthetist Traineeship
- U.S. Department of Health and Human Services, Scholarships for Disadvantaged Students
- John H. Veen, '59, Memorial Scholarship
- Wachovia Foundation BUSCA Scholarship
- Wachovia Grant
- Nancy and Milton Washington, '58, Endowed Scholarship
- Thomas H. White Memorial Scholarship
- John T. Zook Memorial Scholarship

SATISFACTORY STANDARDS OF ACADEMIC PROGRESS FOR ALL FINANCIAL AID

In order to continue receiving federal and financial aid, a student must be maintaining satisfactory academic progress toward the completion of the program of study. The student must be moving toward the goal of graduation.

STANDARDS OF ACADEMIC PROGRESS

In order to continue to receive federal and institutional need-based aid, the student must successfully earn 67 percent of all attempted credits, and achieve the cumulative GPA as listed below:

Credits Earned	Required Minimum Cumulative GPA
1-23:	1.50
24-53:	1.75
54 and above:	2.00
Graduate Students:	2.00

For the definition of "attempted" and "earned" credits, and for the formula of the calculation of the GPA, please contact the Registrar.

Some scholarships require a higher GPA for renewal.

MAXIMUM TIME FRAME

The maximum time frame for completion of the undergraduate or graduate program cannot exceed 150 percent of the published program length for a full-time student. For example, the minimum credits for an undergraduate to complete a program is 120; therefore, the student would have a maximum time frame of 180 attempted credits to complete the program before loss of eligibility for federal and institutional aid.

MEASUREMENT OF PROGRESS

Academic progress for each student will be measured in May, or at the end of the summer session, if applicable. If a student does not meet the standards of academic progress, then that student will not be considered for federal or institutional funds. In order for the student's eligibility to be reinstated, the student's grades must meet the required levels.

APPEALS OF PROGRESS

Appeals may be based on either a serious personal illness or injury, the death of a relative, or other extenuating circumstances. The student must be able to demonstrate that the illness, injury, or extenuating circumstance had a direct impact on the student's academic performance. If a student experience circumstances preventing completion of the program within the 150 percent time frame, then an appeal may be made on this basis.

All appeals for waivers of academic progress must be done in writing and be accompanied by the Financial Aid Progress Appeal form, which can be found via www.lasalle.edu/finaidforms. Please follow the directions on this form, and submit it to the Office of Financial Aid. If the Appeals Committee feels that there are mitigating circumstances that had a direct bearing on the student's academic performance, then the student can be funded during a probationary period for one semester. If a student fails to meet the standards of academic progress at the end of the probationary period, then the student becomes ineligible for federal and institutional financial aid.

The University's Academic Censure Policy and its Standards for Academic Progress for Financial Aid are two distinct policies. The University may allow a student to enroll for a semester but elect to withhold funding.

REPEAT COURSEWORK

Students are permitted to repeat a course that he/she has already passed one additional time and be eligible for financial aid. Any additional attempts of the same course will not be covered through financial aid.

If a student attempts a course for a third time, the student's enrollment minus the repeated course must be equal to at least 6 credits as a part-time student or at least 12 credits as a full-time student in order to be aid-eligible.

For example: A student enrolled in 12 credits who is attempting a 3-credit course for a third time, will continue to be charged the tuition rate for 12 credits, but will be eligible for aid only as a part-time student (12 credits – 3 credits = 9 credits).

STANDARDS OF ACADEMIC PROGRESS FOR THE PHEAA STATE GRANT PROGRAM

The student must successfully complete at least 24 credits of new passing coursework for every two semesters of full-time PHEAA State Grant assistance received. For part-time PHEAA State Grant recipients, the above requirement will be prorated. (A student may appeal this policy directly to PHEAA.)

FINANCIAL AID POLICIES

The University reserves the right to reduce financial aid due to a change in the student's enrollment or housing status, or if a student receives additional funding from an outside source. Financial aid may also be reduced if there has been an error in the calculation of a student's financial aid, as a result of verification, or if a student missed a deadline.

Students participating in a study abroad program are not permitted to use any institutionally-funded grants or scholarships, or athletic awards during the semester abroad. This includes, but is not limited to the Founder's Scholarship, La Salle Grant, SEOG Grant, Academic Achievement Scholarship, and Excellence in Learning Grant, as well as any endowed scholarship that is awarded by the Office of Financial Aid. Study abroad scholarships are available to qualified students.

Students interested in studying abroad must make an appointment with a representative in the Office of Financial Aid as soon as possible to discuss the implications studying abroad will have on their financial aid, scholarships and University billing.

If a student is doing a co-op/internship and will be enrolled in fewer than 12 credits during that semester, he/she must come to the Office of Financial Aid to see how his/her financial aid may change due to differences in

tuition charges and credits. If a student is enrolled in at least 12 credits during the co-op/internship semester, his/her financial aid will not change.

La Salle University reserves the right to reduce University need-based or non-need-based funding in the event an "overaward" occurs due to a change in a student's enrollment, housing, or financial situation, or if additional outside funding is made available to a student. There are five types of overawards:

1. When the total of a student's grants and scholarships exceeds the student's direct costs for tuition, room, board, and fees, La Salle University reserves the right to reduce institutional funding, either need-based or merit-based. All outside grants and scholarships will be applied first to University charges. University grants and scholarships will then be applied to subsequent University charges. The one exception to this policy is athletic aid, as the NCAA regulations take precedent.
2. If a student receives more funding than the student's federally calculated need allows, the University is required to resolve the overaward per federal and institutional policy, which prohibits a student from receiving aid in excess of need.
 - a. If a student is awarded additional aid, which causes the total of all aid to exceed the federally calculated need, then there must be a reduction in the financial aid. To resolve this overaward, financial aid will be reduced in the following order: Perkins Loan, Federal Work Study, SEOG, La Salle grant, and Direct Loan.
3. If a student has been awarded one or more La Salle University merit-based scholarships and then is subsequently awarded a half-tuition or greater scholarship, then the student becomes ineligible for those La Salle University merit-based scholarships.
4. The total amount of all financial aid for a student cannot exceed that student's financial aid cost of attendance. Financial aid includes Federal PLUS loans and alternative loans.
5. If a student earns in excess of the Federal Work Study award, then La Salle University reserves the right to reduce other need-based aid.

Exception: If a student has already been awarded need-based aid and subsequently receives additional funding, such as a private scholarship, then no other aid will be reduced as long as the total of the financial aid does not exceed need.

It is the responsibility of all financial aid applicants to check their La Salle e-mail and mylasalle accounts for notices concerning financial aid deadlines, policies, procedures, and eligibility. Important information may be sent through e-mail or posted on the Web site rather than through paper correspondence.

REFUNDS

REFUND OF EXCESS AID

Students who are credited with aid in excess of tuition and other charges after all the appropriate forms have been completed will be sent a refund.

WITHDRAWALS AND RETURN OF TITLE IV FUNDS

If a student is a recipient of federal financial aid (Title IV funds) and withdraws from the University, then federal regulations require the University to follow a prescribed withdrawal process and stipulate the refund of funds to the federal financial aid programs.

WITHDRAWAL DATE

For a federal financial aid recipient, the withdrawal date is the date the student notifies the Dean of his or her school that he or she is withdraw-

ing from the University. This can be done orally or in writing. The student may rescind the official notification of withdrawal. This must be done in writing.

If the student does not notify the Dean of his or her withdrawal, the date of the withdrawal becomes the midpoint of the semester or the date of the student's last attendance at a documented academically related activity.

If a student does not notify the Dean of his or her withdrawal due to circumstances beyond the student's control, the withdrawal date becomes the date related to that circumstance. Finally, if a student does not return from an approved leave of absence, the withdrawal date becomes the date the student began the leave.

RETURN OF TITLE IV FUNDS

If a student withdraws, the student's federal financial aid will be prorated based on the number of days that the student completed in the term. This is the earned amount of federal financial aid. Once a student completes 60 percent of the term, then all federal financial aid has been earned and no refund to the programs is required. For the University policy on refund of tuition charges, see the section on Expenses. Please note that the Federal Return of Title IV Funds policy no longer stipulates how the University calculates its refund of tuition, fees, and other charges.

If a student has received disbursed aid in excess of the calculated earned aid, then funds must be returned to the federal financial aid programs in the following order: Unsubsidized Federal Direct loans, Subsidized Federal Direct loans, Perkins loans, Federal PLUS loans, Federal Pell Grant, and Federal SEOG.

A student will only be eligible for a post-withdrawal disbursement of federal financial aid if the amount of the disbursed aid is less than the amount of the earned federal financial aid.

If a student has received a cash payment due to excess of financial aid over allowable tuition, fees, and other charges and if the student subsequently withdraws from the University, then the student may be required to repay monies to the federal financial aid programs. After a student is notified that he or she owes monies to the federal financial aid programs, the student has 45 days to either repay the funds or make satisfactory payment arrangements with the Department of Education. If the student fails to do either of the two previous options, then the University must report "overpayment" to the National Student Loan System.

If a student receives final grades for a term that are all failures, then the student must present documentation that he/she attended for that particular term. If the student fails to produce such documentation, the Department of Education requires that the University assume that the student only attended through the midpoint of the term. We are then required to perform the Title IV Refund calculation using the midpoint date as the estimated last date of attendance for that student. In these cases, we are required to return some or all of the student's federal financial aid.

STUDENTS' RIGHTS AND RESPONSIBILITIES

The following are the rights and responsibilities of students receiving federal funds.

You have the right to ask a school:

- The names of its accrediting or licensing organizations.
- About its programs, about its instructional, laboratory, and other physical facilities, and about its faculty.
- About its cost of attendance and its policy on refunds to students who drop out.
- What financial assistance is available, including information on all federal, state, local, private, and institutional financial aid programs.

- What the procedures and deadlines are for submitting applications for each available financial aid program.
- What criteria it uses to select financial aid recipients and how it determines your financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, and personal miscellaneous expenses are considered in your cost of education. It also includes how resources (such as parental contribution, other financial aid, assets, etc.) are considered in calculating your need.
- How much of your financial need, as determined by the institution, has been met. and how and when you will be paid.
- To explain each type and amount of assistance in your financial aid package.
- What the interest rate is on any loan that you have, the total amount you must repay, the length of time you have to repay, when you must start repayment, and what cancellation or deferment privileges apply.
- How the school determines whether you are making satisfactory progress, and what happens if you are not.
- What special facilities and services are available to people with disabilities.
- If you are offered a federal work-study job, what kind of job it is, what hours you must work, what your duties will be, and how and when you will be paid.
- To reconsider your aid package, if you believe a mistake has been made or if your enrollment or financial circumstances have changed.

It is your responsibility to:

- Review and consider all information about a school's program before you enroll.
- Pay special attention to your application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay or prevent your receiving aid. Meet all deadlines for applying for and reapplying for aid.
- Notify your school of any information that has changed since you applied.
- Provide all additional documentation, verification, corrections, and/or new information requested by either the Financial Aid Office or the agency to which you submitted your application.
- Read, understand, and keep copies of all forms you are asked to sign.
- Comply with the provisions of any promissory note and other agreements you sign.
- Repay any student loans you have. When you sign a promissory note, you're agreeing to repay your loan.
- Notify your school of any change in your name, address, or attendance status (half-time, three-quarter-time, full-time, housing status). If you have a loan, you must also notify your lender of these changes.
- Complete an exit interview if you have a Federal Perkins Loan, Federal Direct Loan, or PLUS Loan.
- Perform the work agreed upon in a Federal Work-Study job.
- Understand the school's refund policy.
- Meet all financial aid deadlines.

THE CORE CURRICULUM

Offering sustained study in a broad range of disciplines, the core curriculum provides students with an opportunity to build a strong educational foundation for the future. Guided by La Salle's mission as a Catholic university, the core curriculum reflects La Salle's strong commitment to the interdependence of intellectual and spiritual growth.

Its aim is to help students find an engaging living as part of an engaged life. As future competitors in a rapidly re-forming world, students need intel-

lectual resources that keep pace with current innovations; as future innovators, students need spiritual resources that guide human beings toward humane reforms.

The core curriculum clusters requirements into areas defined by educational objectives: “Powers,” “Frameworks of Scientific Understanding,” “Patterns of Meaning,” the “First Year Odyssey,” and “Understanding at Home and Abroad.”

“Powers” refers to competencies that enable students to learn, to think, and to communicate. With this coursework, students will emerge from the core curriculum possessing a strong set of skills in reading, writing, oral communication, and mathematics. They also will learn how to use computer technology to aid their work in each of these areas. These competencies will be integrated in courses in the Core and the Major, but will be taught directly in courses in writing, public speaking, mathematics, and computer science.

“Frameworks of Scientific Understanding” refers to concepts and methods learned in courses in the natural and social sciences. In these courses, students will become familiar with the scientific method and sharpen their understanding of the natural processes and the social developments that shape the world in which we live. The “Frameworks of Scientific Understanding” category includes courses in economics, political science, psychology, sociology, biology, chemistry, geology, and physics.

“Patterns of Meaning” refers to a set of capacities students must acquire to engage the moral, aesthetic, and spiritual significance of human events and achievements. Courses in the humanities (religion, philosophy, literature, history, fine arts, and foreign languages) will enable students to develop these capacities.

The “First-Year Odyssey” refers to the one-credit program that introduces students to La Salle University and the city of Philadelphia through activities such as field trips and campus-wide programs. Students participate in the First-Year Odyssey in special First-Year Odyssey sections.

“Understanding at Home and Abroad” refers to fostering the Christian Brothers’ ideals of community, social justice, and compassionate understanding across barriers dividing human beings. Students are required to enroll in one course in the Academic Bulletin designated by the symbol of a “house” (🏠 Understanding at Home) and one course designated by the symbol of a “plane” (✈️ Understanding Abroad). Some students may fulfill the Understanding at Home or Understanding Abroad requirement through an independent project with the approval of the Department Chair and the Core Director. Faculty and staff will mentor a limited number of such projects.

CORE COURSES

All courses in the core curriculum may be counted toward any minor or major, barring exclusions by the academic departments sponsoring the minor or major. To complete the core requirements, most School of Arts and Sciences majors must complete a maximum of 19 courses, School of Business majors, a maximum of 16 courses, and School of Nursing and Health Sciences majors, a maximum of 15 courses. See sections on the School of Business and the School of Nursing and Health Sciences for additional information about the core requirements for majors in those fields.

POWERS COURSES

- English 110 (may be waived by the English Department)
- English 210
- Mathematics 150 or 114, or HSC 217
- Communication 150 or 153 or Business 150 (Education and School of Nursing and Health Sciences students exempt)
- Computer Science 151, 152, 153, or 155 (may be waived through an exemption exam)

FRAMEWORKS OF SCIENTIFIC UNDERSTANDING COURSES

Natural Sciences (one course from the following disciplines)

- Biology 157 or 158
- Geology 150, 152, 153, 154, or 155

Social Sciences (two courses, one from each area)

- Economics or Political Science
- Psychology or Sociology

PATTERNS OF MEANING COURSES

(two courses in each of five areas, followed by a third course in one of the five areas—for Arts and Sciences majors)

- Religion
- Philosophy
- Literature
- History
- Fine Arts or Foreign Languages

Questions about the Core and the First Year Odyssey may be addressed to Margot Soven, Core Director (215.951.1148 or soven@lasalle.edu)

PROGRAM OF STUDIES

The program of studies prescribed by the student’s adviser and approved by the Dean of the School in which the student is enrolled is his or her official roster of courses.

It is the student’s responsibility to see that all the requirements of this program are fulfilled. He or she should have in writing from the Dean any exceptions to the prescribed program that may be granted.

Students may be permitted to change from one program to another, or from one area of instruction to another, only when their previous record indicates that they may profit from such a change. In any change of this type, the student must have the written permission of the Chair and the Dean of the School. This change may entail taking approved summer courses or attending La Salle for an additional semester. In no case may students who transfer receive promotion or a degree sooner than they would have received it had they not transferred. No degree may be received less than one year after change of curriculum.

DUAL MAJORS

In some circumstances, a student with special needs and abilities may be permitted to major in two departments or to follow a special interdepartmental program. After developing the program in consultation with both departments, the student must obtain approvals of both chairs and of the Dean. Arrangements should normally be completed during the spring semester of the sophomore year.

Students pursuing multiple majors will earn a single Bachelor’s degree, based on the student’s primary major, and one diploma. The diploma indicates the degree awarded but not the majors, however, the transcript will indicate the single degree awarded and the majors completed.

MINORS

In addition to their majors, students may also complete up to two minors. These minors will be officially noted on the transcript. Minors may be constructed in these subjects: Accounting, Art History, Biochemistry, Biology,

Chemistry, Communication, Computer Science, Criminal Justice, Digital Arts and Multimedia Design, Economics, Education, English, Film Studies, Foreign Language, Geology, History, Information Technology, Mathematics, Music History, Nutrition, Philosophy, Physics, Political Science, Psychology, Religion, Sociology, Social Work, and Speech-Language-Hearing Science. These minors require six courses within the discipline, not counting foundation courses. Students interested in minoring in a subject should consult with the chair of that department for advice on the requirements.

Special minors may also be taken in these areas: Asian Studies, Business Administration, Business Systems and Analytics, Catholic Studies, Central and Eastern European Studies, Entrepreneurship, Environmental Studies, Film Studies, Forensic Studies, Health Care Administration (not currently available), International Studies, Justice and Society Studies, Leadership and Global Understanding, Life Science, Management and Leadership, Marketing, Marketing, Risk Management and Insurance, Urban Studies, and Women's Studies. The requirements are listed in their proper alphabetical place in the Course Requirements section of this catalog.

THE FIRST-YEAR ODYSSEY AT LA SALLE UNIVERSITY

The First-Year Odyssey (FYO) introduces students to La Salle University and the city of Philadelphia through class participation, campus activities, and field trips. FYO gives students an opportunity to form bonds with fellow students, professors, and staff, while they become more familiar with campus resources and the rich offerings of urban life. FYO also helps students to master good study habits and clarify career goals.

Students earn a grade and one credit in the First-Year Odyssey. To meet the needs, interests, abilities, and concerns of students, students work together to design some of the course activities. When possible, students will seek out information and report back to their classmates on opportunities and resources available on the campus or in the city.

Participation in the First-Year Odyssey is required of all first-year students with the exception of students in the Honors Program.

EXPLORE U PROGRAM

Explore U is La Salle's unique five-stage career-development model, designed to engage students in exploring and/or deciding their choice of major and potential educational and career paths. Explore U will assist students in identifying their values, interests, skills, and goals as these relate to academic and career decision making. Each stage will take students further toward their future by engaging them in gathering information about themselves, learning more about potential career or educational paths, exploring ways to gain experience outside the classroom, and pursuing goals after graduation.

Stage 1: Explore Your Potential—as a Freshman

Stage 2: Explore Your Possibilities—as a Sophomore

Stage 3: Explore Through Performance—as a Junior

Stage 4: Explore Paths To Your Future—as a Senior

Stage 5: Explore Always—as Alumni

The goal of our Explore U model is to connect students' educational experiences at La Salle University with preparation for their future. Throughout their undergraduate years and beyond, students will be involved in experiences, activities, and events that will help inform their academic and extracurricular choices. Participating in Explore U will help students define their goals, accumulate valuable experiences, identify careers of interest, and prepare them for career opportunities and aspirations.

For more information on Explore U, visit the Explore U Web site (www.lasalle.edu/exploreu) or contact Career and Employment Services at 215.951.1075 or ExploreU@lasalle.edu.

EXPERIENTIAL EDUCATION PROGRAMS

Experiential Education is a learning experience that extends beyond the classroom and campus of La Salle University, offering students unique opportunities:

- applying classroom theory to actual work situations;
- adding relevance to their academic program;
- developing an understanding of human relationships outside their peer group; and
- providing realistic vocational information and invaluable experience, as well as vital networking contacts.

Through Experiential Education programs, students will work in jobs related to their major(s) or career goals to gain valuable “real-world” experience while earning academic credit. Experiential Education at La Salle includes internship, cooperative education, and externship programs, as well as clinical, practicum, and field experiences.

Internships may take a variety of forms from part-time, non-paid, to full-time, paid employment opportunities. Internships are available throughout the year (especially during the fall or spring semester) and may range in length from three to six months. Internships are open to students of all majors who have completed at least their sophomore year as well as appropriate academic requirements. Students must be in “good academic standing” but may also be required to maintain a minimum GPA set by their academic department.

Cooperative education or co-op programs are offered through both the schools of Arts and Sciences and Business. Co-ops are available throughout the academic year and typically involve full-time, paid work experiences three to six months in length. Students may engage in multiple work assignments during their college career.

Externship opportunities are most commonly available for students enrolled in the School of Nursing and Health Sciences. Externships are typically full-time, paid experiences, most often available during the summer months.

Certain departments require their students to participate in a hands-on environment through clinical, practicum, or field experiences, as necessitated by their accrediting agencies. At La Salle, these departments include Nursing, Education, and Social Work. Clinical experiences are integrated into the Nursing and five-year Speech-Language-Hearing Science curricula and combine both classroom preparation and multiple “rotations” in hospital or healthcare-related facilities. Practicum or field experiences range from one to three semesters of work or service assignments completed by a student as part of an academic class. Check your academic department requirements or course listings.

It is highly recommended that students investigate and prepare for internship and co-op opportunities before completing their sophomore year. For students participating in full-time internships and co-ops during the academic semesters, early academic planning is crucial in order to graduate in four years. With the help of Career and Employment Services, students will prepare a resume, practice their interview skills, and identify and apply to employers who participate in La Salle's experiential education programs.

For more information, contact Career and Employment Services at 215.951.1075 or careers@lasalle.edu or <http://studentaffairs.lasalle.edu/career/students/get-experience/>.

HONORS PROGRAM

The pedagogical philosophy of La Salle University emphasizes the need for a strong basis in the humanities and the development of specific skills for all undergraduates. For this reason, all students are required to complete a set of courses devoted to these ends. Individual academic departments offer students an intensive study in a specific discipline, but only after a majority of the courses in this humanistically based core have been completed.

The curricular structure of the Honors Program follows this general University model, but with modifications that recognize the needs and abilities of the highly motivated and intellectually gifted student. These modifications are primarily in the manner in which the Honors Program student satisfies these essential University-wide requirements.

In the first year of studies, the Honors Program student will complete three Honors courses each term. These courses will be in the disciplines of history, literature, and philosophy and will, over the course of the year, take the student from antiquity to the contemporary period. The professors teaching in this first-year program make every attempt to coordinate their readings and assignments so that, at any particular time during the academic year, the students will be viewing the same period of civilization through the perspective of three different disciplines.

A typical week would have the student spending three hours of class time in each of the three disciplines and three hours of time in a special situation in which an attempt is made to integrate the three seemingly distinct disciplines. This last three-hour period of time brings together all of the students in the program and their professors in a variety of experiences. Some of the sessions will be held on campus and others will make use of the many museums and resources in the Philadelphia area. In recent years this has meant afternoons or evenings spent at the Kimmel Center for the Performing Arts with the Philadelphia Orchestra, at the Philadelphia Museum of Art with the curator of the medieval collection, at the Arden Theater with the artistic director, or at the National Constitution Center. Each activity is designed to complement and supplement the work of the classroom—a humanities lab, in effect.

Having successfully completed the first year of studies, the Honors Program student is then offered a wide variety of seminars in Honors. These seminars allow the student to study topics, time periods, and areas of interest in considerably more depth, using the broad overview of the first year as a solid foundation upon which to build. Serving as the substitutes for the regular core requirements of the University, these seminars are often cross-disciplinary. In addition, each Honors Program student will be required to complete an independent study project that will be the equivalent of one three-credit course. This will be done on a topic of the student's choosing (not necessarily in the major) and will be directed by a faculty member.

The total number of courses required in Honors is ordinarily a minimum of 14, including the independent project. One of the courses must be an ethical issues seminar in the student's major. In addition to the curricular requirements, students are required to maintain a cumulative G.P.A. of 3.0 and a 3.0 G.P.A. in Honors Program courses to remain active in the Honors Program.

Students who complete all of the requirements of the Honors Program are graduated from La Salle with the special distinction of General University Honors. This distinction is noted on their official transcript, on their diploma, and in a special listing in the Commencement program.

Each year approximately 60 students are admitted to the Honors Program (from a freshman class of approximately 800 students). Invitations are extended to students who have been accepted for admission by the University, who have combined SAT Critical Reading and Math scores of approximately 1250, and who rank in the top decile of their graduating class.

The application deadline is May 1. Further information on the program is available from the Director of the Honors Program, 215.951.1360.

THE HONORS AFFILIATE PROGRAM

The Honors Affiliate Program aims to attract talented students to Honors courses but whom, for whatever reasons, have opted not to join the full Honors Program. In addition, this program encourages and supports students' efforts to pursue opportunities at La Salle that will, in the spirit of a true liberal arts education, broaden their perspectives beyond their majors and minors.

PREREQUISITES

In order to pursue the Honors Affiliate program, students must:

- Have completed one full year of study at La Salle,
- Have earned a cumulative GPA of 3.5, with no grade lower than a 'B,'
- Complete the Honors Affiliate Scholars application,
- Submit a recommendation from a member of La Salle's full-time faculty.
- Receive a positive recommendation from an interview committee made up of current, senior Honors Program students.

COURSE OF STUDY

To successfully complete this program and graduate as an Honors Affiliate Scholar, students will be required to:

- Successfully complete two semesters of a university-level foreign language at the intermediate level,
- Successfully complete one semester of undergraduate research,
- Engage in two university service trips OR enroll in one La Salle travel study course,
- Successfully complete three Honors program elective courses.
- Maintain an overall GPA of 3.0

COMPLETION OF THE PROGRAM

Upon completion of the Honors Affiliate Program students will receive an Honors Affiliate Scholar Certificate and a special designation on his or her transcript. In addition, students will receive an invitation to apply for the Fulbright Scholarship program and personal mentoring by Honors Program staff members to prepare the Fulbright application.

FOR FURTHER INFORMATION CONTACT EITHER:

Dr. Richard Nigro, Director nigro@lasalle.edu

Dr. Jordan Copeland, Copeland@lasalle.edu

INTERNATIONAL EDUCATION OPPORTUNITIES

STUDY ABROAD

La Salle University offers semester and summer abroad experiences in Ireland, Italy, Mexico, and Australia, England and Switzerland. In addition, La Salle is a member of the Lasallian International Programs Consortium, which includes programs in the following additional countries: Argentina, China, France, Germany, Spain and South Africa. These programs are exclusively available to La Salle students and Lasallian consortium students. Students wishing to study abroad in the above countries are limited to only Lasallian programs; students may not study abroad through a non-La Salle program if La Salle already offers a program in the requested country.

La Salle University restricts study abroad experiences for its students to La Salle programs and programs through other U.S. universities on a pre-

approved list. Students interested in a study abroad program should apply to the Director of Study Abroad Programs in the Multicultural and International Center, as well as directly to the sponsoring educational institution. Application deadlines are mid-March for the fall semester and early October for spring semester. Deadlines for pre-approved non-La Salle programs may be earlier than La Salle's in-house deadline.

A student wishing to attend a university or study abroad program that is not currently affiliated with La Salle, or is not currently on La Salle's list of approved programs, must petition to participate in a non-approved program. If permission is granted, the specific courses would then also need to be approved. A petition may only be used for students who have specific academic needs that cannot be met in any of the current La Salle affiliated/approved programs. The student must demonstrate how the program has an academic component that the already-approved programs do not. More information regarding Studying Abroad and the Petition Process can be found on the Study Abroad website.

TRAVEL/STUDY

La Salle offers semester-long courses with travel components included to enhance the educational experience. Past courses have included: The Lasallian World: View from United States and Guatemala; Comparative Business Practices—Germany or France and the United States; Education to Globalization in India; Conflict Resolution: Ireland; Narrative Versions of the Vietnam War; International Film in Prague; and Globalization and Tradition in 21st-Century China; between Globalization and Tradition in 21st-Century India; and The Political Economy of Latin America.

EXCHANGE PROGRAMS WITH LASALLIAN SCHOOLS IN MEXICO

La Salle has exchange agreements with Lasallian schools in Mexico. This allows students to study at Universidad La Salle Mexico City as part of a special study abroad program taught in English. At least one semester of Spanish is required, and service learning/internship experiences are part of the program. Students with high Spanish proficiency may take a full schedule of course offerings in Mexico City or at Universidad La Salle in Obregon.

THE WRITING FELLOWS PROGRAM

The Writing Fellows Program offers a unique opportunity for good student writers to serve as undergraduate peer tutors in writing in courses throughout the University. Students selected to be Writing Fellows receive special training. Interested students should contact Jaime Longo, Associate Director, Academic and Learning Support Services, 215.951.1228.

ARMY ROTC

Students at La Salle can participate in Army Reserve Officers' Training Corps (ROTC) through a partnership agreement with Drexel University. The program is open to both male and female students who desire to earn a commission as a Second Lieutenant in the United States Army, Army Reserve, or Army National Guard upon graduation.

Freshman and sophomore students take ROTC basic courses right on La Salle's campus and incur no obligation (who are non-scholarship) to the U.S. Army by enrolling. Additionally, military science courses are applied toward graduation requirements.

Juniors and seniors enrolled in the Advanced Course take senior-level military science courses at Drexel University.

The primary purpose of ROTC is to commission the future officer leadership of the United States Army and motivate young people to be better citizens. Students enrolled in the ROTC program receive instruction

in the fundamentals of leadership with emphasis on self-discipline, integrity, confidence, and responsibility. ROTC is the only college elective that teaches leadership and management skills that enhance your future success in either a military or civilian career.

ROTC scholarships worth up to full tuition and fees per year are available on a competitive basis. Advancing freshman and sophomore students may compete for two- and three-year scholarships. All junior and senior students with a scholarship receive \$900 a year for books and education fees and a non-taxable subsistence allowance of \$250-500 per month while attending classes.

For more information on the program, scholarships, and career opportunities, contact the ROTC office, Maj. Loughery at La Salle University at 215.951.1365 or 215.590.8808 ext. 30, or e-mail armyrotc@drexel.edu.

AIR FORCE ROTC

La Salle students are eligible to participate in Air Force Reserve Officers' Training Corps (AFROTC) through a cross-enrollment agreement with St. Joseph's University.

All Aerospace Studies courses will be held on the St. Joseph's campus. The AFROTC program enables a college student to earn a commission as an Air Force officer while concurrently satisfying requirements for a baccalaureate degree.

For further information on the cross-enrollment program, scholarships, and career opportunities, write or telephone the Professor of Aerospace Studies, Lt. Col. Pohlen, AFROTC Det 750, St. Joseph's University, Philadelphia, PA 19131, 610.660.3190.

COURSES AT CHESTNUT HILL COLLEGE

The cooperation of La Salle with Chestnut Hill College, a Catholic college for women situated about five miles from La Salle, results in a valuable coordination of programs. Students from either of the associated colleges can register for courses at the other college, with full credits and without payment of extra tuition. Students wishing to register for courses offered at Chestnut Hill should contact the Office of the University Registrar at 215.951.1020.

SUMMER SESSIONS

A variety of courses are offered in both day and evening sessions during the summer. Online courses are also offered during the summer sessions. Students may use these courses to enrich their academic programs, to lighten their regular schedules, to make up failures, or, in some instances, to accelerate progress toward a degree.

Properly qualified applicants from other accredited institutions are also admitted to the summer sessions.

For more information, call 215.951.1234.

CLASSIFICATION OF STUDENTS

A full-time student carries a minimum of 12 semester credit hours; and a maximum of 18 credits. A student's program may require more hours per week in some areas of instruction.

Class level is determined by the number of credit hours earned by the student. Students having zero to 23 credit hours are considered freshmen; those who have earned 24 to 53 credits are sophomores; those having earned 54 to 83 hours are juniors; and those with 84 credit hours or more earned are classified as seniors.

Part-time students carry a roster of less than 12 hours per week. Students in this category will require more than the typical four years to earn a degree.

Students who do not fulfill certain admission requirements may be admitted to follow particular courses and are considered as non-degree students. They do not register for a degree-granting program. Credits earned by a non-degree student may be counted toward a degree as soon as he or she has met all the requirements for admission and candidacy for a degree provided that the credits thus earned are applicable to the program of study. A non-degree student cannot hold a scholarship or take part in extracurricular activities.

CHANGE IN DIVISION

Students who have earned fewer than 90 credits and are in good academic standing may change from Undergraduate Day to Undergraduate Evening status, and vice versa. Students who have more than 90 credits are not permitted to transfer divisions.

The conditions for transfer differ, depending on the originating program:

- A student who wishes to transfer from the Undergraduate Evening to an Undergraduate Day Program should have earned at least 15 credits at La Salle. In addition, the student must have a minimum G.P.A. of 2.5 (if 15-30 credits have been earned) or 2.25 (if more than 30 credits have been earned).
- A student who wishes to transfer from Undergraduate Day to Undergraduate Evening must be transferring to a degree program offered in the evening.

Students wishing to change their division status should see the Assistant Dean of their respective school.

CHANGE IN DIVISION POLICY FOR INACTIVE STUDENTS

La Salle undergraduate day students with 90 or more credits who have been inactive for four or more years are permitted to return to the University as an evening student to complete requirements for their degree. A student will be able to complete the degree in the undergraduate evening program, providing the major is an active evening major at the time the student is reactivated. If the student's major from his/her prior experience at La Salle is not an active major offered in the evening program, the student will need to switch majors to an active evening major. If the student does not wish to switch majors, he/she must remain a day student to complete degree requirements.

The University reserves the right to require students to repeat coursework where content has become outdated due to the amount of elapsed time between taking the course and seeking credit for a degree.

UNIVERSITY ATTENDANCE POLICY

Students are expected to attend classes regularly. Absence beyond the control of the student, such as illness or serious personal or family situations, should be explained to the instructor. If an absence extends over a protracted period of time, the Office of the Dean of the individual student's school should be notified. Attendance is taken from the first regular class day regardless of the time of registration.

EXAMINATIONS

The last week of each semester is set apart for final examinations. Examinations to measure student progress are usually given at mid-term. Students who, for satisfactory reasons, fail to take a semester examination as scheduled may take a delayed examination with permission.

CLEP EXAMINATIONS

Undergraduate students may receive credit for approved courses taught in the La Salle University curriculum through participation in the College-Level Examination Program (CLEP) of the College Entrance Examination Board. Students who wish to attempt credit through examination must receive permission from the Assistant Dean of their major/program (Day students). Evening and Online students must obtain the permission from their Academic Adviser to determine which examinations are acceptable, the signature of approval must be executed on the CLEP Application form.

While the academic Dean determines the credits to be granted for CLEP, the individual department designates the subject examinations, which are applicable to specific courses at La Salle University. There are CLEP Examination restrictions and passing score requirements outlined on the CLEP website.

All CLEP exams must be taken by July 15 (summer semester), Nov. 15 (fall semester), or April 15 (spring semester) in order for those credits to be included in that particular semester. If these deadlines are not met, graduation will be postponed to the next conferral date.

All CLEP Examination instructions can be found on the College of Professional and Continuing Studies website at lasalle.edu/eveningweekend, click on Academic Resources and select CLEP.

STUDENT RESPONSIBILITIES

A student's matriculation at La Salle University is a voluntary decision that involves acceptance of the responsibility to perform academically and to behave socially in ways consistent with the goals and objectives of the University. When registering at La Salle, the student accepts University rules and regulations and the authority of the University to exercise disciplinary powers, including suspension and dismissal. As a member of student organizations and as an individual, the student assumes responsibility for knowing and complying with all existing regulations in the University Catalog, the *Student Guide to Resources, Rights, and Responsibilities*, and any rules and regulations subsequently promulgated through appropriate publication to the University community. Copies of the *Student Guide to Resources, Rights, and Responsibilities* and other publications may be viewed on the Division of Student Affairs Web site (www.lasalle.edu/studentaffairs).

GRADES AND GRADING SYSTEM

The coursework of undergraduate students is graded and recorded at the end of each semester. Mid-semester progress reports for new students are submitted to the Office of the University Registrar by each instructor. All grades may be viewed by the student through the mylasalle portal.

Grades

A	Superior	I	Incomplete
B	Very Good	W	Withdrawal
C	Average	S	Satisfactory
D	Passable	U	Unsatisfactory

F Failure X Audit

The final course grade is determined through diverse evaluation examinations.

The following system of grades is used in measuring the quality of student achievement:

+/- Grading System:

In assigning grades, faculty have the option of using A-, B+, B-, C+, C-, or D+. Those faculty who do not want to assign +/- grades are not obligated to do so.

Incomplete:

The I grade is a provisional grade given by an instructor to a student who has otherwise maintained throughout the semester a passing grade in the course, but who has failed to take the semester examination or complete the final project for reasons beyond his or her control. All I grades that have not been removed within three weeks of the last regular examination of the semester become Fs. When it is physically impossible for the student to remove this grade within the time limit, he or she must obtain a written extension of time from the Dean of his or her school.

Withdrawal:

The W grade is assigned when a student officially withdraws from a course prior to its completion. The request for withdrawal from a course is filed by the student through his or her Dean's office. The request must be filed on or before the "Last day to withdrawal from a class," as published in the Academic Calendar, located in the current edition of this bulletin and on the University Web site, www.lasalle.edu.

Satisfactory or Unsatisfactory:

Students may take up to two free electives under a pass/fail option. Students may request the pass/fail option in their Dean's office within three weeks of the first day of the semester. The grade for a pass/fail course will be recorded as S or U. Such a grade will not affect the cumulative index, but semester hours graded S will be counted toward the total required for graduation. The purpose of this option is to encourage choice of challenging electives, including those outside the student's major field.

Audit:

The X grade is assigned for courses audited. After obtaining permission from the course instructor and the Dean, a student wishing to audit a course may sign up in the appropriate Dean's office before the first day of class.

Courses Repeated:

If a student repeats a course, only the higher grade is counted toward graduation requirements and in the calculation of the GPA. A student who wishes to repeat a course should consult with his or her academic adviser prior to registering for the course.

Grade Change:

Any change of final grade for a completed course must have the approval of the instructor's Dean. No grade will be changed after the baccalaureate degree is awarded.

Appeal of Final Grades:

If a student believes that his or her final grade was based on an arbitrary or capricious action or some other inappropriate criteria not linked to academic performance the student must follow the procedures fully described in the Student Guide to Resources, Rights, and Responsibilities.

The Grade Appeal Process is initiated by the student. This procedure applies only to assignment of the final course grade. There is a strong presumption that the faculty member's course grade is based solely on academic performance and is authoritative. Thus, the burden of proof to support the alleged unjust grade remains at all times with the student initiating the process. Overturning a final course grade requires substantiating that the alleged unjust final grade was based on an arbitrary or capricious action or some other inappropriate criteria not linked to academic performance.

SCHOLARSHIP INDEX

A scholarship index system is used at La Salle to determine a student's average grade. In determining the index, each letter grade is ascribed a numerical value, called grade points.

A	=	4 grade points
A-	=	3.67 grade points
B+	=	3.33 grade points
B	=	3.00 grade points
B-	=	2.67 grade points
C+	=	2.33 grade points
C	=	2.00 grade points
C-	=	1.67 grade points
D+	=	1.33 grade points
D	=	1.00 grade point
F	=	0.00 grade points

A grade point score is calculated for each course by multiplying the numerical equivalent of the letter grade by the number of semester hours. The index, or the average grade of all courses, is found by dividing the sum of the grade point scores for all courses by the total number of semester hours of course work attempted.

ACADEMIC PROGRESS

A full-time student is making adequate progress toward the degree if he or she has:

- completed within the academic year (fall, spring, and summer) 18 hours of new course work at satisfactory academic levels as indicated:
 - completed freshman status 1.50 or above*
 - completed sophomore status 1.75 or above*
 - completed junior status 2.00 or above*
 - within the senior year 2.00 or above*
- completed graduation requirements within a maximum of seven years of full-time study. For justifiable reason, exceptions may be determined by the Dean.

*See "Classification of Students" on page 18 for definition of status.

Note that guidelines for academic progress for financial aid are defined in the section entitled "Satisfactory Standards of Academic Progress for All Financial Aid."

DEANS' HONOR LIST

The Dean's Honor List is published at the termination of each fall and spring semester. Those students who complete at least 12 credits of La Salle University courses with letter grades of A, B, C, or D and earn a semester grade point average of 3.5 and above are placed on the Dean's Honor List.

Dean's Honor List students are eligible for courses in the University's Honor's Program.

ACADEMIC CENSURE

Academic censure is intended to be a service to the student who is in academic difficulty. It serves to alert some to the severity of their academic problem and to encourage them to seek the help and counsel they need. For others, it is the imposition of a time period away from academic endeavors to permit adjustment of priorities.

Academic censure may assume one of two forms, probation or suspension, depending on the student's academic standing. During the evaluation of student records at the end of each semester, a student will normally be subject to the form of academic censure indicated if the cumulative grade point average (GPA) falls below the levels outlined below.

NOTE: For purposes of censure, the sum of the number of credits transferred from another institution and the number of credits attempted at La Salle are used to determine the student's year. Students having 0 to 23 such credits are considered to be in their freshman year; those having 24 to 53 such credits are in their sophomore year; those having 54 to 83 such credits are in their junior year; those having more than 83 such credits are in their senior year.

I. Probation:

Probation. A student is placed on probation when he or she has attained a cumulative grade point average of (a) less than 1.75 after any term in the freshman year, (b) less than 1.9 after any term in the sophomore year, (c) less than 2.0 after any term in the junior or senior year.

II. Suspension:

A student will be liable for suspension when he or she has attained a cumulative GPA for two or more successive semesters that falls below the respective threshold GPAs for those semesters, based on the student's respective year.

A student will be liable for suspension when he or she has attained a cumulative GPA for two or more successive semesters of (a) less than 1.75 during the freshman year, (b) less than 1.9 during the sophomore year, (c) less than 2.0 during the junior or senior year.

During the suspension period, the student may select one of the following options:

1. He or she does not participate in any academic coursework either at La Salle or any other institution for a one-year period.
2. He or she takes coursework at La Salle as a non-matriculating student to demonstrate sufficient academic progress as determined by the Dean's Office. At most, two courses may be taken in one semester. This option may be elected only once in a student's total academic career. On-campus housing is not guaranteed for "non-matriculating" students. Housing decisions are governed by the housing contract, which can be found on-line and in the University catalog. Students with questions should contact Administrative Services within the Division of Student Affairs.
3. He or she takes courses at another institution. This option may be elected only once in a student's total academic career and it can take the form of one of the following two time frames.

Time frame #1

For consideration of early return (less than one year), a student must take four courses and a minimum of 12 credits in one semester with the following caveats:

- No grade in any course can be lower than a C.
- Course failures at La Salle can be repeated only at La Salle University.
- Course selection must be pre-approved by the appropriate La Salle Dean's Office.
- The GPA for the work undertaken at another institution must be greater than or equal to a 2.5.

Time frame #2

During the year of suspension, a student can take a maximum of four courses at another institution. The courses must meet the following conditions:

- No grade in any course can be lower than a C.
 - Course failures at La Salle can be repeated only at La Salle.
 - Course selection must be pre-approved by the appropriate La Salle Dean's Office.
-
-

UNDERGRADUATE STUDENTS TAKING GRADUATE COURSES

Undergraduate students with senior standing may take up to six graduate credits during their undergraduate career at La Salle University. Permission of both the undergraduate chairperson and the graduate director are required. Students should consult their school's section in the Catalog for specific policies on undergraduate students taking graduate courses.

CREDIT FOR COURSES TAKEN AT OTHER INSTITUTIONS

La Salle students may be approved to take courses at other institutions, subject to college, department, school, or college restrictions.

Please note:

- Prior to having 60 credits on their La Salle transcript, students are permitted to take courses at a two- as well as a four-year school that bring their credit total to 60 credits.
- After attaining 60 credits on their La Salle transcript, students are permitted to take a maximum 12 transfer credits but only at a four-year school.
- Major courses may not be taken at other institutions.
- Credit is transferred only for grades of "C" (2.0) or better; however, the letter grade is not included in the computation of a student's academic index at La Salle.
- Courses taken at La Salle for which a student received a grade may not be repeated elsewhere; however, a course from which a student withdrew and thus received a "W" grade may be repeated elsewhere.
- Students must obtain written permission from the Dean's Office of the student's respective School or College, two weeks prior to the start of the semester.
- Permission for credit for study abroad programs, other than those sponsored by La Salle University must be obtained in advance from the Dean's Office of the student's School or College.

It is the responsibility of the student to have an official transcript of credit for approved off-campus courses sent to the Dean's office for inclusion in the student's record.

The Transfer Credit requirement and Residency requirement are repeated here from other section of this bulletin because of their impact on courses taken at other institutions.

Transfer Credit requirement

- A total of 70 credits is the maximum number which can be initially or ultimately transferred to La Salle from other institutions.

Residency requirement

- Students are required to take their last 30 credits at La Salle.

TRANSFER POLICY

La Salle University will accept college transfer credits for high school students who have participated in college programs only when all the following conditions have been fulfilled:

- The course for which college credit is asked must have been taught on the college campus or as an on-line course, by a member of the college faculty.
- The course must have been open to enrollment by and graded in direct competition with regularly matriculated students attending that college.
- The course must have been a part of the normal curriculum published in the college's catalog.

College credit will not be given when a course is taken in the high school and is then recorded on a college transcript.

RENEWAL POLICY FOR RETURNING STUDENTS

La Salle University students who have not enrolled in credit courses at any college or university for a period of five years, who return to any of the University's undergraduate degree programs, and who have successfully completed 12 consecutive credit hours with a grade of C or better in each course may request in writing from the Dean of their school a "transcript renewal." Should the request be granted, the student will have the option of having all Fs renewed or all Fs and all Ds renewed. Grades of renewed courses will remain and be noted on the transcript, and cumulative grade point average will be adjusted accordingly. This request may be made only once by a given student.

REQUIREMENTS FOR A DEGREE

Students who will complete requirements for a degree in a given semester must make a written application for graduation at the time specified by the Registrar. Commencement exercises are held annually in the spring. Diplomas are issued three times a year—on Aug. 31, Jan. 15, and on the date of the Commencement exercises in May. Students who have three or fewer courses remaining to be fulfilled for their degree requirements will be eligible to participate in May Commencement exercises but will not be awarded a degree. Students receiving diplomas in August or January are invited to participate formally in the Commencement exercises held the following May.

A candidate for the baccalaureate degree must have completed a minimum of 120 semester credit hours that satisfy curricular requirements and that include at least 38 courses of three-credit hours or more.

Certain curricula may require a number of hours exceeding this minimum. In addition to completing the number of courses and hours needed, the student must also meet the following requirements:

1. The student obtains a C average or cumulative index of 2.00 in the total program of studies.
2. The student fulfills all course requirements controlled by the major department with a C average or a cumulative index of 2.00 in those courses (or higher in some majors).
3. The student fulfills the core requirements.
4. The student takes his or her last 30 credits at La Salle.

REQUIREMENTS FOR A SECOND BACHELOR'S DEGREE:

La Salle will award a second bachelor's degree to a student who has already earned a bachelor's degree from an accredited institution if these conditions are met:

1. The student obtains written permission from the appropriate Dean and Chair.
2. If the student holds a bachelor's degree from La Salle, he or she meets substantial requirements for the major as determined at the time the student matriculates in the second degree program. A minimum of 30 credit hours would be required.
3. If the student holds a bachelor's degree from another institution, a maximum of 70 credit hours may be transferred toward the second degree. The student fulfills the core requirements of one religion and one philosophy course and the requirements of the major.
4. The student takes his or her last 24 credits at La Salle.

HONORS

The bachelor's degree with honors is conferred on a student who has completed his or her courses at the University with a cumulative GPA not lower than 3.4 and who has not incurred the penalty of loss of good standing for disciplinary reasons.

The candidate for the bachelor's degree who has earned an average of 3.8 in all courses is graduated with the distinction *maxima cum laude*.

The candidate who has earned an average of 3.6 is graduated with the distinction *magna cum laude*.

The candidate who has earned an average of 3.4 is graduated with the distinction *cum laude*.

REGISTRATION

During announced registration periods published in the academic calendar, students are required to meet with their department chair or academic adviser to create a roster of courses for the upcoming semester. The student may register for courses via the mylallsale portal or in person during the times specified by the Office of the University Registrar. The Office of Student and Accounts Receivable will bill the student following each registration cycle.

- Fall, spring, and full-term summer semesters, students may register through the first week.
- Accelerated, five-and-a-half-week summer, and intersession semesters, students may register through the first day of class.

A student who chooses to drop a course during the registration period will not have the course recorded on his or her academic transcript. After the registration period is over, students may withdraw from a course on or before the withdrawal deadline. Refer to the section entitled “Course Withdrawal/Withdrawal from the University.”

COURSE WITHDRAWAL/WITHDRAWAL FROM THE UNIVERSITY

It is the student’s responsibility to notify the University in the event that he or she needs to withdraw from a course(s) or withdraw from the University entirely.

COURSE WITHDRAWAL

Students may withdraw from a course(s) prior to its completion under the following conditions:

1. Students must have approval from their Dean’s office.
2. Students must file a Course Withdrawal form with their Dean’s office by the “Last day for withdrawal from classes,” published in the Academic Calendar, located in the current edition of this catalog, and located on the University’s Web site, www.lasalle.edu.

Please be advised that the date of filing the withdrawal notice is considered as the date of withdrawal from the class(es).

3. Students should consult with their financial aid counselor and/or veteran’s benefits coordinator to understand how this change in their enrollment status may affect their aid. Additionally, international students should contact one of the international education associates at the Multicultural and International Center.

Ceasing to attend a class does not constitute a withdrawal; students must officially withdraw by filling out the Course Withdrawal form in their Dean’s office. Ceasing to attend without officially withdrawing will result in the student receiving a grade for the course, possibly a failing grade. **A “W” designation will only be assigned upon official withdrawal from a course.**

WITHDRAWAL FROM THE UNIVERSITY

Students who opt to withdraw from the University must do the following:

1. Complete the Withdrawal from the University form and Non-Returning Student Questionnaire in their Dean’s office. Students must withdraw on or before the “Last day for withdrawal from classes,” published in the Academic Calendar, located in the current edition of this catalog and located on the University’s Web site, www.lasalle.edu. After this date, grades will be assigned that reflect the result of entire semester’s attendance and performance in the course.

Please be advised that the date of filing the Withdrawal from the University form is considered as the date of withdrawal from the class (es) and the University.

2. Meet with an Assistant Dean in their Dean’s Office. Athletes must first meet with the Director of Academic Support for Athletes.
3. Contact the offices of Student Financial Services and Student and Accounts Receivable to determine whether an outstanding balance is due, to inquire about the financial implications of withdrawal, and to make arrangements to meet financial obligations.
4. Contact the Housing Services Coordinator and Food Services, if living on campus or having a meal plan.
5. If applicable, students should also consult their veteran’s benefits coordinator to understand how this change in their enrollment sta-

tus may affect their future aid. Additionally, international students should contact one of the international education associates at the Multicultural and International Center.

Ceasing to attend classes does not constitute a withdrawal from the University; students must officially withdraw by filling out the Withdrawal from the University form in their Dean’s office. Ceasing to attend without officially withdrawing will result in the student receiving grades for all coursework, possibly failing grades. **A “W” designation will only be assigned to coursework upon official withdrawal from the University.**

La Salle University does not grant students a leave of absence. Students who wish to leave the University temporarily during a semester must file a request for withdrawal through their Dean as indicated in the section above.

TRANSCRIPTS

Students may request a transcript of their collegiate work through the Office of the University Registrar, in person, by mail, or online. Official transcripts bearing the signature of the Registrar and the seal of the University are sent, at the request of the student, to other institutions and organizations.

A fee of \$5 is charged per transcript. The University requires at least one week’s notice for the issuance of transcripts. No transcripts can be issued until all financial obligations to the University have been satisfactorily settled.

**SCHOOL OF
ARTS AND SCIENCES**

The School of Arts and Sciences offers general or liberal arts programs and programs in science and mathematics. Within these two areas the student may further specialize in a major field of study. In the liberal arts, the Bachelor of Arts degree is offered in American Studies, Art History, the Classics, Communication, Criminal Justice, Economics, Education, English, French, German, History, Italian, Philosophy, Political Science, Religion, Russian, Sociology, and Spanish. Concentration in the science area may lead to a B.A. degree in Biochemistry, Chemistry, Computer Science, Digital Arts and Multimedia Design (DArt), Environmental Science, Mathematics, or Psychology; or a B.S. degree in Biology, Computer Science, Geology, Information Technology, Mathematics, or Integrated Science, Business, and Technology.

The School also offers programs designed as preparation for health professions, law, public administration, teaching, social work, and work in criminal justice. The Bachelor of Social Work degree is conferred upon Social Work graduates.

PREPARATION FOR THE HEALTH PROFESSIONS

Students preparing for careers in the health professions (medicine, dentistry, veterinary medicine, podiatric medicine, optometry) traditionally major in biology or chemistry. However, students may elect to major in any program provided they schedule the required science and mathematics courses to support their applications. The courses specified by the Association of American Medical Colleges for Medical School applicants are generally applicable as minimal requirements for most of the health professional schools. They are:

General Chemistry	8 semester hours
Organic Chemistry	8 semester hours
Physics	8 semester hours
Biology	8 semester hours
Mathematics (to Calculus)	0-6 semester hours

Most professional schools will accept these as minimal preparation, but may recommend additional courses. Students should be alert to the fact that professional schools are interested in demonstration of aptitude in science and mathematics, and the courses taken must be those normally rostered by majors in these areas, not courses offered for non-major election.

In the normal application process to health professional schools, the applicant's full undergraduate record is scrutinized. The strong liberal arts component in the La Salle curriculum will provide evidence of broad interest and rounded academic development. Evidence of leadership and active interest in associated activities will lend strong additional support to applications. Volunteer work in the particular health profession is also necessary.

Normally, the competition for placement in these programs results in high acceptance standards. Grade point averages ranging from 3.4 to 4.0 are representative of levels expected in these programs. Students are encouraged to consult with their health professions advisor concerning admissions criteria at various schools.

PREPARATION FOR TEACHING

The teacher preparation program leads to recommendation for eligibility for an Instructional I certificate to teach in the elementary, middle, or secondary schools or to teach students with special education needs in elementary and secondary schools of Pennsylvania. The Pennsylvania Department of Education has granted program approval in the preparation of teachers of biology, chemistry, communication, earth and space science, elementary education, English, French, German, Italian, Latin, mathematics, Spanish, special education, and citizenship education. Students who satisfactorily complete the University's requirements in these areas are recommended by the Education Department faculty for a teaching certificate. Those planning to teach outside of Pennsylvania should familiarize themselves with certification requirements elsewhere.

For details on specific requirements in each area of certification, please see the director of the appropriate program (elementary and special education, middle, or secondary education).

PREPARATION FOR LAW

Law schools do not prescribe particular curricula for admissions. La Salle University, therefore, approaches the preparation for law on an individualized basis, tailoring the program of each student to individual needs and desires. Thus, students may major in English, Political Science, History, Sociology, Business, etc., as preparation for law. In addition, La Salle offers a number of courses of particular interest to students interested in pursuing law careers, which may be taken as electives.

The Pre-Law Program offers the student a coordinated approach to course selection, preparation for the Law School Admission Test (LSAT), and both academic and admissions counseling. In addition, it provides many programs and panel discussions through the St. Thomas More Pre-Law Society. The Coordinator of Pre-Law Programs gathers, collects, and disseminates to students appropriate information concerning legal education and the legal profession and informs students of special opportunities throughout the academic year. Pre-law advisors are available to guide students on an individualized basis with emphasis on particular needs.

PREPARATION FOR CRIMINAL JUSTICE PROFESSIONS

Students preparing for careers in criminal justice professions pursue a curriculum that combines liberal arts with intensive coursework in the behavioral and social sciences and specialized courses in Criminal Justice. A major in Criminal Justice qualifies the student for admission to graduate programs in criminal justice and prepares the student for entry-level positions in law enforcement, judicial administration, and probation, parole, and correctional administration.

PREPARATION FOR SOCIAL WORK

The Social Work Program of La Salle University has its roots in the tradition and mission of the Christian Brothers. The Social Work Program supports the University's mission to pursue the "free search for truth by teaching its students the basic skills, knowledge, and values that they will need for a life of human dignity." The Program seeks to establish an atmosphere in which community members may openly bear witness to their convictions on world peace and social justice. Students integrate Lasallian values with the theory, skills, and values of the social work profession. Building on the liberal arts foundation of the university, the pro-

gram prepares students for generalist social work practice in the urban community.

Students develop the ability to think systematically, are grounded in social work theory, and utilize generalist practice skills in a variety of settings. The program fosters a spirit of inquiry into matters of human diversity and social justice with an expectation that the process will stimulate an active commitment to social change. The students undertake an exploration of the self as a means of understanding and incorporating the values of the profession. Students are encouraged to acknowledge their unique gifts and to challenge their limitations so they have conscious self-awareness in their practice as professional social workers.

Graduates earn a Bachelor of Social Work (B.S.W.), which prepares them for practice in the social services and related fields. The undergraduate degree also prepares students for graduate study. Many Master in Social Work (M.S.W.) programs offer advanced standing to qualified B.S.W. graduates, which may reduce the time required to obtain the M.S.W. from two years to one year.

REQUIREMENTS FOR A MINOR

To minor in a discipline in Arts and Sciences, the student must complete six courses within the discipline. At least two of the six must be at the 300-400 level. No more than two may be at the 100-level. The remaining two or three may be at the intermediate level. The requirements for the special minors are listed in the Thematic Minors section in this catalog.

UNDERGRADUATE STUDENTS TAKING GRADUATE COURSES

Undergraduate students with senior standing and an overall GPA of 3.0 or better may take up to six graduate credits during their undergraduate career at La Salle University. These six graduate credits will only apply toward the student's undergraduate degree. Permission of both the undergraduate chairperson and the graduate director are required.

MODEL ROSTER — ARTS AND SCIENCES

Freshman Year

Fall	Spring
Core Writing	Core Writing
Core Computer Science or Communication	Core Communication or Computer Science
Core Religion or Philosophy	Core Religion or Philosophy
Major Course	Major Course
Major Course or Core Elective*	Major Course or Core Elective*

Sophomore Year

Fall	Spring
Core Math or Science	Core Math or Science
Major Course	Major Course
Major Course or Core	Major Course or Core
Core Course	Core Course
Core Course	Core Course

Junior Year

Fall	Spring
Major Course	Major Course
Major Course or Core	Major Course or Core
Core Course	Core Course
Core or Elective*	Core or Elective*
Elective*	Elective*

Senior Year

Fall	Spring
Major Course	Major Course
Major Course	Major Course
Major or Elective*	Major or Elective*
Elective*	Elective*
Elective*	Elective*

*Elective courses in the Freshman and Sophomore years should be used to complete the Core. Elective courses in the Junior and Senior years should be used to complete dual majors, minors, or for personal enrichment.

BACHELOR OF ARTS OR SCIENCE PROGRESS RECORD*

I. Powers (5 courses)

- A. Writing I
 - _____
- B. Writing II
 - _____
- C. Numbers
 - _____
- D. Speech
 - _____
- E. Information Technology
 - _____

II. Frameworks of Scientific Understanding (3 courses)

- A. Natural Science
- B. Social Science
 1. Economics or Political Science
 2. Psychology or Sociology

III. Patterns of Meaning (11 courses)

- A. Religion
 1. **REL 150** Exploring Christianity
or **REL 153** Exploring Religion
 2. **REL** REL 200 or 300-Level
 - B. Philosophy
 1. **PHL 151** The Human Person
or **PHL 152** Moral Choice
 2. **PHL** PHL 200 or 300-Level
 - C. Literature
 1. **ENG 150** Introduction to Literature
or **LIT 150** Modern European and Latin American Writers
 2. **ENG 250** Literature and Culture
or **LIT 250** Topics in Western Literature
 - D. History
 1. **HIS 151** Global History to 1500
or **HIS 155** Themes in American History
 2. **HIS 251** Global History from 1500 to the present
 - E. Fine Arts or Language
 1. **ART 150** Introduction to Art
or **MUS 150** The Art of Listening
 2. **ART History or MUS History 200/300 level or DART 200**
(Second course in Fine Arts must be in the same discipline as the first. DArt 200 can be used for Patterns 2 only if ART 150 is used for Patterns 1.)
- OR
- 1. First course in Foreign Language
 - 2. Second Foreign Language course in progression
- F. Concentration Option
 - Approved third course in one of the patterns areas

IV. Major Requirements (number varies by department)





1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

V. Electives (number varies)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

***This curriculum progress chart is subject to department requirements and restrictions. Students should consult with their academic adviser for proper selection of courses.**

KEY

- (F) Offered in Fall term
- (S) Offered in Spring term
- (F, S) Course may be rostered in either Fall or Spring term. The year is indicated if the course is offered in alternate years. When a course number has been changed this year, the former number is given in parenthesis.
-  Identifies courses that have been designated as writing intensive.
-  Identifies courses that have been designated as “Understanding at Home.”
-  Identifies courses that have been designated as “Understanding Abroad.”
-  Identifies courses that have been designated as having a service-learning component.

Courses listed in this section are subject to change through normal academic channels. New courses and changes in existing course work are initiated in the departments and approved by the curriculum committee consisting of faculty, student, and administrative representatives.

AMERICAN STUDIES

FACULTY

Francis J. Ryan, Ed.D., Director and Professor of American Studies

AFFILIATED FACULTY

Professors: Dillon, Feden, Gallagher, George, Harty, Leibiger, Musser, Robison

Associate Professors: Bogle, Conaty, Grauke, Jarvinen, Narendorf, O'Connell, Sheehy, Stull, Wine

Assistant Professors: Balchunis, Betz, Celano, Holochwost, Lashley, Langemak, Moreau, Volpe

MISSION STATEMENT

American Studies is an interdisciplinary program that examines American life and culture, past and present. In emphasizing the images, symbols, and narratives that undergird American life, the program highlights the intersection of gender, race, ethnicity, and class as reflected in American formal and popular culture. It also emphasizes the role of the city in the American experience. Through numerous pedagogies, students are guided to refine critical reading, writing, speaking, and thinking, while mastering research strategies that derive from oral history, material culture, visual history, AMST-related data bases, and the deconstruction of primary and secondary resources. American Studies emphasizes learning contexts that assist students to discern and articulate connections within course themes and across disciplines—in effect, to display those interdisciplinary habits of mind that constitute the crux of American Studies as an interdisciplinary, liberal arts discipline. Ultimately, American Studies strives, first, to liberate students from the narrow assumptions, intolerance, and prejudices that restrict their understanding and appreciation of American culture; second, to emphasize the role of the city in American life; third, to expand students' knowledge of America's place in the global community, and fourth, to prepare students for an expansive range of careers as well as for graduate study.

PROGRAM GOALS

1. Students apply an interdisciplinary perspective in analyzing American society and culture, both past and present.
2. Students deconstruct various American narratives that are imbedded in formal and popular culture and that reveal a deeper understanding of race, ethnicity, class, gender, and of America's place in the world.
3. Students analyze the role of the city in American life.
4. Students develop proficiency in deconstructing arguments in both primary and secondary materials and in using such materials in writing critical papers and major research papers.
5. Students conduct oral histories and effectively use such histories in presentations and papers.
6. Students gather evidence, evaluate such evidence, and offer conclusions in a written argument that is grammatically, mechanically, and rhetorically correct.
7. Encourage faculty scholarship and professional development.

STUDENT LEARNING OUTCOMES

1. Analyze the role of race, ethnicity gender, and class in American culture.

2. Apply an interdisciplinary perspective.
3. Identify and analyze American narratives in primary sources.
4. Evaluate secondary sources.
5. Apply skills (1-4) in creating evidence-based written assignments
6. Value self-directed learning.
7. Students will engage in experiential learning with field trips, guest lectures, and the opportunity to take an internship course.

REQUIREMENTS

■ REQUIRED FOR MAJOR IN AMERICAN STUDIES: 15 COURSES; DUAL MAJORS: 10 COURSES.

Three integrating courses:

- **AMST 100** Introduction to American Studies
- **AMST 200** Themes and Topics in American Culture
- **AMST 400** Capstone Seminar in American Studies

Three courses in American topics that may meet "Patterns" requirements:

- One American history course
- One American literature course
- One American art course.

Five controlled electives:

- One reflecting American culture in the social sciences
- One in American religion
- One in American philosophy
- One in American music
- One in American film

Four elective courses:

- Three courses in one academic discipline dealing with the American experience (e.g., American literature, American history, or American philosophy) or three courses based on one American theme or topic (e.g., Gender in America).
- One free elective dealing with the American experience

■ REQUIRED FOR MINOR IN AMERICAN STUDIES: 6 COURSES.

- **AMST 100** Introduction to American Studies
- **AMST 200** Themes and Topics in American Culture
- American history
- American literature
- AMST elective
- AMST elective

COURSE DESCRIPTIONS

AMST 100 (F, S)

INTRODUCTION TO AMERICAN STUDIES

3 credits

This course introduces students to interdisciplinary modes of analyzing American culture. Core readings across disciplines will be supplemented by instruction and practice in various research strategies, including oral history, use of AMST-related data bases, and critical deconstruction of primary sources, that focus on the intersection of race, ethnicity, class, and gender. Readings, films, field trips, and activities will also emphasize the use of myths, symbols, and images in analyzing the American experience. Open to non-majors; no prerequisites.



AMST 200 (F, S)

THEMES AND TOPICS IN AMERICAN CULTURE
3 credits

This course focuses on one American theme or topic (e.g., “The Family in American Culture,” “The City in American Life”) and examines it from the perspectives of multiple academic disciplines. The course builds on and refines the analytic skills presented in AMST 100 and it provides opportunities for students to draw on, integrate, and synthesize content from AMST core discipline courses, as well as from AMST controlled electives. Prerequisite: AMST 100. (May be repeated for credit as topic varies)

AMST 360 (F, S)

INTERNSHIP
3 credits

Working under a professional supervisor, students expand their understanding of American culture and society through hands-on participation at a professional site. The internship requires meetings with the faculty supervisor, reflection journals, a major paper, and an evaluation by the site supervisor.

AMST 400 (F, S)

CAPSTONE SEMINAR IN AMERICAN STUDIES
3 credits

This seminar requires core readings on a selected theme as well as refinement of research skills relevant to the completion of a major research paper. Prerequisites: AMST 100, AMST 200.

American Studies Core Courses:

- **COM 204** Film As Art
- **ECN 340** American Economic History
- **ECN 351** Environmental Economics
- **ECN 455** Public Finance
- **ENG 266** Literature and Culture of America Beginnings to 1860*
- **ENG 267** Literature and Culture of America 1861-1911*
- **ENG 268** Literature and Culture of America Since 1912*
- **ART 211** American Architecture*
- **ART 320** Art After 1945*
- **MUS 110** Jazz*
- **MUS 203** America’s Music*
- **MUS 214** America’s Popular Music*
- **HIS 300** The United States to 1877*
- **HIS 305** The United States from 1877 to the Present*
- **HIS 324** History of Philadelphia*
- **HIS 329** The American Woman*
- **HIS 331** America’s Military Past*
- **HIS 333** The American Immigrant*
- **HIS 337** The Black Experience in America*
- **HIS 342** History of Westward Movement*
- **HIS 347** Presidential Politics: Roosevelt to Reagan*
- **HIS 402** The American Revolution*
- **HIS 413** Jeffersonian-Jacksonian Democracy*
- **HIS 415** The Civil War*
- **HIS 429** The Emergence of Modern America, 1877-1913*
- **PHL 303** American Philosophy
- **POL 215** Public Administration
- **POL 301** State and Local Government
- **POL 302** American Constitutional Law I
- **POL 303** American Constitutional Law II
- **POL 304** Congress and the Legislative Process
- **POL 305** The President and the Executive Branch
- **POL 310** Political Parties Elections
- **POL 311** Women in Politics
- **POL 314** Media and Politics
- **POL 363** The American Political Tradition
- **REL 244** Religion in America
- **REL 345** Religion in Philadelphia
- **SOC 260** Sex, Power, and Socialization
- **SOC 262** Dynamics of Diversity
- **SOC 308** Class, Status, and Power
- **SOC 309** Health, Healing, and Health Care
- **SOC 312** Social Change and Social Movements

*May meet Concentration Option in “Patterns of Meaning” in University Core

ART HISTORY

(See Fine Arts)

BIOLOGY

FACULTY

James Pierce, Ph.D., Chair

Professors: Ballough, Pierce

Associate Professors: Mickle, O'Connor, Samulewicz, Seitchik

Assistant Professor: Zuzg

Lecturers: Belzer, Cirelli, Fella-Pleier, Ferrant, Garcia, Gillespie, Hazell, Lutz, Pacitti, Palma, Rimkis, Scott

MISSION STATEMENT

The Biology Department of La Salle University is dedicated to the Lasallian tradition of excellence in teaching. We are committed to developing the full intellectual, personal, and social potential of our students in an environment of mutual respect and cooperation.

The faculty of La Salle's Biology Department serves qualified students interested in pursuing further education and careers in the health professions, the physical sciences, the life sciences, and science education. In addition, we provide for non-science majors a variety of foundation level courses that explore biological issues of interest and concern to the general public.

La Salle has a long and proud tradition of training undergraduates for admission to health profession schools. We believe it important to provide these undergraduates with courses that emphasize the general principles of the life sciences and that address a diverse range of current scientific issues. We are equally committed to preparing students for graduate work in the life sciences, for careers in scientific/clinical technology, or for careers in science education by providing them with broadly-based theoretical and laboratory training. We feel the development of critical thinking skills and the establishment of a firm understanding of the foundational principles of the life sciences are the best preparation for more specialized professional and graduate training.

We believe the academic experience should provide an opportunity for mutual advancement and sharing of excitement for science through supportive yet challenging dialogue among faculty and students.

PROGRAM GOALS

1. Provide a curriculum that meets the needs of a 21st century biology major.
 2. Give Biology Faculty the support to teach biology at a high level.
 3. Maintain a physical facility that contains the lecture halls, classroom, and laboratories to teach the biology curriculum.
 4. Provide a student advising system that supports all students who major or minor in biology.
 5. Provide biology service courses that meet the needs of other programs and departments, especially the Nursing and Health Science programs
 6. Provide on-line courses that help support the University's mission for more flexibility in distance learning and support of our Continuing Education students.
 7. Continue to support a strong pre-health advising program and the Post-Bac pre-medical program.
 8. Support the University's core curriculum by providing courses that meet those requirements.
 9. Maintain and advance collaboration efforts with other science and the math department(s).
 10. Provide faculty and students with research funds and facilities that allow for the pursuit of scholarly work.
-

STUDENT LEARNING OUTCOMES

1. Instill a firm understanding of the principles of the life sciences
 2. Develop an understanding of the unity and interdependence of the physical and chemical properties governing biological systems
 3. Understand ethical issues in the life sciences
 4. Develop cooperative attitudes and skills
 5. Have knowledge of career opportunities
 6. Practice safe laboratory techniques
 7. Develop oral communication (presentation) skills
 8. Produce an awareness of current issues in the life sciences
 9. Develop critical thinking and problem solving skills
 10. Produce independent learners
 11. Develop scientific writing skills
 12. Develop laboratory technical skills in the life science
 13. Learn how to develop and test hypotheses
 14. Be able to research topics (library skills)
 15. Read and understand primary scientific sources
-

FRAMEWORKS COURSES

■ NATURAL SCIENCE

- BIO 157, 158
-

REQUIREMENTS

■ REQUIRED FOR MAJOR IN BIOLOGY:

- BIO 210
- BIO 220
- BIO 230
- BIO 412
- BIO 413
- additional 300/400-level biology courses to total a minimum of 11 courses.
- CHM 111-112, 201-202
- PHY 105-106
- MTH 120
- Completed portfolio; acceptable paper (writing in the major requirement)

(Please note: 100-level biology courses do not fulfill biology major requirements; college chemistry is a prerequisite for 300/400-level Biology courses.)

■ REQUIRED FOR MINOR IN BIOLOGY:

- BIO 210
- BIO 220
- BIO 230
- Three additional courses from the 300/400 level (these courses must be

approved by the Biology Department Chair)

(Please note: 100-level biology courses do not fulfill biology minor requirements.)

■ **REQUIRED FOR LIFE SCIENCE MINOR:**

- **CHM 111 or 161**
- **BIO 210**
- Four additional Biology courses from the 160/200/300/400 level with at least two from the 300/400 level (these courses must be approved by the Biology Department Chair)

(Please note: BIO 210 is a prerequisite for all higher numbered biology courses; college chemistry is a prerequisite for 300/400-level biology courses.)

■ **REQUIRED FOR MAJOR IN SECONDARY EDUCATION/BIOLOGY**

- **MTH 120**
- **PHY 105-106**
- **CHM 111-112 AND 201-202**
- **BIO 210, 220, 230**
- A minimum of four additional biology courses from the 300/400 level (these courses must be approved by the Biology Department Chair)

(Please note: 100-level biology courses do not fulfill BIO requirements.)

BIO 210 is a prerequisite for all higher courses. BIO 210, 220, and 230 form a “core.” These courses are taken in this order and must be successfully completed before registering for higher-level courses. College chemistry is a prerequisite for 300/400-level biology courses.) BIO 210 is a prerequisite for all higher numbered biology courses; college Chemistry is a prerequisite for 300/400-level BIO courses.)

A final grade of C- or better in BIO 210 is a prerequisite for advancing to BIO 220. A final grade of C- or better in BIO 220 is a prerequisite for advancing to Bio. 230. A 2.0 or higher science GPA (average of grades from BIO 210, BIO 220, BIO 230, CHM 111 and CHM 112) is required in order to advance to 300/400-level BIO courses.

Non-biology majors planning to roster 200/300/400-level biology courses must secure the permission of the Biology Department Chair.

A biology concentration in environmental science is available. See Page 67 for requirements.

COURSE DESCRIPTIONS

BIO 157 (F, S)

LIFE SCIENCE: AN ENVIRONMENTAL APPROACH
3 credits/Frameworks

The foundation biology course for non-majors places emphasis on the unifying concepts of ecology. It is intended to demonstrate interconnections between the life and physical sciences, provide opportunity for in-depth exploration of environmental issues, and establish a relevance to students' lives. Topics will include human influence on patterns and products of change in living systems, energy matter and organization, and human interaction and interdependence with other living systems.

BIO 158 (F, S)

LIFE SCIENCE: A HUMAN APPROACH
3 credits / Frameworks

This foundation biology course for non-majors places emphasis on the unifying concepts of human biology. It is intended to demonstrate interconnections between the life and physical sciences, provide opportunity for in-depth exploration of life, and establish a relevance to students' lives. Topics will include maintaining dynamic equilibrium in humans,

human reproduction and inheritance, and human growth and differentiation.

BIO 161-162 (F, S)

ANATOMY AND PHYSIOLOGY
4 credits

This basic course in the structure and functioning of the human body places emphasis on the interrelationships of the major organ systems. It is intended for Allied Health students. Three hours of lecture, two hours of laboratory; two terms. BIO 161 is a prerequisite for BIO 162.

BIO 163 (F, S)

CLINICAL MICROBIOLOGY
4 credits

Topics of this course include structure, growth, and identification of medically important microorganisms; role of specific pathogens in the etiology of human disease; immunology; chemotherapeutic and antibiotic control of infectious diseases. It is intended for Allied Health students. Three hours lecture, two hours laboratory.

BIO 210 (F, S)

CELLULAR BIOLOGY AND GENETICS
4 credits

This course provides an introduction to the principles of cellular and molecular biology and genetics. Topics include basic biochemistry, cell structure and function, cellular reproduction, and molecular and classical genetics. Three hours lecture, two hours laboratory. Prerequisite: high school or college chemistry.

BIO 220 (F, S)

STRUCTURE AND FUNCTION OF ORGANISMS
4 credits

This course is an introduction to the principles of plant and animal form and function. Emphasis will be placed on the correlation of structure and function of the major organ systems of plants and animals. Laboratory sessions will focus on physiological phenomena. Three hours lecture, two hours laboratory.

BIO 230 (F, S)

DIVERSITY, EVOLUTION, AND ECOLOGY
4 credits

Topics in this course include an integrated study of evolutionary principles and mechanisms, the diversity of life, ecosystem structure and dynamics, human interaction with ecosystem components, and the biological basis of behavior. Three hours lecture; two hours laboratory.

BIO 301

COMPARATIVE VERTEBRATE ANATOMY
4 credits

This course examines the comparative systemic anatomy of the vertebrate classes, hypotheses of origin, and radiation of the phylum Chordata. Laboratory dissections of representative Chordates from amphioxus to mammal. Two hours lecture; four hours laboratory.

BIO 303

MICROBIOLOGY
3 credits

This course addresses the structure, growth, identification, and control of microorganisms of major medical, environmental, and industrial

importance; molecular control and genetics of bacteria and viruses; immunology; microbial pathogenesis; and epidemiology of infectious diseases of humans. Two hours lecture; two hours laboratory.

BIO 305
GENERAL PHYSIOLOGY
3 credits

This lecture-laboratory course examines the metabolic processes and associated physiochemical phenomena of vertebrates. Current hypotheses of neural, endocrine, respiratory, cardiovascular, and digestive physiology will be studied. Two hours lecture; two hours laboratory.

BIO 306
NEUROBIOLOGY
3 credits

This course involves a lecture-laboratory study of the nervous system, including principles of membrane biophysics, cellular neurophysiology, systems neurophysiology, and neuroanatomy. Two hours lecture; two hours laboratory.

BIO 310
GENETICS
3 credits

This course is an introduction to genetics at the molecular, cytological, and organismal level. Included are the thorough coverage of Mendelian and other basic transmission genetics phenomena in the light of our knowledge of DNA and cell structure and function; mutation and mutagenesis; and an introduction to recombinant DNA. Two hours lecture; two hours laboratory.

BIO 314
BIOMETRICS
3 credits

This course addresses the analysis of experiments and research data in quantitative biology; descriptive and inferential statistics, including probability distributions, analysis of variance, regression, and correlation. Three hours of lecture.

BIO 317
INVERTEBRATE ZOOLOGY
4 credits

Topics of this course include life processes, phylogenetic advances, and basic classification of the major pre-chordate phyla with emphasis on their evolution and ecology. Three hours lecture, two hours laboratory.

BIO 318
EVOLUTION
3 credits

This course involves a presentation and analysis of the evidence for the evolution of life. Major topics include the origin of life and cellular organelles as well as the development of the diversity of life present today. Heavy emphasis will be placed on the ideas of Charles Darwin as expanded and modified by evidence from modern population genetics, cytogenetics, and molecular biology. Three hours lecture.

BIO 319
THE PLANT KINGDOM
3 credits

Topics of this course include functional anatomy, phylogeny, and basic systematics of non-vascular and vascular plants. Two hours lecture, two hours laboratory.

BIO 400
MARINE BIOLOGY
3 credits

This course offers a contemporary view of the dynamics establishing community structure in pelagic, estuarine, mangrove tidepool, coral reef, hydrothermal vent, and intertidal ecosystems. Structural, functional, behavioral, and adaptive modifications of marine organisms will be examined. Three hours lecture; field trip(s) typically included.

BIO 402
CELL BIOLOGY
3 credits

This course examines the physical properties, chemical structure, and metabolism of simple and specialized cells as well as recent advances in the techniques of cell culture and investigation. Two hours lecture; two hours laboratory.

BIO 403
PRINCIPLES OF ECOLOGY
3 credits

This course addresses the basic concepts of ecology and a broad introduction to overall biosphere functioning. Major topics include energy flows; nutrient cycles; environmental conditions and their importance; plants and animals at the individual, population, and community level; and the overall functioning and development of the major terrestrial and aquatic ecosystems. Three hours lecture.

BIO 404 (F, odd numbered years)
FIELD ECOLOGY
3 credits

This course involves field and laboratory projects/research at La Salle's Penllyn Biostation and other sites. Prerequisite: BIO 403 or permission of instructor, six hours laboratory and field work.

BIO 405
HISTOLOGY
4 credits


This course focuses on an examination of the minute and ultra structure of mammalian primary tissues together with their functional relationships in the formation of major organ systems; histological basis of function is stressed. Three hours lecture; three hours laboratory.

BIO 406
DEVELOPMENTAL BIOLOGY
3 credits

This course focuses on the molecular and genetic analysis of development and differentiation. Some descriptive morphogenesis is considered. Two hours lecture; two hours laboratory.

BIO 412 (F)
BIOCHEMISTRY
4 credits

The course demonstrates the principles of basic biochemistry while focusing on the interrelationships between those biochemical pathways that provide energy and those that provide the basic molecular species for synthesis. Topics include bioenergetics, low molecular weight biosynthesis, enzyme function and kinetics, and metabolic control. Three hours lecture, three hours laboratory. Prerequisites: CHM 201 and 202.

BIO 413 (S) 
MOLECULAR BIOLOGY
4 credits

This is a survey course that will examine the basic concepts of molecular biology. Topics include mechanisms and regulation of DNA replication, transcription, and translation, recombinant DNA technology, molecular aspects of gene interaction and recombination, cellular transformation, and the molecular biology of the nervous and immune systems. The laboratory focuses on utilizing the basic techniques currently employed in molecular biology (molecular cloning, ELISA, genetic recombination, gel electrophoresis, etc.) Three hours lecture; three hours laboratory. Prerequisite: BIO 412.

BIO 420
GENOMICS
3 credits

The Genomics course will be a hybrid lecture and hands-on computer course. This course will focus on the topic of genome organization and the bioinformatic tools that are used to study genomes. We will investigate the genome structure of viral, microbial, and eukaryotic genomes and the different databases used to store and access this data. DNA sequence analysis using the BLAST algorithm and multiple sequence alignments will be studied. Identifying genes and genomic elements using different computational tools will be performed.

BIO 430
THE BIOLOGY OF CANCER
3 credits

The cellular and molecular mechanisms driving cancer's hallmark phenotypes will be explored. These include proliferative signaling, evading growth suppressors, resisting cell death, enabling replicative immortality, inducing angiogenesis, activating invasion and metastasis, reprogramming of energy metabolism and evading immune destruction. Within these conceptual frameworks, primary scientific literature will be examined and clinical implications of the research evaluated. Students will choose a specific area of interest, allowing them to develop an in-depth understanding of the current "state-of-the-art" in a field of research. Students will gain an informed understanding of the inherent challenges cancer presents and assess the prospects of treating and ultimately curing the disease.

BIO 460 (F, S, Summer)
COOPERATIVE EDUCATION/INTERNSHIP
3 credits

This is normally a full-time, paid employment at a cooperating institution/company to provide on-the-job training (part-time positions may qualify). It involves appropriate job-related learning assignments under faculty supervision. Position must be approved by Department Chair. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. Prerequisite: 3.0 G.P.A.

BIO 470
SPECIAL TOPICS IN BIOLOGY
3 credits

Periodically, a course will be offered that deals in detail with a topic of interest in current biological research. Students may be asked to write library research paper(s) and present a seminar.

BIO 480-481 (F, S)
BIOLOGICAL RESEARCH
3 credits

This research is for election by qualified students contemplating advanced studies. It is intended to provide actual research experience under staff supervision. Students are required to present a seminar on their work and to prepare a poster. Permission of Chair required. Hours to be arranged.

CHEMISTRY/BIOCHEMISTRY

FACULTY

William A. Price, Ph.D., Chair
 Professors: Cichowicz, Jones, Price, Straub
 Associate Professors: Gentry, Prushan
 Lecturers: Grande, La Belle, Paul

MISSION STATEMENT

The Department of Chemistry and Biochemistry embraces and supports the overall mission of La Salle University. We strive to create and maintain a nurturing, supportive environment for both students and faculty as we advance our understanding of chemistry and its application to the world around us. Our goal is to establish a community of curious and knowledgeable active learners. Implicit in the mission is a profound respect for the individual learner and an emphasis on the ethical responsibility of scientific inquiry towards the broader local, national and global communities.

FRAMEWORKS COURSE

- **NATURAL SCIENCE**
- CHM 150, 152

REQUIREMENTS

- **REQUIRED FOR B.A. IN CHEMISTRY:**
 - CHM 111-112
 - CHM 201-202
 - CHM 212
 - CHM 311
 - CHM 320
 - CHM 331-332
 - CHM 403
 - CHM 411
 - MTH 120 (It is strongly suggested that chemistry majors begin with Mathematics 120 as freshmen.)
 - MTH 221
 - PHY 105-106
- **REQUIRED FOR B.S. IN CHEMISTRY:**
 - CHM 111-112
 - CHM 201-202
 - CHM 212
 - CHM 331-332
 - CHM 311
 - CHM 320
 - CHM 403
 - CHM 411
 - CHM 480
 - MTH 120 (It is strongly suggested that chemistry majors begin with Mathematics 120 as freshmen.)
 - MTH 221
 - PHY 105-106
- **REQUIRED FOR B.A. IN BIOCHEMISTRY:**
 - Requirements are identical to those for a B.A. in Chemistry, with the

substitution of **CHM 412** for **CHM 320**.

- **REQUIRED FOR B.S. IN BIOCHEMISTRY:**

- Requirements are identical to those for a B.S. in Chemistry, with the substitution of **CHM 412** for **CHM 320**.

The Department suggests that all majors have at least 400 hours of lecture and 500 hours of laboratory work, CSC 152, a second computer-based course, and/or a reading knowledge of a foreign language. Advanced work in chemistry and research experience are recommended. This additional work may qualify a major for accreditation by the American Chemical Society. The Chemistry Program is accredited by the American Chemical Society.

- **REQUIRED FOR MINOR IN CHEMISTRY:**

- CHM 111-112
- CHM 201-202
- TWO OF CHM 212, CHM 311, CHM 320, CHM 331, CHM 332

A chemistry concentration in environmental science is available. See the Concentration section of Geology, Environmental Science, and Physics programs for more information.

COURSE DESCRIPTIONS

CHM 111 (F, Summer)

GENERAL CHEMISTRY I
4 credits

General Chemistry I provides a firm basis for understanding the fundamentals of chemistry. This course covers atomic and molecular structure, stoichiometry, thermochemistry, and the periodic table. The descriptive chemistry is principally concerned with the reactions of nonmetals and of ions in solution. The class consists of three hours of lecture and three hours of laboratory.

CHM 112 (S, Summer)

GENERAL CHEMISTRY II
4 credits

General Chemistry II builds on the concepts of General Chemistry I and focuses on gasses, properties of solutions, kinetics, equilibrium, acid-base chemistry, and electrochemistry. The laboratory experiments reinforce the concepts covered in lecture. A C- or better in CHM 111 is a pre-requisite for this course. The class consists of three hours of lecture and three hours of laboratory.

CHM 150 (F, S)

CONSUMER CHEMISTRY
3 credits/Core: Frameworks of Scientific Understanding

Consumer Chemistry is a non-mathematical examination of the development of fact and theory in chemistry and the utilization of chemistry by society. Topics may include energy, pharmaceuticals, environmental effects, food additives, or synthetic materials. No prior knowledge of chemistry required. The course consists of three hours of lecture/laboratory sessions.

CHM 152 (F, S)

CRIMINALISTICS FOR NON-PHYSICAL-SCIENCE MAJORS
4 credits/Core: Frameworks of Scientific Understanding

This course is for non-science majors who are interested in learning more about how evidence from a crime scene is collected, analyzed, and evaluated. Of necessity, the course will be numerical in nature, but not math-intensive. As a multidisciplinary area of study, the course will use concepts from chemistry, biology, biochemistry, physics, toxicology, statistics, and other fields and will employ hands-on learning activities and

laboratories, group work, and the traditional lecture format to convey the course material. The class consists of four hours of lecture/laboratory sessions.

CHM 161 (F, S, Summer)

CHEMISTRY OF THE LIFE SCIENCES

4 credits

Chemistry for the Life Sciences is a course for students typically majoring in nursing or nutrition. The course gives a general knowledge of chemistry (mostly inorganic) with an emphasis on health-related topics and problem-solving strategies. Descriptive and quantitative principles are discussed. The only prerequisite is high school algebra. This course consists of three hours of lecture and three hours of laboratory.

CHM 201 (F, Summer)

ORGANIC CHEMISTRY I

4 credits

Organic Chemistry is the study of compounds containing carbon. This course is focused on the structure, bonding, and stereochemistry of these compounds together with an introduction to reactions, reaction mechanisms, and synthesis. This course, as well as CHM 202, is intended for students majoring in chemistry, biochemistry, and biology as well as those pursuing a career in the health professions. The laboratory introduces techniques used in organic synthesis, separation, purification, and structure elucidation. A C- or better in CHM 112 is a prerequisite for this course. The class consists of three hours of lecture and three hours of laboratory.

CHM 202 (S, Summer)

ORGANIC CHEMISTRY II

4 credits

The second semester of Organic Chemistry builds on the foundation established in CHM 201. The functional group and mechanistic approach to organic reactions allows for a more in-depth approach to organic synthesis. The use of basic spectral methods as a means of structure elucidation is also covered in this course. A C- or better in CHM 201 is a prerequisite for this course. The class consists of three hours of lecture and three hours of laboratory.

CHM 212 (S)

QUANTITATIVE ANALYSIS

4 credits

This course covers important areas of analytical chemistry, including statistics, error analysis, chemical equilibria, electrochemistry, and colorimetry. The prerequisite for this course is CHM 112. This class consists of three hours of lecture and three hours of laboratory

CHM 262 (F)

ORGANIC CHEMISTRY FOR THE LIFE SCIENCES

3 credits

CHM 262 is a one-semester course in organic chemistry designed to be particularly applicable to students majoring in nutrition and other health sciences. The subject matter includes organic chemistry principles, the naming of compounds, identification of functional groups, and chemical reactions. A particular emphasis is made in the coverage of reactions that are common to both organic and biochemistry. An effort will be made to make the examples and problems as health-related as possible. The prerequisite for this course is CHM 161 with a grade of C- or better. This course consists of three hours of lecture.

CHM 263 (S)

BIOCHEMISTRY FOR THE LIFE SCIENCES

3 credits

CHM 263 is a one-semester course in biochemistry designed to be particularly applicable to students majoring in nutrition. The subject matter includes biochemical principles (identification and properties of proteins, carbohydrates, lipids, nucleic acids, metabolic pathways, etc.). An effort will be made to make the examples and problems as health-related as possible. The prerequisite for this course is CHM 262 with a grade of C- or better. This course consists of three hours of lecture.

CHM 265 (S)

CRIMINALISTICS FOR PHYSICAL SCIENCE MAJORS

4 credits

Criminalistics for Physical Science Majors is a course for physical science majors who are interested in learning more about how evidence from a crime scene is collected, analyzed, and evaluated. The course employs hands-on learning activities, group work, and the traditional lecture format to convey the course material. Forensic science is a multidisciplinary field, and, as such, the course touches on areas of chemistry, biology, biochemistry, physics, toxicology, statistics, and other fields. CHM 111, CHM 112, and CHM 201 are prerequisites for the course. The class consists of four-hour lecture/laboratory sessions.

CHM 306 (S)

QUANTUM CHEMISTRY

3 credits

This elective course emphasizes chemical applications of group theory and quantum mechanics applied to molecular structure. Discussion of spectroscopic selection rules, symmetry and chemical bonding, and the spectroscopy of transition metal complexes are also included. The prerequisite for this course is CHM 332 or permission of the instructor. This course has three hours of lecture.

CHM 311 (F)

INSTRUMENTAL ANALYSIS

4 credits

CHM 311 covers the theory and practice of physical measurements with modern chemical instrumentation. The course is divided into two parts: spectroscopic and separation methods. Topics include UV-visible, FT-IR, fluorescence, and magnetic resonance spectroscopies as well as mass spectrometry, gas, and liquid chromatographies. The prerequisite for this course is CHM 212 or permission of the instructor. The course consists of three hours of lecture and three hours of laboratory.

CHM 320 (S)

ORGANIC LABORATORY METHODS

4 credits

This is a course in modern methods of organic synthesis and structure elucidation. This laboratory-intensive course emphasizes asymmetric synthesis, green chemistry, advanced spectral methods, and literature searching. CHM 201-202 are prerequisites. The class consists of 75 minutes of lecture and six hours of laboratory.

CHM 331 (F)

THERMODYNAMICS AND KINETICS

4 credits

This course applies the principles of thermodynamics and kinetics to explain the behavior of gases, liquids, solids, and solutions. Topics include the elucidation of chemical equilibria, phase transitions, reaction mechanisms, and statistical ensembles of energy states. CHM 112,

MTH 221, and CHM 212 are prerequisites for the course. The class consists of three hours of lecture and three hours of laboratory.

CHM 332 (S)

QUANTUM MECHANICS AND SPECTROSCOPY

4 credits

This course uses the formalism of quantum mechanics to understand fundamental chemical systems. It explores atomic and molecular structures, molecular vibrations, and molecular rotations. It also explores the use of spectroscopy to probe these chemical processes. CHM 112, MTH 221, and PHY 105/106 are prerequisites for the course. The class consists of three hours of lecture and three hours of laboratory.

CHM 350, 450 (F, S, Summer)

COOPERATIVE EDUCATION

3 credits

This course normally involves full-time, paid employment in a cooperating firm to provide on-the-job training (part-time positions at least six months in duration may qualify). The experience involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the Department Chair. Consult the Associate Director for Experiential Education in Career Services before registering or for further information.

CHM 403 (F)

ADVANCED INORGANIC CHEMISTRY

4 credits

This course covers theoretical and practical aspects of chemical bonding, descriptive periodic trends and molecular structure and symmetry of molecules. A special emphasis is given to the chemistry of the transition metals, including coordination and organometallic chemistry. The prerequisites for this course are CHM 201-202, and 331-332. This class consists of three hours of lecture and three hours of laboratory.

CHM 404 (S)

ADVANCED ORGANIC TOPICS

3 credits

This is a course designed to extend the knowledge of organic chemistry with an emphasis on more advanced and modern synthetic topics not fully developed in the elementary courses. An emphasis on the literature of chemistry is also included. Prerequisites: CHM 201, 202, and 320 are prerequisites for this course. The course consists of three hours of lecture.

CHM 411 (F)

BIOCHEMISTRY I

4 credits

Biochemistry I examines the biochemistry of proteins, carbohydrates, fats, vitamins, enzymes, and hormones from a chemist's perspective and emphasizes their role in metabolic processes. Laboratory work illustrates common techniques used to isolate, identify, and assay these molecules, such as chromatography, electrophoresis, and kinetic analysis. CHM 201, CHM 202, and CHM 331 are prerequisites for the course. The class consists of three hours of lecture and three hours of laboratory.

CHM 412 (S)

BIOCHEMISTRY II

4 credits

Biochemistry II focuses on the storage, replication, transmission, and expression of genetic information. It also examines recombinant DNA

methodology, and physiological processes at the molecular level. Laboratory work includes the isolation and analysis of plasmid DNA, creation of a new plasmid, and transformation into bacterial cells. CHM 411 is a prerequisite for the course. The class consists of three hours of lecture and three hours of laboratory.

CHM 470 (F, S)

SPECIAL TOPICS

3 credits

Occasionally, courses in "Bioinorganic Chemistry," "Advanced Organic and Organometallic Chemistry," or "Polymer Chemistry" may be offered as Special Topics. These courses are designed for juniors and seniors majoring in chemistry and/or biochemistry.

CHM 480-481 (F, S)

CHEMICAL RESEARCH

4-8 credits

These courses provide students with the opportunity to engage in individual chemical or biochemical research. The research can be either laboratory-based or theoretical in nature. The work is done under the supervision of a staff member. The courses are restricted to chemistry and biochemistry majors unless otherwise approved by the chair of the Chemistry and Biochemistry Department. The specific hours for the course are arranged with the supervising staff member



COMMUNICATION

FACULTY

Lynne A. Texter, Ph.D., Chair

Professors: Dainton, Molyneaux

Associate Professors: Dunleavy, Lannutti, Smith, Texter, Zelle

Assistant Professors: Celano, Collins, Daily, Lashley, MacLeod, Simmons

Lecturers: T. Ellis, Finn, Martino-Frank, O'Brien

MISSION STATEMENT

Guided by Lasallian values, the Communication Department integrates liberal arts education with theoretical knowledge and practical experience in the communication field, and challenges students to demonstrate communication competence.

The Department seeks to develop graduates who engage in informed civic participation and progressive leadership in professional and community settings. Beyond assisting students with finding meaningful careers, we seek to provide students with the communication knowledge and skills needed for meaningful personal, professional and social relationships.

La Salle's Communication program embraces five (5) broad educational goals. Beyond the broad program goals, each concentration of study (track) has its own learning goals, specific to professional and/or academic standards within the corresponding field(s) of study.

PROGRAM GOALS

1. Recognize and articulate the communication principles and processes involved in creating and sustaining meaning
 2. Recognize, articulate, and demonstrate the influence and power of messages
 3. Prepare and deliver effective oral presentations accompanied by appropriate written documentation
 4. Apply theoretical, conceptual, and skills-based course knowledge to experiential learning environment(s) and/or professional situations
 5. Communicate strategically using a goals-based approach
-

STUDENT LEARNING OUTCOMES

1. Explain how communication is used appropriately and effectively in personal and professional relationships (COM 102)
2. Explain how various media organizations selectively choose and package information to create meaning (COM 101)
3. Apply theory to explain possible message effects (COM 205)
4. Discern ethical dilemmas within communication contexts and evaluate using ethical reasoning (COM 300)
5. Prepare and deliver effective oral presentations accompanied by appropriate written documentation (COM 150)
6. Articulate connections between relevant communication theory, skills, and coursework with authentic learning experiences (Track Capstone Courses: COM 406, COM 407, COM 408, COM 415)

7. Gather, analyze, and use credible information and/or data to develop effective messages that reflect goals, contexts, and audiences (Track Research Courses: COM 316, COM 348, COM 306; and Track Capstone Courses: COM 406, COM 407, COM 408, COM 415)
-

POWERS COURSE

- SPEECH
 - COM 150
-

REQUIREMENTS

■ REQUIRED FOR MAJOR IN COMMUNICATION: 15 COURSES

- Communication Core:
 1. COM 101
 2. COM 102
 3. COM 150
 4. COM 205
 5. COM 312
 6. COM 316
- Tracks:

Communication Management Track:

1. COM 215
2. COM 319
3. COM 315
4. ENG 303
5. COM 317
6. COM 415

Journalism Track:

1. COM 206
2. COM 208
3. COM 302
4. COM 357
5. COM 308
6. COM 356
7. COM 406

NOTE: Students in this track are required to also complete a minor or a concentration (at least four courses in an area).

Mass Media Track

1. COM 204
2. COM 208
3. COM 302 or 303
4. COM 301
5. COM 358
6. COM 308
7. COM 408

Public Relations Track

1. COM 207
2. COM 206
3. COM 316
4. COM 317
5. COM 357
6. COM 387
7. COM 407

- ELECTIVES

Two or three additional communication electives are required depending

on the chosen track. Internship and co-operative education experiences may count as ONE communication elective.

COMMUNICATION MINORS

■ GENERAL COMMUNICATION

- **COM 150** Presentation Skills
- 1 of **COM 101** Intro to Mass Media or **COM 102** Interpersonal Communication
- 2 200-level Com courses*
- 2 300- or 400-level Com courses*

*At least one course must be a writing course (206, 302, 303, 306, 337, 357); STUDENTS MUST MEET PRE-REQUISITES FOR COURSES AND MAY NOT TAKE 400/401

■ JOURNALISM

- **COM 101** Intro to Mass Media
- **COM 206** Fundamentals of Journalism
- **COM 208** Video Field Production
- **COM 302** Broadcast Journalism
- **COM 306** In-Depth Reporting
- 1 of **COM 308** Media Law or **COM 406** Community Journalism

■ PUBLIC RELATIONS

- **COM 101** Intro to Mass Media
- **COM 207** Principles of Public Relations
- **COM 316** Communication Research Methods and Analysis
- **COM 357** Public Relations Writing
- **COM 407** Public Relations Seminar
- 1 of **COM 312** Persuasion, Power, and Influence or **COM 317** Organizational Communication

■ MASS MEDIA

- **COM 101** Intro to Mass Media
- **COM 150** Presentation Skills
- **COM 204** Introduction to Film Studies
- **COM 208** Video Field Production
- 1 of **COM 302** Broadcast Journalism or **COM 303** Scriptwriting
- 1 of **COM 348** Media Research or **COM 308** Communication Law

■ COMMUNICATION MANAGEMENT

- **COM 101** Intro to Mass Media
- **COM 102** Interpersonal and Group Communication
- **COM 205** Communication Theory and Research
- **COM 215** Group and Team Communication
- 2 of **COM 312** Persuasion, Power, and Influence, **COM 315** Advanced Interpersonal, or **COM 317** Organizational Communication

COURSE DESCRIPTIONS

COM 101 (F, S)

INTRODUCTION TO MASS MEDIA

3 credits

This course is an introduction to the study of mass media. Students will gain an understanding of media history, the structure of media industries (print, electronic, and digital), and their major players. In addition to becoming savvy consumers of media, students will also be asked to be



cultural critics of media, connecting their own consumption of media to the larger issues of citizenship and democracy.

COM 102 (F, S)

INTERPERSONAL COMMUNICATION

3 credits

This course is designed to increase students' communication knowledge and skills in their relationships with others, including friends, family, coworkers, and romantic partners. Specific topics include relationship development, listening, self-disclosure, the influence of culture on interpersonal communication, and managing conflict effectively.



COM 150 (F, S)

PRESENTATION SKILLS

3 credits/Powers Course

The presentation skills course teaches students how to research, structure, and deliver effective oral presentations. It requires active student participation in order to build both skills and confidence. Among the topics covered in the course are analyzing the audience, identifying, selecting, and critically evaluating content, matching presentation content to presentation goals, using visual aids effectively, and dealing with speaking anxiety.

COM 204 (F, S)

INTRODUCTION TO FILM STUDIES

3 credits

This is a survey course that serves to introduce film both as an industry and an art form. Subject matter includes film techniques, styles, traditions, and genres; the rudiments of cinematography, editing, sound, script structure, acting, and directing; and the business and economics of film production, distribution, and exhibition. The course will also focus on critical evaluations of the work of a diverse, but representative, group of outstanding films and filmmakers.

COM 205 (F, S)

COMMUNICATION THEORY AND RESEARCH

3 credits

This course introduces students to interpersonal communication, mass communication, and persuasion theories. The nature of—and differences between—social scientific and humanistic theories will be discussed. A focus will be the research methods used to develop and/or test communication theories. The course is geared toward sophomore students with limited exposure to communication coursework.

COM 206 (F, S)

FUNDAMENTALS OF JOURNALISM

3 credits

This is a beginning journalism course that introduces students to basic news reporting and writing techniques across multiple platforms, including print, broadcast, and online. Although the emphasis will be on news reporting, students will get introduced to feature writing as well.



COM 207 (F, S)

PRINCIPLES OF PUBLIC RELATIONS

3 credits

Public relations has been called “the unseen power” that influences culture, business, politics, and society. This class introduces students to the wide-ranging field of public relations, the role it plays in managing organizational relationships of all kinds, and the skills required to succeed in one of the fastest-growing communication professions.

COM 208 (F, S)

VIDEO FIELD PRODUCTION
3 credits

This course introduces students to the fundamental theories and practices of audio and video production. Students will learn how the preproduction, production, and postproduction stages apply to media. Emphasis is on storytelling, the importance of audience research and planning, scheduling, and selecting and employing proper resources. Students will experience the process using fundamental production techniques of audio and video through hands-on projects.

COM 215 (S)

GROUP AND TEAM COMMUNICATION
3 credits

U.S. organizations are requiring group work, including virtual teamwork, more than ever before. In addition, Americans are choosing to join service, social, and self-help groups at an unprecedented rate. To enhance effective membership in any of these groups, this course weaves theory of small group interaction with practice through participation in groups. Specific topics include the nature of groups, the link between communication and group composition, the aims of groups, the influence processes in groups, group decision making, and properties of group interaction.

COM 267

COMMUNICATION AND CONFLICT MANAGEMENT
3 credits

Course Description: This course focuses on the nature and function of healthy and unhealthy conflict communication. Content incorporates theories of conflict and the application of effective conflict management techniques. Specifically, the course will examine communication's role in the development, conduct, and resolution of conflict.

COM 300 (F, S)

COMMUNICATION ETHICS
3 credits

This course provides students with an overview of ethical standards relevant to social behavior and an in-depth study of contemporary ethical issues facing communicators. Concepts of truth, confidentiality, conflict of interest, social justice, and other issues will be studied from the perspective of several sub-disciplines of communication. NOTE: COM 300 is taken the same semester as COM 310. Prerequisite: Junior standing.

COM 301 (F, S)

MEDIA IN AMERICA
3 credits

With media mergers, converging technology, and 24-hour instant access, media reach has expanded immensely, making the world a smaller, more connected place. This course explores how the media industry has grown and changed through exploration of the development, economics, regulation, and impact of mass media. Students will analyze how the media operate and conduct business in our fast-paced environment. Prerequisite: COM 101.

COM 302 (F, S)

BROADCAST JOURNALISM
3 credits

This course entails reporting for TV and radio broadcast with an emphasis on hard news but including some feature stories. Prerequisite: COM 208.

COM 303 (S)

SCRIPTWRITING
3 credits

This course is an introduction to and application of scriptwriting techniques in formats appropriate for radio, television, and film.

COM 306 (F)

IN-DEPTH REPORTING
3 credits

This advanced journalism course provides students with multiple opportunities to report and write news and feature stories through print, broadcast, and online platforms, while emphasizing reporting techniques used to produce in-depth journalism. Prerequisite: COM 206.

COM 308 (F, S)

COMMUNICATION LAW
3 credits

The course is designed to review the history, development, and interpretation of the First Amendment in the U.S. by our court system and its impact upon journalists, mass communicators, and citizens.

COM 310 (F, S)

COMMUNICATION PORTFOLIO
1 credit

The portfolio assists students with synthesizing and applying what they have learned in Communication courses to the task of bridging from undergraduate studies to post-graduation. Students will build a portfolio that can be used to demonstrate knowledge and skills. COM 310 is taken the same semester as COM 300. Prerequisite: Junior standing.

COM 312 (F, S)

PERSUASION, POWER, AND INFLUENCE
3 credits

This course examines theories and techniques associated with persuasion, ranging from those centered on interpersonal settings to those featured in mass-mediated campaigns. Assignments will focus on both oral and written persuasion with the goal of enhancing the student's abilities as both consumer and practitioner.

COM 315 (F)

ADVANCED INTERPERSONAL COMMUNICATION
3 credits

In this course, students will recognize, develop, and refine their interpersonal communication competence. Using advanced interpersonal communication theory, students will learn how best to achieve self-presentation, relationship, and instrumental goals. Prerequisite: COM 102.

COM 316 (F, S)

COMMUNICATION RESEARCH AND ANALYSIS
3 credits

This course introduces students to the strategic process of collecting and analyzing information in professional settings. The practical focus of course assignments will be on using research to solve problems. Students will be introduced to situation analysis, designing and implementing surveys, interviewing, focus groups, and content analysis.



COM 317 (F, S)ORGANIZATIONAL COMMUNICATION
3 credits

In addition to providing an introduction to contemporary research and theory about the communication in organizations, this course also focuses on contemporary issues in order to better understand the practices that contribute to organizational success and failure. Topics include leadership communication, interviewing and the job search, organizational culture, and the impacts of globalization and technology.

COM 319 (F)ADVANCED PERSONAL AND PROFESSIONAL PRESENTATIONS
3 credits

This course focuses on the practical application of theory and research in public, team, and interpersonal presentations. Students will prepare, deliver, and critique presentations for a variety of professional communication situations. Audiences will consist of people within organizations (e.g., supervisors, co-workers), as well as outside of organizations (e.g., clients, community leaders, members of funding organizations). Emphasis will be placed on appropriate and effective information gathering, organizational strategies, audience analysis, and verbal and nonverbal communication. Prerequisite: COM 150.

COM 320COMMUNICATION AND CULTURE
3 credits

Students will learn how communication practices vary across cultures. Focus will be on intercultural, cross-cultural, and interethnic communication.

COM 325NONVERBAL COMMUNICATION
3 credits

Nonverbal communication refers to the many ways that we send messages without relying on words. This course focuses on specific nonverbal structures (e.g., touch, gesture, facial expression, appearance), the functions of nonverbal communication (e.g., impression formation, deception, etc.), and cultural variations in nonverbal communication rules and interpretations.

COM 337ADVERTISING COPYWRITING
3 credits

This course provides experience with writing for advertising. Students will explore the theoretical and research basis for communication and will examine the role of both strategy and creativity in the development and implementation of communication campaigns. Students will write for print, broadcast, and other media.

COM 338SOCIAL MEDIA
3 credits

This course addresses the many positive and negative implications associated with society's reliance on social media platforms. Using a perspective rooted in digital literacy, the course examines how social media is used in both personal and professional contexts, and how we might use social media to communicate competently, ethically, and strategically.

COM 345COMMUNICATION AND SEX, GENDER, AND SEXUALITY
3 credits

This course focuses on the influence of sex, gender, and sexuality on communication in a variety of contexts. The course will review the recent theories and research literature on communication and sex, gender, and sexuality. The course will present information on communication and sex, gender, and sexuality as it relates to individual identity development, personal relationships, and social relationships.

COM 348 (F, S)MEDIA RESEARCH
3 credits

This course introduces students to research methods used by media professionals, with particular emphasis placed on the Nielsen and Arbitron ratings reports. Topics address principles of collecting and interpreting audience data with application to programming, promotion, and sales.

COM 350/450 (F, S)COOPERATIVE EDUCATION
3 credits

This experience is normally full-time, paid employment in a cooperating firm to provide on-the-job training (part-time positions at least six months in duration may qualify). The course requires meetings with the faculty supervisor, reflection papers, and interaction and evaluation by the site supervisors. Position must be approved by Department Chair. Prerequisite: junior or senior status, 2.75 G.P.A.

COM 356 (S)ONLINE JOURNALISM
3 credits

This course teaches core technical and journalistic skills for journalistic storytelling on the Web. Each student will create his or her own Web log and fill it with original reporting of community-based stories told using words, still photos, video, and audio. The reporting will be accurate, fair, and compelling. Prerequisite: COM 206.

COM 357 (F, S)PUBLIC RELATIONS WRITING
3 credits

Writing is one of the top-rated skills for public relations professionals, and this course introduces students to the principles of planning and pre-writing as the basis for successful writing efforts. Students will learn how to produce a variety of pieces for print and electronic media, including press releases, backgrounders, brochures, newsletter articles, and public service announcements, as well as other tools designed to engage an organization's key stakeholders.

COM 358 (F, S)TV STUDIO PRODUCTION
3 credits

This course teaches students how video productions are produced within a television studio environment. Students will develop and strengthen production skills through hands-on projects in both field and studio production. Students will work together to produce a regular program for air in the second part of the semester. Prerequisite: COM 208.

COM 365

COMMUNICATION IN RELATIONSHIPS
3 credits

This course focuses on contemporary research and theories associated with communication in close relationships. We will address cultural norms regarding “good” communication and “good” relationships, as well as what research suggests are the realities associated with communication and relationships. Prerequisites: COM 102, COM 205.

COM 368

VIDEO EDITING
3 credits

Combining the study and critique of media examples with hands-on experience, this course examines the techniques, equipment, and theories involved in achieving structure in film and video through editing. Students will strengthen and expand their editing skills through class exercises and outside projects, while also studying past and present film and video productions. Prerequisite: COM 208.

COM 387 (F, S)

PUBLIC RELATIONS CASES AND CAMPAIGNS
3 credits

Public relations (PR) practitioners face a daunting range of choices when trying to manage key relationships. This course is designed to help students approach public relations strategically and to apply public relations techniques and theories to communication programs and campaigns. The course will also explore current trends in PR practice and how they influence planning. Prerequisite: COM 207.

COM 403

FILM SEMINAR
3 credits

This course involves an in-depth study of film as art and cultural document. Rotating topics include film history, critical approaches to film, film noir, American comedy, etc. Prerequisite: COM/FLMS 204.

COM 406 (S)

COMMUNITY JOURNALISM
3 credits



Community journalism comprises a wide range of practices designed to give news organizations greater insight into the communities they cover. In this course, students will use the reporting, editing, production, and design skills developed throughout the track to create non-fiction stories about Philadelphia community issues. They will learn to produce their work in print, broadcast, and/or Web-based format. Prerequisites: COM 206, COM 306, and COM 356.

COM 407 (F, S)

PUBLIC RELATIONS MANAGEMENT
3 credits



This course is the capstone of the public relations track, a service-learning class in which students apply their knowledge and skills through collaborations with area community organizations. Prerequisites: COM 207, 316, 357, 387.

COM 408 (F, S)

MEDIA PRODUCTION PRACTICUM
3 credits

The capstone builds upon previous skills: concept, needs analysis, budget, writing, shooting, editing, law, and promotion, while integrating

research and criticism to determine media effects. Students will produce a media project for a specific client that pulls together all aspects of the production process. Prerequisites: COM 208 and COM 358.

COM 415 (F)

COMMUNICATION MANAGEMENT CAPSTONE
3 credits/Capstone



Students will integrate the knowledge and skills they have acquired in their previous coursework in order to demonstrate their ability to solve real-world interpersonal, group, and organizational problems. The culmination of the course will be an individual project that requires an in-depth analysis of a communication issue of interest to the student, with a particular focus on social issues. Prerequisites: COM 102.

COM 461/462/463 (F, S)

INTERNSHIP
3 credits

Students may intern in communication industries. Working approximately 15 hours a week under professional supervision, students learn how to apply their education to the everyday demands of professional positions. The course requires meetings with the faculty supervisor, reflection papers, and interaction and evaluation by the site supervisors. Prerequisites: junior or senior standing, 2.75 GPA, and recommendation of the Chair.

COMPUTER SCIENCE

(See Mathematics and Computer Science)

CRIMINAL JUSTICE

(See Sociology, Social Work, and Criminal Justice)

DIGITAL ARTS AND MULTIMEDIA DESIGN

(See Mathematics and Computer Science)

ECONOMICS

FACULTY

H. David Robison, Ph.D., Chair

Professors: George, Mshomba, Robison

Associate Professors: Paulin

Lecturers: Baffoe-Bonnie, Colistra, Mallon, Scott

MISSION STATEMENT

The Economics Department is committed to providing students with a rigorous and relevant economic education necessary for informed citizenship. The Department is committed to teaching and research, believing that research informs what is taught and how it is taught. For its majors, the Department seeks to develop a deep understanding of how markets and economies work and do not work. Further, the Department seeks to assure that majors and minors are capable of applying the tools of economic reasoning to consider questions of policy, efficiency, and equity.

PROGRAM GOALS

Program Goals – Economics Major

1. Students will be able to read and critically evaluate both domestic and global economic issues.
2. Students will have basic skills in microeconomic, macroeconomic, and statistical/econometric analysis.
3. Students will be able to complete an independent research project in which they present data and evidence to build an argument that is clearly and persuasively written.

Program Goals – Economics International Studies

1. Students will have basic skills in microeconomic, macroeconomic, and statistical/regression analysis.
 2. Students will be able to complete an independent research project in which they present data and evidence to build an argument that is clearly and persuasively written.
 3. Students will be able to demonstrate proficiency in a foreign language.
-

STUDENT LEARNING OUTCOMES

1. Students will possess the basic knowledge and skills in micro and macro-economic analysis.
2. Students will possess the basic quantitative knowledge and skills (statistics and linear regression).
3. Students will be able to design a research project to address a particular question and explain the project's relevance.
4. Students will be able to develop theoretical expectations in answer to their research question.
5. Students will select a research method consistent with the question they seek to answer in their senior seminar research project.
6. Students will provide and present a critical review the literature relevant to their research topic.

7. Students will present a conclusion appropriate to the project and specify appropriate limitations of those conclusions.
 8. Students will present a well-organized and well-written research paper containing all the elements mentioned in Learning Goals 4 through 8.
 9. Students will demonstrate proficiency in a foreign language (for ECI majors only)
-

FRAMEWORKS COURSE

Social Science

- ECN 150
-

REQUIREMENTS

■ REQUIRED FOR MAJOR IN ECONOMICS: 15 COURSES

- ECN 150
- ECN 201
- ECN 213
- ECN 214
- ECN 221
- ECN 222
- ECN 441
- ECN 481
- Five ECN electives
- MTH 114 or 120 (MTH 120, 221, 222, 240, 322 recommended in preparation for graduate school)
- One course in social sciences in addition to Frameworks of Understanding requirements

■ REQUIRED FOR DUAL MAJOR IN ECONOMICS: 11 COURSES (THIS REQUIREMENT APPLIES WHETHER ECN IS LISTED FIRST OR SECOND ON A STUDENT'S RECORD)

- ECN 150
- ECN 201
- ECN 213
- ECN 214
- ECN 221
- ECN 222
- ECN 441
- ECN 481
- Two ECN Electives for Economics-Business dual majors, one of which presumably is BUS 206
- MTH 114 or 120

■ REQUIRED FOR MINOR IN ECONOMICS: SIX COURSES (BUS 202 IS ACCEPTABLE IN LIEU OF ECN 213)

Student majors may elect up to nine credits in experiential learning courses. For example, a student may take two internships and one cooperative education course, or one internship and two cooperative education courses. For students electing multiple internships or cooperative education courses, each job's description must be different from that of the others.

COURSE DESCRIPTIONS**ECN 150 (F, S)** 

INTRODUCTORY MACROECONOMICS:
THE U.S. IN THE GLOBAL ECONOMY I
3 credits/Frameworks

After introducing students to the what and how of economic thinking, the course explores the causes of national economic prosperity and economic problems such as unemployment and inflation. It also discusses the role of fiscal and monetary policies, economic growth, and international economic relations among the U.S. and other countries.

ECN 156

PRINCIPLES OF ECONOMICS IN A US HISTORICAL CONTEXT
3 credits

This course provides a one-semester survey of both macroeconomic and microeconomic phenomena. On the macroeconomic side, we will examine GDP, unemployment, inflation, fiscal policy, monetary policy, exchange rates, and the balance of payments. In microeconomics, we will examine markets, the impacts of government interference with markets, market structures, and market failures. To the extent possible, these concepts will be discussed in a US historical context.

ECN 201 (F, S)

INTRODUCTORY MICROECONOMICS:
BUSINESS FIRM AND MARKET ANALYSIS I
3 credits

This course explores many issues pertaining to the operation of businesses and the markets in which they operate. Among these are the behavior of consumers, the determinants of prices and production levels, and the efficiency of market outcomes. As time allows, the course applies economic thinking to issues like economic inequality, environmental concerns, international trade, and firms with monopoly power. Prerequisite: ECN 150.

ECN/POL 213 (F)

STATISTICS FOR ECONOMICS AND POLITICAL SCIENCE
3 credits

This course focuses on basic statistical methods used in the analysis of economic and political phenomena and decision-making. Emphasis is on the application of statistical techniques and the sound interpretation of statistical results. Topics include descriptive statistics, probability, sampling and sampling distributions, statistical estimation, hypothesis testing, simple regression, and correlation.

ECN 214 (S)

ECONOMETRICS
4 credits

This course introduces the student to advanced statistical techniques used by economists, other social scientists, and people in business and law to test theories, predict future events, and provide empirical support for various types of hypotheses. The course emphasizes the applied nature of econometrics. As such, the student will construct, estimate, and evaluate well-specified regression models through computer application-based exercises using SAS statistical software. Prerequisites: ECN 213, BUS 202, or permission of the Department Chair.

ECN 221 (F)

INTERMEDIATE MICROECONOMICS:
BUSINESS FIRM AND MARKET ANALYSIS II
4 credits

This course studies how business firms interact with consumers and one another in product and resource markets. Besides distilling profit-maximizing criteria for different firms in different markets, the course also evaluates how the operation of firms impacts the welfare of society in general. Prerequisites: ECN 201; MTH 114 or 120 or equivalent.

ECN 222 (S)

INTERMEDIATE MACROECONOMICS:
THE U.S. IN THE GLOBAL ECONOMY II
4 credits

This course analyzes the factors behind countries' long-term growth and also those responsible for short-term fluctuations in their levels of output and prices. It also demonstrates how economic booms and busts have prompted economists to search for explanations and possible policies for addressing these instabilities. Finally, the course compares and contrasts U.S. historical experience with that of other nations. Prerequisites: ECN 150; MTH 114 or 120 or equivalent.

ECN 270, 370, 470 (F, S)

SPECIAL TOPICS IN ECONOMICS
3 credits

Topics include Labor Markets, Employment and Wages; Women in the Economy; European Union; Economics of Sports; Economics of Entertainment; and Law and Economics. Prerequisite: permission of instructor.

ECN 330  


THIRD WORLD POVERTY AND ECONOMIC DEVELOPMENT
3 credits

This course describes and documents the poverty besetting the majority of humankind and analyzes its causes, utilizing economic concepts and theories in conjunction with social, political, cultural, religious, and philosophical factors. Prospects for the future and policies aiming to promote development are also examined. Prerequisite: ECN 150.

ECN 331 (F) 

INTERNATIONAL ECONOMICS
3 credits

This course involves an introduction to the theory of international trade. Topics include specialization and the gains from trade, tariffs, and protectionist policies, trade imbalances, the role of international institutions, foreign exchange markets, and monetary and fiscal policies in an open economy. Prerequisites: ECN 150 and 201.

ECN/HIS/POL 332 (S, Odd Years) 

POLITICAL ECONOMY OF AFRICA
3 credits

This course examines the political and economic conditions in Sub-Saharan Africa and provides a historical perspective on these conditions. Issues examined include the political and economic consequences of colonialism, post-independence political forces and economic policies, and U.S. foreign policy toward Africa. Prerequisite: ECN 150.

ECN 334 (S, Even years) →

THE POLITICAL ECONOMY OF LATIN AMERICA
3 credits

This course begins by examining aspects of the indigenous societies prior to the arrival of Europeans in what has come to be called “Latin America.” Throughout, it considers issues such as colonialism, militarism, race, gender relations, and religion that have shaped the societies, politics, and economies of nations from Mexico and the Caribbean to those of the Southern Cone. The goal of the course is to afford class members the opportunity to better understand Latin America’s history as a basis for comprehending its likely future. Cross-listed with HIS334 and POL 334.

ECN 335 (F, S) →

INTERNATIONAL TRADE AND TRADE WARS
3 credits

This course provides an overview of the U.S. in the global economy and the history of the World Trade Organization (WTO), an examination of the WTO’s dispute settlement mechanism, and an examination of major trade disputes that involve the U.S. The course ultimately explores how international trade laws, politics, diplomacy, and multi-national corporations in pursuit of profits interact. Prerequisite: ECN 150

ECN 340 (S, Odd years) 🏠

AMERICAN ECONOMIC HISTORY
3 credits

This course describes and analyzes long-term economic growth and development since colonization. It stresses changes in demographic, technological, and institutional factors as they interact with the market system. Basic economic concepts and theories of growth are applied to significant historical questions. Prerequisite: ECN 150.

ECN 351 (S, Even years)

ENVIRONMENTAL ECONOMICS
3 credits

This course provides an introduction to the trade-offs (costs versus benefits) associated with environmental issues. Evaluating trade-offs requires an examination of the magnitude or current environmental problems and some consideration of how to measure the costs and benefits of regulatory changes. Approximately half the course will be devoted to examining the current regulations, how the regulatory process works, and the economic implications of the regulations. Prerequisite: ECN 150 or permission.

ECN 354 (S, Odd years)

ECONOMICS OF THE ENTERTAINMENT INDUSTRY
3 credits/Elective

The course surveys the economics of the entertainment industry with an emphasis on the importance of market structure (perfect competition, monopolistic competition, oligopoly, monopoly) in determining behaviors and profitability. In this course, we will apply many microeconomic, and a few macroeconomic, concepts to evaluate structure, workings, and profitability of various segments in the entertainment industry, ranging from movies to music, TV, radio, publishing, casinos, and theme parks. Case studies will be used to highlight the issues facing particular firms.

ECN 287, 288 (F, S)

ECONOMICS INTERNSHIP
3 or 6 credits

Working approximately 10 to 15 hours per week under professional supervision, students learn experientially the linkages between their formal studies and the demands of particular positions. Under faculty

supervision, students complete informal and formal written assignments and an oral presentation that describe their duties and interpret their intern experience. Prerequisites: ECN 201, at least sophomore standing, and permission of Department Chair.

ECN 441 (F)

HISTORY OF ECONOMIC THOUGHT
3 credits

The course details the development of economics as a coherent analytical discipline through a historical study of its main schools and contributors, including the Physiocrats, the Classical Economists (especially Jevons, Walras, and Clark), Marshall, and Keynes. Lesser figures are treated as time allows. Attention throughout is given to the changing philosophical and cultural background of economic thought. Prerequisites: ECN 150, 201.

ECN 455

PUBLIC FINANCE
3 credits

This course involves an analysis of the revenue and expenditure activity of government with particular emphasis on the rationale of federal government activity. Also considered are the issues of distribution, efficiency, equity, and stability in the economy. Prerequisites: ECN 150, 201.

ECN 481 (F) 🏠

SEMINAR IN ECONOMICS
3 credits

This course is intended to be a capstone course for economics majors, one that aids the student in integrating the material from diverse economics courses. It stresses techniques for the preparation of written research reports. Students will ordinarily deliver to the seminar an oral presentation of their research results. Prerequisite: senior standing in ECN 213, ECN 221 or ECN 222.

ECN 485 (F) 🏠 →

SEMINAR IN ECONOMICS AND INTERNATIONAL STUDIES
3 credits

This capstone course for Economics and International Studies majors aims to assist students to research, integrate, and communicate information about the global economy. Specifically, students will learn to conduct research on economic problems and policies of countries and regions of the world not native to them. Students will compose a 250 to 300 word abstract of their seminar papers in two languages, English and a second language. Further, students will be expected to demonstrate at least one of the following competencies: a) to write, in a non-native language, summaries of research in sources written in non-native language; b) to write the seminar paper in a non-native language; or c) to present research results orally in a non-native language. Prerequisite: senior standing in ECN 213, ECN 221 or ECN 222.

ECN 385, 386 (F, S)

COOPERATIVE EDUCATION
3 or 6 credits

This experience will be a full-time paid employment in a cooperating firm such as a bank, economics forecasting company, or public utility, a nonprofit company such as a Community Development Corporation, or a government agency such as a county planning department or a statistical analysis office. Under faculty supervision, students also complete job-related learning assignments that involve oral and written presentations. Prerequisites: ECN 214, 221, junior or senior standing, and permission of Department Chair.

ECONOMICS AND INTERNATIONAL STUDIES

(Administered by the Chair, Economics Department)

■ REQUIRED FOR MAJOR IN ECONOMICS AND INTERNATIONAL STUDIES: 17 COURSES

- ECN 150
- ECN 201
- ECN 213
- ECN 214
- ECN 221
- ECN 222
- ECN 330, 332, 334, OR 335
- ECN 331
- ECN 485
- Three courses in a non-native, modern foreign language (based on students' backgrounds and interests, they select, in consultation with their adviser, courses that will aid them in attaining the functional proficiencies required for the successful completion of **ECN 485**): **EUROPEAN LANGUAGE 201-202** or higher; or **JPN 101-102** or higher
- **MTH 114** or **120**
- Two internationally focused history courses, as approved by an adviser
- Two internationally focused courses in business, humanities, or social Sciences, as approved by an adviser

EDUCATION

FACULTY

Mary M. Williams, Ed.D., Chair

Michele Fowler, Assistant Chair

Sharon Montgomery, Field Placement Coordinator

Professors: Bednar, Feden, Vogel, Williams, Yost

Associate Professors: Bangs, Liang, Mosca, Richardson, Schoen

Assistant Professors: Lewinski, Patrylo

Professor *Emeritus*: Clabaugh

MISSION STATEMENT

To prepare 21st century educators through project based, problem-based, service learning and community engagement grounded in Lasallian values.

The vision of the Department of Education incorporates the global De La Salle Christian Brothers tradition of teaching excellence and service. Our vision is to provide opportunities for educators to become forward thinking, research-minded, developmentally oriented professionals who respond to the needs of all students in the communities they serve.

La Salle educators are knowledgeable, intellectually curious, reflective, collaborative, confident, and proactive. By identifying successful partnership schools, the Department of Education aligns educator preparation with realistic school and classroom contexts to cultivate a progressive and stable workforce. La Salle educators set the standard in their schools and communities by going beyond traditional expectations of the profession.

PROGRAM GOALS

1. The Professional demonstrates knowledge and application of 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.
2. The Professional demonstrates knowledge and application of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The Professional works collaboratively with other professionals to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. The Professional demonstrates knowledge 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.
5. The Professional demonstrates knowledge of how to connect concepts and use differing perspectives by engaging learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. The Professional demonstrates knowledge and application of 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.
7. The Professional supervises and/or plans and implements 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.
8. The Professional 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.
9. The Professional 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.
10. The Professional 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.

STUDENT LEARNING OUTCOMES

1. Aligning with the university assessment for writing, assess student writing and critical thinking in 3 domains using a writing prompt for entering freshmen and exiting seniors.
 - a. Students will communicate effectively through writing (focus, content, organization, style, conventions): Domain 1.
 - b. Students will be able to formulate a cohesive, persuasive discussion based on a case in support of major points: Domain 2.
 - c. Students will be able to describe and apply educational terminology in a manner that shows understanding of concepts: Domain 3.
2. The professional educator will demonstrate knowledge and application of 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.
 - a. Student teachers will provide satisfactory ratings on Standard / Artifact #1 in their student teaching portfolios.
 - b. Student teachers will apply learner development principles in their student teaching placements.
 - c. Student teacher perceptions of program effectiveness in teaching them about learner development.

REQUIREMENTS

La Salle University offers teacher preparation programs in secondary education (SE), early elementary PreK–4/special education PreK–8 (ESEC), and middle- level social studies, English, or mathematics (ESML) grades 4-8. These programs are approved by the Pennsylvania Department of Education and lead to a B.A. Upon successful completion, recommendation for Instructional I certification in the area(s) pursued by the certification candidate is made by the Department. Students may declare a major in education in the freshman year. However, formal application for admission to the teacher education programs must be made to the chair after completion of sophomore level education courses (which typically occurs at the end of the sophomore year. The policies and procedures for applying for admission to the programs and for advancement through the various stages of candidacy are contained in the Candidacy Requirements in the Department of Education Student

Handbook. All education majors are responsible for knowing and adhering to these policies and procedures for candidacy.

Note:

Students are required to complete a minimum of two hours per week of fieldwork each semester. Early Elementary and Middle Level juniors are required to complete one full day of field work in partnership schools. The Coordinator of Field Placement makes placements for all teacher candidates enrolled in education programs.

In accordance with the provisions of Act 34 of 1985 of the Commonwealth of Pennsylvania, students engaging in mandatory field experiences each semester and applicants for an Instructional I certificate in the Commonwealth must also undergo background checks yearly. All students are required to obtain both a Criminal History and Child Abuse form. Education majors must have the Act 34 Request for Criminal Background check completed yearly.

Prior to entering any field experience, including student teaching, students must submit proof of screening for tuberculosis. This test may be completed at the Student Health Center or by the student's personal physician. This screening test is repeated yearly. Application forms relating to child abuse, criminal checks, and liability insurance will be distributed during orientation sessions for education majors each fall term. Forms are also available in the Department of Education office (Olney 254). Students may be required to show school administrators the results of both the background checks and tuberculin tests and keep copies of the results on file in the Department of Education office. For more information about these requirements, see the Field Placement Coordinator. Further information about applying for certification is contained in the Department of Education Student Handbook and the Handbooks for the Professional Year or Semester. All education majors are responsible for knowing and adhering to the policies and procedures that pertain to applying for certification.

Students apply for Stage II candidacy and, if approved, are recommended for the student teaching experience upon successful completion of all course requirements and pre-student teaching field experiences, with the indexes and grades specified in the Department of Education Handbook. Department faculty consider the fitness of the individual for the professional position he or she has selected.

Upon successful completion of student teaching and passing all relevant tests, a student may apply for Instructional I certification in PA. State certification regulations require that an applicant for a teaching certificate be known by the preparing institution as a person of good moral character and possessing sound personal qualities, professional knowledge, and pedagogical competencies that warrant issuance of a teaching certificate. In addition, all applicants must meet certain physical and medical standards to obtain an Instructional I certificate to teach in the public schools of Pennsylvania.

Any candidate applying for an Instructional I certificate is required by Pennsylvania State Board regulations to pass the appropriate sections of the Praxis Series Tests (Professional Assessments for Beginning Teachers), which are administered by the Educational Testing Service and Pearson (ETS Core or PAPA, and PECT). Information about the Praxis Tests and Pennsylvania Tests is available in the Department of Education office (Olney 254). Other states may also require prospective teachers to take these or other examinations.

Students not majoring in education are invited to register for education courses that carry no prerequisites.

MINOR IN EDUCATION

Students planning to minor in education must see the Department Chair (Olney 254).

■ REQUIREMENTS FOR A MINOR IN EDUCATION:

- EDC 103

- EDC 104
- EDC 120 or 220
- EDC 217 and 219
- EDC 224 and 324
- EDC 306

* Substitutions for courses may be made by the Chair of Education.

SECONDARY EDUCATION

■ REQUIREMENTS FOR A MAJOR IN SECONDARY EDUCATION (SE) GRADES 7–12:

- EDC 103
- EDC 104
- EDC 224
- EDC 304
- EDC 306
- EDC 324
- EDC 401
- EDC 470
- Courses designated for associated discipline (See the Department of Education Student Handbook and content area advisers for specific courses.)

La Salle University offers a program of studies that is approved by the Pennsylvania Department of Education and leads to a recommendation for Instructional I certification in Social Studies (History concentration), English, Communication, Biology, Chemistry, Mathematics, French, General Science, Earth Space Science, German, Italian, Latin, and Spanish. (Foreign Language students are certified to teach PK–12)

■ REQUIREMENTS FOR RELIGION-EDUCATION:

- EDC 103
- EDC 104
- EDC 224
- EDC 304
- EDC 306
- EDC 324
- EDC 401
- EDC 470
- Courses designated by the Religion Department.

This program has been designed for those students who wish to teach religion in grades 7–12. Because religion is not an accredited subject in Pennsylvania, no Pennsylvania Instructional certificate can be issued.

■ REQUIREMENTS FOR MIDDLE-LEVEL (4–8) AND SPECIAL EDUCATION (PRE K–8): CONCENTRATION IN SOCIAL STUDIES, MATHEMATICS, OR ENGLISH/LANGUAGE ARTS:

- EDC 103
- EDC 104
- EDC 120
- EDC 217
- EDC 218 (social Studies concentration only)
- EDC 219
- EDC 220
- EDC 307
- EDC 308
- EDC 309
- EDC 310
- EDC 320
- EDC 325
- EDC 430

- EDC 431
- EDC 430 OR 475
- EDC 474
- IMS 162
- IMS 262

Education Student Handbook and major advisers for specific courses.)

Middle Level certification students are preparing for Pennsylvania Instructional I certification in grades 4–8. Upon completion of the program and certification, they will be able to teach any subject in grades 4–6 and the concentration content area (English/Language Arts; Mathematics; or Social Studies) in grades 7 and 8. Students in this program will be eligible to earn Pennsylvania certification in special education (PreK-8). Middle Level Social Studies majors will also minor in American Studies.

■ REQUIREMENTS FOR MAJOR IN EARLY ELEMENTARY (PRE K–4) AND SPECIAL EDUCATION PRE K–4 (ESEC):

- EDC 103
- EDC 104
- EDC 120
- EDC 217
- EDC 219
- EDC 220
- EDC 306
- EDC 307
- EDC 308
- EDC 309
- EDC 310
- EDC 320
- EDC 325
- EDC 410
- EDC 473
- EDC 475
- EDC 477
- EDC 478
- IMS 162
- IMS 262

EARLY ELEMENTARY AND SPECIAL EDUCATION

Early elementary and special education (ESEC) majors are also required to major in American Studies. La Salle University's ESEC combined program of study is approved by the Pennsylvania Department of Education. Successful completion leads to recommendations for Instructional I certification in early elementary education (PreK–4) and special education (PreK–8). A Department faculty member advises and meets individually with each student during pre-registration throughout the four-year program. This process ensures that all students are following the prescribed sequence of courses leading to a B.A. and a recommendation for certification. ESEC majors will also major in American Studies. To meet state requirements, ESEC majors must choose Art for their Fine Arts requirement.

5TH YEAR OPTIONS

The Department of Education offers several Five-Year options leading to a Master's of Arts degree. Students may apply for any of the Five-Year/M.A. programs upon admission to La Salle as an undergraduate, or decide later in their programs to pursue a Five-Year/M.A. program. Up to nine-credits of undergraduate course work may count for graduate credit in these programs depending upon the undergraduate major. Several options are available for students enrolled in the early childhood, middle level, or secondary programs as follows:

M.A./Reading Specialist Certification

M.A./Special Education Certification in EITHER PK or 7–12

M.A./Choice of Concentration Options

- Autism Endorsement
- Instructional Coach Endorsement
- Classroom Management

■ REQUIREMENTS FOR MASTER OF ARTS IN EDUCATION IN FIFTH YEAR:

See the Director of Graduate Education (Olney Hall 112)

OTHER PROFESSIONAL REQUIREMENTS

Subject matter knowledge is a necessary but not sufficient condition for a career in teaching. Those who would teach the young also must be adequately prepared in pedagogy. Moreover, teachers have a moral obligation to provide children with the opportunity to achieve their full human potential. Children are especially vulnerable and their parents are compelled by law to turn them over to near strangers. It is therefore necessary that teacher certification candidates evidence a fundamental commitment to mastering the systematic body of knowledge that informs educational practice and supports a scientifically rational approach to teaching. They also must demonstrate a fundamental willingness to help students, even at the sacrifice of personal convenience, and be unreservedly committed to teach all students irrespective of their kinship, race, religion, sex, social status, or disability.

The obligations of teaching also require that candidates for certification demonstrate self-motivation, compassion, honesty, punctuality, and the ability and willingness to assume responsibility. Additionally, they must demonstrate the capacity to discuss and reconsider their underlying assumptions and the facility to listen to, accept, and act on constructive criticism. Students who are guilty of criminal behavior, academic dishonesty, or conduct that is inconsistent with the Judeo-Christian moral tradition of La Salle University will not be permitted to continue in the Teacher Education Program.

The degree to which the student fulfills the above criteria will be determined by the Department of Education faculty. The decision of the faculty in these matters will be final but subject to appeal.

Undergraduate candidates who are dismissed from teacher certification candidacy are not eligible for certification in any other division of the University.

COURSE DESCRIPTIONS

EDC 103 (F, 5)

HUMAN LEARNING, COGNITION AND DEVELOPMENT

3 credits

This is one of the gateway courses into the education programs at La Salle University. It is an introduction to the role of the teacher with an emphasis on how students learn. The course focuses on the study of the nature and scope of educational psychology as it relates to human learning and introduces educational research. The course, which emphasizes speaking and writing, provides prospective education majors with the opportunity to explore the profession from different theoretical perspectives, such as cognitive and behavioral psychology. Students come to understand how people develop cognitively, socially, and emotionally and how individuals learn. Students combine an in-depth analysis of self, foster higher levels of critical reflection, learn theories and concepts in educational psychology, and participate in field experiences to enhance connections between theory and practice (Open to non-majors [field experience may be required by course instructors]; required freshman course for ESEC, ESML and SE majors).

EDC 104 (F, S)

EDUCATIONAL DIVERSITY IN AMERICA

3 credits

From both developmental and ecological perspectives, this course explores the diversity of individuals in society and schools, including race, ethnicity, regional background, exceptionality, socio-economic status, gender, sexual orientation, age, and religion. Personal beliefs and attitudes surrounding issues of human diversity and its impact on the family, community, and society are examined. The course provides an understanding of the legal and ethical issues in educating students from diverse backgrounds and with disabilities. Additionally, the course highlights the characteristics of students with special needs and ways to accommodate their needs in the classroom setting. (The course is open to non-majors [field experience may be required by course instructors]; required course for all ESEC, ESML and SE majors.)

EDC 120 (F, S)

FOUNDATIONS OF LITERACY

3 credits

Foundations of Literacy is a course designed to help preservice teachers understand and promote literacy development of students in preschool through eighth grade. Emphasis is placed on providing rich and meaningful literacy experiences that invite engagement and that help children develop skill, confidence, and enjoyment in the processes of listening, speaking, reading, writing, viewing, and visual representation.

EDC 217 (F, S)

TEACHING AND LEARNING OF MATHEMATICS

3 credits

This course focuses on how students learn mathematics with implications for teaching mathematical concepts, skills, problem-solving, and critical thinking. The course provides a basis for understanding the changing mathematics curriculum, offers opportunities to plan and evaluate instructional techniques and materials, and examines the integration of mathematics with other content areas, such as science, children's literature, and social studies. A field experience (two hours each week) is required in conjunction with this course. Prerequisites: EDC 103 and EDC 104.

EDC 218 (S)

PHYSICAL AND CULTURAL GEOGRAPHY

3 credits

This course provides prospective Education majors with increased knowledge and understanding of the world in geographical terms, relating especially to physical landforms and structures, maps, human impact on and interaction with the environment, population, and political and economic systems. The course will place special emphasis on cultural geography, that is the variation of human systems from location to location. In addition, this course highlights the role of economics and trade in our expanding global market economy, including the study of comparative economic systems and the distribution of natural and man-made resources. (This course is open to non-majors.)

EDC 219 (F, S)

INTEGRATED SOCIAL SCIENCES

3 credits

This course and its related fieldwork addresses social sciences subject matter pedagogy content in accordance with standards required by the Commonwealth of Pennsylvania Department of Education. It integrates social sciences into a thematic whole and addresses core concepts in each discipline while simultaneously addressing pedagogical methods of teaching these disciplines to young children using evidence-based

instructional practices. A field experience (two hours each week) is required in conjunction with this course. Prerequisites: EDC 103 and EDC 104.

EDC 220 (F, S)

READING, WRITING, AND THINKING IN THE CONTENT AREAS

3 credits

The purpose of this course is to address the theory and practice of teaching reading across content areas in grades pre-K through 8. Students will examine various theories, instructional materials, teaching procedures and strategies, and themselves as teachers and students. They will also examine literacy as a whole and include strategies on the teaching of writing and the art of classroom discussion. The goal of this course is to help preservice teachers become reflective teachers of literacy in a diverse society. Using inquiry, based on theory, research, and their own investigation in classrooms, students will learn to be reflective teachers of reading, writing, and discussion. Through active participation and practice, students in this course will come to a deeper understanding of literacy instruction. The students will leave the course with many practical, usable classroom ideas to employ in all subject areas. A field experience (two hours each week) is required in conjunction with this course. Prerequisites: EDC 103 and EDC 104.

EDC 223 (S)

AUTISM: A FAMILY FOCUS

3 credits

This course is cross-listed with INST 233. As the diagnosis rate for Autism escalates, it becomes apparent that the disorder presents unique challenges for the autistic individual, for those persons who are close to the autistic individual, and for the larger society. This course will take a multidisciplinary perspective to explore these topics, using Psychology and Education as a conceptual framework. We use a focus on the family as the central theme around which the course is constellated. A unique aspect of this course is the adoption of a family with an Autism Spectrum Disorder member by each student; communication with the family continues throughout the semester and is an integral part of assessment. (This course is open to non-majors)

EDC 224 (F)

ADOLESCENT DEVELOPMENT

3 credits

Using an educational technology framework, this course explores the unique universe of the adolescent. Issues under discussion will include cognitive, moral, language, sexual, physical, and social development. Students use an educational technology framework to examine the adolescent in a variety of contexts, including family, peers, school, work, and leisure. This course is developed for secondary education majors only and is open to students in other majors to study adolescent development. A field experience (two hours each week) is required in conjunction with this course. Prerequisites: EDC 103 and EDC 104.

EDC 304 (S)

READING FOR SECONDARY EDUCATORS

3 credits

This course provides undergraduate secondary education majors with the opportunity to understand reading as a strategic interactive process that affects the learner's efforts in all academic areas. Students will explore currently held views of the reading process, instructional techniques, and assessment concerns related to secondary education. Class sessions employ a variety of formats, including lecture, demonstration, discussion, and hands-on experiences. Course projects provide practical application of the theoretical, instructional, and diagnostic issues presented. A field experience (two hours each week) is required in con-

junction with this course. Prerequisites: EDC 103, EDC 104, EDC 224, and EDC324.

EDC 306 (F, S)

FOUNDATIONS OF AMERICAN EDUCATION: DEVELOPING A CRITICAL UNDERSTANDING OF EDUCATIONAL THOUGHT AND PRACTICE
3 credits

This course promotes disciplined analysis of the meaning and effects of educational institutions and provides resources for developing a critical understanding of educational thought and practice. This course also encourages the development of value positions regarding education and schooling in America based on critical study. Students gain resources for the development of policy-making perspectives and skills. Open to non-majors; required course for SE and ESEC majors.

EDC 307 (F, S)

DIFFERENTIATED INSTRUCTION, ASSESSMENT, AND TECHNOLOGY INTEGRATION
6 credits

This course focuses on the application of learning and developmental theories as they relate to unit planning, assessment, and classroom management in inclusive educational settings. The entire course is devoted to understanding issues relating to accommodating diversity through developmentally appropriate practice, the 4MAT planning system, Gardner's Multiple Intelligence theory, varied instructional methods, technology, culturally relevant teaching, and multiple means of assessing students. Students are required to integrate technology into their teaching through various projects using PowerPoint, Excel, Microsoft Word, and Movie Maker programs. This course is taken with a one-credit lab (EDC 309) in which teacher candidates implement unit, technology, assessment, and classroom management plans in the classroom setting every Friday under the supervision of a cooperating teacher and University supervisor. Co-requisite: EDC 309

EDC 308 (S)

ASSESSMENT, ACCOMMODATIONS, AND ADAPTATIONS FOR STUDENTS WITH DISABILITIES
6 credits

This course provides students with a thorough understanding of pedagogy as it relates to students who are placed in inclusion classrooms or special education settings. Students are enrolled in field experiences (EDC 310 lab) that allow them to apply knowledge related to diagnostic assessment, individualized education plans, transition plans, special education law, assistive technology, behavior management, conflict resolution, instructional accommodations, special education populations, and special methods. In addition, a major focus is placed upon critical thinking and reflective practice. The course is designed in accordance with the Pennsylvania Standards for certification in early elementary and special education. Co-requisite: EDC 310

EDC 309 (F, S)

DIATI LAB
1 credit

Students are involved in applying skills learned in EDC 307 to their work with school students in specific field placement sites in designated Professional Development Schools. Students work in these schools as pre-professionals under the guidance of La Salle faculty and cooperating teachers. Co-requisite: EDC307

EDC 310 (F, S)

AAASD LAB
1 credit

Students are involved in applying skills learned in EDC 308 to their work with school students in specific field placement sites in designated Professional Development Schools. Students work in these schools as pre-professionals under the guidance of La Salle faculty and cooperating teachers. Co-requisite: EDC 308

EDC 320 (F, S)

TEACHING LITERACY IN THE INCLUSIVE CLASSROOM
3 credits

This course prepares preservice teachers with foundational knowledge and skills needed to be effective teachers of literacy to K-4 students in regular education settings who demonstrate significant problems in reading and writing. It prepares teachers to use diagnostic assessments as a basis for planning preventive and remedial instruction. Emphasis is placed on understanding and analysis of learning problems and the design and implementation of instructional interventions in reading and language arts. A field experience is required of all students, and course content and assignments are linked to this experience.

EDC 324 (S)

DIFFERENTIATING INSTRUCTION FOR ADOLESCENTS THROUGH EDUCATIONAL TECHNOLOGY

This course will extend and refine the core concepts first developed in EDC 103 and EDC 224 and will provide contexts for developing and adjusting content-based instruction with specific emphasis on differentiating content lessons for special-needs and ELL populations. The course is heavily dependent upon a variety of digital and analog product technologies and is problem- and project-based in nature. A field experience (two hours each week) is required in conjunction with this course. Prerequisites: EDC 103, EDC 104 and EDC 224.

EDC 325 (F, S)

TEACHING ENGLISH LANGUAGE LEARNERS
3 credits

This course provides a general overview of the ways to support English Language Learners (ELL) in the inclusive classroom. Information on Pennsylvania state standards for ELL students will be addressed and evidence-based strategies/approaches of oral language development will be emphasized. Theory will be connected to practice in field-based experiences.

EDC 401 (F)

THE ART AND SCIENCE OF TEACHING
6 credits

This course emphasizes teaching and learning within an educational technology framework. The focus is on elements of the educational process characterized by teacher involvement in decision-making: schoolbased curriculum development, instructional design, instructional methods, instructional materials and resources, educational technology using idea and product technologies, methods of evaluation, classroom management, and adjusting curriculum and instruction to the needs of special populations. Emphasis is placed upon the act of teaching as both art and science. Field experiences (two hours each week) and research papers are required. For Secondary Education majors only. This course has been designated as the writing emphasis course for Secondary Education majors. Students will be required to purchase approximately \$50.00 in additional materials. Prerequisites: senior standing and acceptance into Stage II candidacy, and EDC 103, 104, 224, 324, 304, and 306.

EDC 410 (F, S)

PHYSICAL EDUCATION AND HEALTH FOR THE DEVELOPING CHILD
2 credits

This course prepares pre-service teachers to plan for, teach, and assess physical education, adaptive physical education, and health for preschool through fourth grade in accordance with the Pennsylvania Department of Education (PDE) Framework for Pre-K Through Grade 4 Program Guidelines. The course is presented in modules. Students will be able to apply state and national guidelines for physical education and health to the development of an integrated mini-unit on health content appropriate to the population that they will teach in their practicum in special education. They will also be able to apply the appropriate state guidelines to the development of annotated games and activities appropriate for the population that they will teach. The course is taken during the senior semester of the practicum in special education for ESEC majors.

EDC 412 (F, S)

SCHOOLS, FAMILIES AND COMMUNITIES
3 credits

Strong collaborations between education professionals, families, and their communities are necessary for effective schooling. This course helps beginning teachers understand the diverse nature of the family in America and how to develop the types of relationships that are critical for the education of children. Emphasis will be on the family perspective. The course will highlight communication strategies and the promotion of family participation. Emphasis will be placed on the effective and dynamic relationship between schools, families, and communities in helping all children succeed in the school environment. The course is taken during the senior semester of the practicum in special education for ESEC majors.

EDC 415 (F, S)

CREATIVITY AND THE ARTS FOR THE DEVELOPING CHILD
2 credits

This course prepares pre-service teachers to plan for, teach, and assess the visual arts, music, theater, dance, and play to preschool through grade 4 in accordance with the Pennsylvania Department of Education Framework for Pre-K Through Grade 4 Program Guidelines. The course is presented in modules connected by the common theme of creativity. Connections to prominent education theorists on creativity and the arts will be made. Students will develop pedagogy through creating an interdisciplinary unit encompassing each of the areas of art and based on a core concept in a content area. There are no prerequisite courses. The course is taken during the senior semester of student teaching for ESEC majors.

EDC 431 (S)

MIDDLE LEVEL FOUNDATIONS
2 credits

This course focuses exclusively on middle level philosophy, transition, learning, and management so that teacher candidates seeking certification in grades 4-8 will have a deeper understanding of pre- and emerging adolescent issues requiring specific educational approaches. The course also focuses on the adolescent in the context of the family, peer group, community, and society. A twelve-week student teaching experience follows this course to allow teacher candidates an opportunity to apply middle level principles to their teaching experiences. Prerequisite: Course is completed during the student teaching semester

EDC 470 (S)

SPECIAL METHODS OF TEACHING (THE PROFESSIONAL SEMESTER)
12 credits

This course provides the secondary education major with full-time student-teaching experience in a grade 7-12 classroom. Under the direction of a certified cooperating teacher and a University supervisor, the student teaches for 12 weeks on a five-day-a-week, full-day schedule. The student-teaching experience is supplemented by tutorials/seminars on selected professional issues and practice. The seminars are held for two weeks at the start of the semester on a five-day-a-week, full-day schedule, and evenings during the semester. The student is required to make formal application for Stage II candidacy in the Secondary Education (SE) program. Prerequisites: senior standing, acceptance into Stage II candidacy, and all other coursework for both majors.

EDC 473 (F, S)

THE PROFESSIONAL SEMESTER: STUDENT TEACHING
12 credits

For one semester of the professional year, pre-service teachers are engaged in student teaching in classrooms under the guidance of experienced teachers and a University supervisor. This experience takes place in a school in Philadelphia or the surrounding suburbs. For ESEC and ESML majors only. Prerequisites: senior standing, acceptance into Stage II candidacy. Co-requisite: EDC 475

EDC 475 (F, S)

THE PROFESSIONAL SEMESTER: TEACHING AND RESEARCH METHODS
3 credits

The focus of this seminar is on applying knowledge and skills that students have gained in their previous coursework to the everyday work of teaching in elementary or middle-level classrooms, specifically interpersonal communication and professionalism, design of developmentally appropriate instructional units, adaptation of units to accommodate learner differences, assessment and evaluation of learning outcomes, and classroom management. An action research project that responds to a teaching dilemma, concern, question, or interest is also required. Topics are addressed in the context of the broader skills of problem solving and educational decision making that must be informed by educational research. Specific issues that arise from the student-teaching experience (taken concurrently) are addressed. Emphasis is placed on helping the student make the transition from theory to practice. This seminar is open only to seniors who have been accepted into Stage II candidacy, completion of all required courses in accordance with the criteria outlined in the Department of Education Student Handbook. Co-requisite: EDC 473

EDC 477 (F, S)

SEMINAR IN SPECIAL EDUCATION
3 credits

This course provides a forum for discussion and deep reflection on issues that arise during the special education practicum, which is a prerequisite to this course. Special emphasis is placed on behavior management practices in self-contained and/or inclusion settings as well as topical issues in special education. Students will revisit Functional Behavioral Assessment (FBA), Positive Behavioral Supports (PBS), Response to Intervention (RTI), transition planning, and teaching and management practices that are rooted in the behavioral, social-cognitive, and humanistic theories. In addition, students will research, design, and implement a behavior management plan and monitor its effectiveness through data collection and analysis procedures. For ESEC and ESML majors only with senior status that have been accepted into Stage II candidacy. Co-requisite: EDC 478

EDC 478 (F, S)SPECIAL EDUCATION PRACTICUM
10 credits

La Salle students will be placed in special education settings for twelve weeks during the semester and work with students with special needs under the guidance of a cooperating teacher and supervisor. One day a week will be spent on campus attending courses and EDC 477: Seminar in Special Education. Co-requisite: EDC 477

EDC 477 (F, S)SEMINAR IN SPECIAL EDUCATION
3 credits

This course provides a forum for discussion and deep reflection on issues that arise during the special education practicum, which is a prerequisite to this course. Special emphasis is placed on behavior management practices in self-contained and/or inclusion settings as well as topical issues in special education. Students will revisit Functional Behavioral Assessment (FBA), Positive Behavioral Supports (PBS), Response to Intervention (RTI), transition planning, and teaching and management practices that are rooted in the behavioral, social-cognitive, and humanistic theories. In addition, students will research, design, and implement a behavior management plan and monitor its effectiveness through data collection and analysis procedures.

IMS 162 (F)EXPLORATIONS IN SCIENCE AND MATHEMATICS I
4 credits

This integrated science and mathematics course is designed for the early elementary and middle level pre-service teachers. It focuses on an interconnected set of scientific knowledge, skills, and pedagogy that are needed by teachers to ensure successful student learning. The main purpose of the course is to expose the teacher candidates—at a university level—to fundamental scientific/mathematical ideas and processes of science, and develop their skills in critical thinking and communication. In addition, the course aims to improve the teacher candidates' attitudes toward science and mathematics and their confidence in teaching integrated science and mathematics in the school.

IMS 262 (S)EXPLORATIONS IN SCIENCE AND MATHEMATICS II
4 credits

This integrated science/math course, with a focus on advanced subject matter content and pedagogy, is the second part of the 8-credit IMS course sequence designed for the Pre K-4 and middle level (4-8) education majors. Special attention is given to how children learn science and math, and how science/math should be taught in line with the academic standards documents and research findings. The course also aims to expose the teacher candidates—at a university level—to fundamental scientific/mathematical ideas and processes of science, and develop their skills in critical thinking and communication. Prerequisite: IMS 162.

approach to teaching. They also must demonstrate a fundamental willingness to help students, even at the sacrifice of personal convenience, and be unreservedly committed to teach all students irrespective of their kinship, race, religion, sex, social status, or disability.

The obligations of teaching also require that candidates for certification demonstrate self-motivation, compassion, honesty, punctuality, and the ability and willingness to assume responsibility. Additionally, they must demonstrate the capacity to discuss and reconsider their underlying assumptions and the facility to listen to, accept, and act on constructive criticism. Students who are guilty of criminal behavior, academic dishonesty, or conduct that is inconsistent with the Judeo-Christian moral tradition of La Salle University will not be permitted to continue in the Teacher Education Program.

The degree to which the student fulfills the above criteria will be determined by the Department of Education faculty. The decision of the faculty in these matters will be final but subject to appeal.

Undergraduate candidates who are dismissed from teacher certification candidacy are not eligible for certification in any other division of the University.

OTHER PROFESSIONAL REQUIREMENTS

Subject matter knowledge is a necessary but not sufficient condition for a career in teaching. Those who would teach the young also must be adequately prepared in pedagogy. Moreover, teachers have a moral obligation to provide children with the opportunity to achieve their full human potential. Children are especially vulnerable and their parents are compelled by law to turn them over to near strangers. It is, therefore, necessary that teacher certification candidates evidence a fundamental commitment to mastering the systematic body of knowledge that informs educational practice and supports a scientifically rational

ENGLISH

FACULTY

Kevin J. Harty, Ph.D., Chair
 Stephen P. Smith, Ph.D., Graduate Director
 Bryan Narendorf, Ph.D., Assistant Chair (Fall 2014)
 Judith Musser, Ph.D. Assistant Chair (Spring 2015)
 Megan Schoen, Ph.D., Coordinator of First-Year Writing
 Internship Coordinator: Harty
 Professors: Harty, Musser, Soven
 Associate Professors: Allen, Beatty, Betz, Busse, Franson, Grauke, Mollenhauer, Narendorf, Smith
 Assistant Professors: Jesson, Langemak, O'Dowd, Schoen
 Instructors: Bennett, Hibschman
 Professors *Emeriti*: Burke, Butler, Fallon

POWERS COURSES

■ WRITING

- ENG 110, 210

PATTERNS COURSES

■ LITERATURE

- ENG 150, 250 (for non-majors)
- ENG 180, 245, 246, 248, 249 (for majors)

CONCENTRATION OPTION

Any 300- or 400-level literature course

MISSION STATEMENT

The English major at La Salle focuses on the study of literature but complements such study with additional attention to examining the various modes of writing (through courses in creative, professional, business, legal, and Web-based writing) and to considering the role language plays in everyday life and in the continuing history of literature (through courses in grammar, the history of language, and language and prejudice). In so doing, the major prepares students for a number of careers, including teaching at the secondary level, for graduate and professional education, and for a variety of roles in which they can prove themselves responsible, contributing members to society as a whole.

The English major at La Salle provides students with contexts, frameworks, and opportunities to read widely and deeply in a variety of literatures in English and translation; to write well in academic, creative, and professional modes; and to make connections between what they read and the communities in which they live. In doing so, the English major participates in La Salle's broader mission "as a Catholic university rooted in the liberal arts tradition" that "challenges students to contemplate life's ultimate questions as they develop their faith, engage in a free search for truth, and explore their full human potential."

STUDENT LEARNING OUTCOMES

Writing Skills:

Students will be able to:

1. demonstrate ability to create written documents using a process of drafting, revising, editing, and proofreading.
2. write a clear and directive thesis statement
3. organize paragraphs that are developed and coherent
4. develop an argument with appropriate ethos and reader awareness
5. master grammar, spelling, mechanics of writing, and appropriate document format.
6. conduct effective research on a topic by gathering and evaluating evidence.
7. incorporate primary and secondary sources correctly.
8. understand the ethical, legal and socio-economic issues information technology.

Critical Reading and Thinking Skills:

Students will be able to

1. synthesize ideas and arguments.
2. read texts closely and critically.
3. identify and apply rhetorical principles.
4. apply various types of criticism in reading and writing of texts.
5. present ideas in both written and oral formats.
6. present information in visually effective ways.

Content Skills:

Students will be able to

1. historically and culturally contextualize a text of literature.
2. demonstrate ability to interpret literature.
3. read and comprehend a play by Shakespeare.
4. understand the various genres of literature.
5. creatively represent various types of written discourses.
6. explicate a poem.
7. develop proficiency in reading and applying critical theory.
8. demonstrate familiarity with both canonical and non-canonical texts and writers.

REQUIREMENTS

- REQUIRED FOR MAJOR IN ENGLISH: 13 COURSES
- REQUIRED FOR DUAL MAJOR IN ENGLISH: 10 COURSES
- REQUIRED FOR MINOR IN ENGLISH: 6 COURSES

The English major at La Salle focuses on the study of literature but complements such study with additional attention to examining the various modes of writing (through courses in creative, professional, business, legal, and Web-based writing) and considering the role language plays in both everyday life and the continuing history of literature (through courses in grammar, the history of language, and language and preju-

dice). In so doing, the major prepares students for a number of careers (e.g., teaching at the secondary level), graduate and professional education, and a variety of roles in which they can prove themselves responsible, contributing members of society as a whole.

The English major at La Salle provides students with contexts, frameworks, and opportunities to read widely and deeply in a variety of literatures in English and translation; to write well in academic, creative, and professional modes; and to make connections between what they read and the communities in which they live. In doing so, the English major at La Salle participates in the broader University mission “that assists students in liberating themselves from narrow interests, prejudices, and perspectives, and in learning to observe reality with precision, to judge events and opinions critically and independently, to think logically, to communicate effectively, and to sharpen aesthetic perception.”

All majors in English pursue a course of studies that includes a foundation group consisting of seven courses and a choice of six controlled and free electives with which they can either add breadth to the major or specialize in courses appropriate to their interests and career choices. These electives prepare students for certification for secondary education and for a variety of careers or programs in graduate and professional studies where a firm grounding in literary and cultural studies or competency in writing is essential.

In addition, students may double major in English and in another discipline. Typical of such double majors are English-communication, English-criminal justice or -sociology, and English-psychology. The Department of English also participates in the multidisciplinary Digital Arts and Multimedia Design program.

Double majors in English pursue a course of studies that includes a foundation group consisting of six courses and a choice of four controlled and free electives with which they can either add breadth to the major or “specialize” in courses appropriate to their interests and career choices. The course of studies for double majors in the second discipline is determined by consultation with the appropriate Department Chair or Program Director.

Students may also minor in English, using any number of combinations of six courses beyond ENG 110 and ENG 210. ENG 150 and ENG 250, the core courses in literature (or their approved substitutes), count as two of the six courses, and at least two of the remaining four courses must be at the 300- or 400-level. Students who wish to minor in English have the option of grouping their courses into a mini-concentration or taking a range of courses to add breadth to their grounding in literature, writing, and language arts.

Students should feel free to take additional courses in English beyond those required for the major, the double major, or the minor to fulfill general graduation requirements.

To declare a major, a double major, or a minor in English, students should consult with the Chair or Assistant Chair. Either the Chair or the Assistant Chair can design a course of study within the Department to match a student’s interest and assign a student an adviser who will closely monitor a student’s progress in meeting major, core, and other requirements for graduation throughout the student’s career at La Salle.

To supplement the courses required for the major, the double major, or the minor in English, students may, with permission, intern at a variety of public relations and advertising firms, financial institutions, government agencies, print and media outlets, publishers, nonprofit organizations, and for-profit businesses. Internships are offered as ENG 461 and ENG 461, each for three credits, and students may complete internships in their final two years of study. For further details, please consult with the Department’s Internship Coordinator.

The usual requirements for the major, the double major, or the minor in English are as follows:

Note: Exceptions to and substitution of Advanced Placement credit, transfer courses, or Honors courses for these requirements require the approval of the Chair or the Assistant Chair.

■ THE MAJOR IN ENGLISH (13 COURSES)

Group A: The Foundation (7 courses)

All students take a common gateway and capstone course, two surveys of British and of American literature and culture, and a course in Shakespeare.

- **ENG 180** Introduction to Literary Study
- **ENG 245** Survey of British Literature to 1798
- **ENG 246** Survey of British Literature since 1798
- **ENG 248** Survey of American Literature to 1865
- **ENG 249** Survey of American Literature since 1865
- **ENG 324** Shakespeare
- **ENG 480** Capstone Seminar

Group B: Controlled Electives for the Major (2 to 5 courses)

Students may double or triple count the same course to fulfill more than one requirement among the controlled electives for the major in Groups B1, B2, and B3.

Group B1: One course in literature before 1900

- **ENG 351** Gender and Ethnicity (with permission of the Chair)
- **ENG 352** Genre and Form (with permission of the Chair)
- **ENG 367** Literature and Film (with permission of the Chair)
- **ENG 370-379** Special Topics (with permission of the Chair)
- **ENG 437** World Literature, Western Tradition (with permission of the Chair)
- **ENG 441** Studies in British Literature and Culture to 1700
- **ENG 442** Studies in British Literature and Culture 1700–1900
- **ENG 446** Studies in American Literature and Culture to 1900

Group B2: two courses at the 400 level

Note: English-Secondary Education majors must take English 417 and English 438 to fulfill the Group B2 requirements.

- **ENG 402** Topics in Creative and Professional Writing
- **ENG 405** Advanced Fiction Writing Workshop 1
- **ENG 406** Advanced Fiction Writing Workshop 2
- **ENG 410** Publication Design
- **ENG 417** History and Structure of the English Language
- **ENG 437** World Literature, Western Tradition
- **ENG 438** World Literature, Non-Western Tradition
- **ENG 441** Studies in British Literature and Culture to 1700
- **ENG 442** Studies in British Literature and Culture 1700–1900
- **ENG 443** Studies in British Literature and Culture since 1900
- **ENG 446** Studies in American Literature and Culture to 1900
- **ENG 447** Studies in American Literature and Culture since 1900

Group B3: two courses in literature at the 300 or 400 level

Note: English-Secondary Education majors must take English 315 and English 438 to fulfill the Group B3 requirements.

- **ENG 315** Young Adult Literature
- **ENG 316** Literary Theory and Criticism
- **ENG 351** Gender and Ethnicity
- **ENG 352** Genre and Form
- **ENG 353** Contemporary Literature
- **ENG 357** Living American Writers
- **ENG 367** Literature and Film
- **ENG 370-379** Special Topics (with permission of the Chair)
- **ENG 437** World Literature, Western Tradition

- **ENG 438** World Literature, Non-Western Tradition
- **ENG 441** Studies in British Literature and Culture to 1700
- **ENG 442** Studies in British Literature and Culture 1700–1900
- **ENG 443** Studies in British Literature and Culture since 1900
- **ENG 446** Studies in American Literature and Culture to 1900
- **ENG 447** Studies in American Literature and Culture since 1900

Group C: free electives for the major (1-4 courses)

Students complete the required 13 courses for the major using as many of the following courses as necessary. Courses already used to complete the requirements in Group A and B may not be used to complete the requirements in Group C.

Note: English-Secondary Education majors must take English 318 to fulfill one of the Group C requirements.

- **ENG 243** Religion and Contemporary Literature
- **ENG 302** Language and Prejudice
- **ENG 303** Business Writing
- **ENG 305** Fiction Writing 1
- **ENG 306** Poetry Writing
- **ENG 307** Playwriting
- **ENG 308** Legal Writing
- **ENG 309** Topics in Creative and Professional Writing 1
- **ENG 310** Editing and Publishing
- **ENG 315** Young Adult Literature
- **ENG 316** Literary Theory and Criticism
- **ENG 318** Advanced Composition and the Writing Process
- **ENG 330** Web Design
- **ENG 351** Gender and Ethnicity
- **ENG 352** Genre and Form
- **ENG 353** Contemporary Literature
- **ENG 357** Living American Writers
- **ENG 367** Literature and Film
- **ENG 370-379** Special Topics
- **ENG 402** Topics in Creative and Professional Writing 2
- **ENG 405** Advanced Fiction Writing Workshop 1
- **ENG 406** Advanced Fiction Writing Workshop 2
- **ENG 410** Publication Design
- **ENG 417** History and Structure of the English Language
- **ENG 437** World Literature, Western Tradition
- **ENG 438** World Literature, Non-Western Tradition
- **ENG 441** Studies in British Literature and Culture to 1700
- **ENG 442** Studies in British Literature and Culture 1700–1900
- **ENG 443** Studies in British Literature and Culture since 1900
- **ENG 446** Studies in American Literature and Culture to 1900
- **ENG 447** Studies in American Literature and Culture since 1900

■ THE DOUBLE MAJOR IN ENGLISH (10 COURSES)

Group A: The Foundation (6 courses)

All students take a common gateway and capstone course, two surveys of British and the second survey of American literature and culture, and a course in Shakespeare.

- **ENG 180** Introduction to Literary Study
- **ENG 245** Survey of British Literature to 1798
- **ENG 246** Survey of British Literature since 1798
- **ENG 249** Survey of American Literature since 1865
- **ENG 324** Shakespeare
- **ENG 480** Capstone Seminar

Group B: Controlled Electives for the Major (2 to 4 courses)

Students may double or triple count the same course to fulfill more than one requirement among the controlled electives for the major in Groups B1, B2, and B3.

Group B1: one course in literature before 1900

- **ENG 351** Gender and Ethnicity (with permission of the Chair)
- **ENG 352** Genre and Form (with permission of the Chair)
- **ENG 367** Literature and Film (with permission of the Chair)
- **ENG 370-379** Special Topics (with permission of the Chair)
- **ENG 437** World Literature, Western Tradition (with permission of the Chair)
- **ENG 441** Studies in British Literature and Culture to 1700
- **ENG 442** Studies in British Literature and Culture 1700–1900
- **ENG 446** Studies in American Literature and Culture to 1900

Group B2: one course at the 400 level

- **ENG 402** Topics in Creative and Professional Writing
- **ENG 405** Advanced Fiction Writing Workshop 1
- **ENG 406** Advanced Fiction Writing Workshop 2
- **ENG 410** Publication Design
- **ENG 417** History and Structure of the English Language
- **ENG 437** World Literature, Western Tradition
- **ENG 438** World Literature, Non-Western Tradition
- **ENG 441** Studies in British Literature and Culture to 1700
- **ENG 442** Studies in British Literature and Culture 1700–1900
- **ENG 443** Studies in British Literature and Culture since 1900
- **ENG 446** Studies in American Literature and Culture to 1900
- **ENG 447** Studies in American Literature and Culture since 1900

Group B3: two courses in literature at the 300 or 400 level

- **ENG 315** Young Adult Literature
- **ENG 316** Literary Theory and Criticism
- **ENG 351** Gender and Ethnicity
- **ENG 352** Genre and Form
- **ENG 353** Contemporary Literature
- **ENG 357** Living American Writers
- **ENG 367** Literature and Film
- **ENG 370-379** Special Topics (with permission of the Chair)
- **ENG 437** World Literature, the Western Tradition
- **ENG 438** World Literature, the Non-Western Tradition
- **ENG 441** Studies in British Literature and Culture to 1700
- **ENG 442** Studies in British Literature and Culture 1700–1900
- **ENG 443** Studies in British Literature and Culture since 1900
- **ENG 446** Studies in American Literature and Culture to 1900
- **ENG 447** Studies in American Literature and Culture since 1900

Group C: free electives for the major (up to 2 courses)

Students complete the required 10 courses for the double major using as many of the following courses as necessary. Courses already used to complete the requirements in Group A and B may not be used to complete the requirements in Group C.

- **ENG 243** Religion and Contemporary Literature
- **ENG 302** Language and Prejudice
- **ENG 303** Business Writing
- **ENG 305** Fiction Writing 1
- **ENG 306** Poetry Writing
- **ENG 307** Playwriting
- **ENG 308** Legal Writing
- **ENG 309** Topics in Creative and Professional Writing 1
- **ENG 310** Editing and Publishing
- **ENG 315** Young Adult Literature

- **ENG 316** Literary Theory and Criticism
- **ENG 318** Advanced Composition and the Writing Process
- **ENG 330** Web Design
- **ENG 351** Gender and Ethnicity
- **ENG 352** Genre and Form
- **ENG 353** Contemporary Literature
- **ENG 357** Living American Writers
- **ENG 367** Literature and Film
- **ENG 370-379** Special Topics
- **ENG 402** Topics in Creative and Professional Writing 2
- **ENG 405** Advanced Fiction Writing Workshop 1
- **ENG 406** Advanced Fiction Writing Workshop 2
- **ENG 410** Publication Design
- **ENG 417** History and Structure of the English Language
- **ENG 437** World Literature, Western Tradition
- **ENG 438** World Literature, Non-Western Tradition
- **ENG 441** Studies in British Literature and Culture to 1700
- **ENG 442** Studies in British Literature and Culture 1700–1900
- **ENG 443** Studies in British Literature and Culture since 1900
- **ENG 446** Studies in American Literature and Culture to 1900
- **ENG 447** Studies in American Literature and Culture since 1900

■ THE MINOR IN ENGLISH (6 COURSES)

The major consists of six courses, the two core courses in literature or their equivalents, and four electives, at least two of which must be at the 300 or 400 level.

For the first course in literature in the University core:

- **ENG 150** Introduction to Literature
- or
- **ENG 180** Introduction to Literary Study

For the second course in literature in the University core, one of the following survey courses:

- **ENG 245** Survey of British Literature to 1798
- **ENG 246** Survey of British Literature since 1798
- **ENG 248** Survey of American Literature to 1865
- **ENG 249** Survey of American Literature since 1865
- or
- **ENG 250** Literature and Culture

Four electives, at least two of which must be at the 300 or 400 level.

COURSE DESCRIPTIONS

ENG 110 (F, S)

COLLEGE WRITING I: PERSUASION
3 credits / Powers

This course introduces students to rhetorical analysis and argument, while helping students to improve their writing skills and to develop a writing process suited for college-level work. Students learn to read critically from a variety of texts, disciplines, and media. They learn to synthesize texts to develop original arguments aimed at an academic audience. The course establishes a community of learners whose writing engages in ethical inquiry and reasoned debate, and it prompts students to use writing to make meaningful connections between and among their academic, social, and political lives. Students must earn a grade of C or better to in ENG 110 enroll in ENG 210.

ENG 150 (F, S)

INTRODUCTION TO LITERATURE
3 credits/Patterns 1

This introductory course, designed for students who are not majoring in English, takes an historical and generic approach to literature. Students will study works from multiple genres, including film. Syllabi will vary by section, but all sections are designed to teach students how to read, write, and think about primary texts.

ENG 180 (F, S)

INTRODUCTION TO LITERARY STUDY
3 credits / Patterns 1

Required of all day English majors in place of ENG 150, this course in literature introduces students to the fundamental principles and practices of literary studies, provides a general overview of literary periods, genres and theories, and offers directed practice in the use of library and database resources essential for the study of English.

ENG 210 (F, S)

COLLEGE WRITING II: RESEARCH
3 credits / Powers

This course builds upon the writing skills and rhetorical knowledge students gained in ENG 110, training them to conduct academic research and to compose innovative and original research papers that are appropriate for upper-division coursework in a variety of disciplines. Built around shared texts, concerns, or themes, this course is driven by individual research projects that students develop through consultation with the instructor and in conversation with the projects of their peers. Students learn to develop strong research questions, and they learn to find, critically evaluate, and synthesize a broad range of academic texts. Prerequisite: A grade of C or better in ENG 110.

ENG 230

WEB DESIGN AND DEVELOPMENT
3 credits

Web Design and Development is an introduction to the practice of World Wide Web document design, grounded in an understanding of the Web's development and theories of graphics and communication. The course focuses on researching, creating, revising, and editing Web sites, using "hard code" and applications-based layout and editing. Cross-listed with DART 230.

ENG 243

RELIGION AND CONTEMPORARY LITERATURE
3 credits

This course offers a study of religion and religious themes in literature. Attention will be paid both to literary critical concern and to religious analysis of poetry, fiction, and drama. Cross-listed as REL 243.

ENG 245

SURVEY OF BRITISH LITERATURE AND CULTURE TO 1798
3 credits/Patterns 2

This survey course considers important authors, works, and literary movements in British literature from its beginnings to 1798 within the context of shifts in history and culture. Students gain not only an overview of significant works within this time frame, including early Celtic literature, but also a broad understanding of the cultural and aesthetic underpinnings indicated by terms like Medieval literature, Renaissance or Early Modern literature, and Restoration and 18th-century literature.

ENG 246

SURVEY OF BRITISH LITERATURE AND CULTURE SINCE 1798
3 credits/Patterns 2

This survey course considers important authors, works, and literary movements in British literature from 1798 to the present within the context of shifts in British history and culture. Students gain not only an overview of significant works within this time frame, including Irish literature, but also a broad understanding of the cultural and aesthetic underpinnings indicated by terms like Modernism and Post-Modernism.

ENG 248

SURVEY OF AMERICAN LITERATURE AND CULTURE TO 1865
3 credits/Patterns 2

This survey course considers important authors, works, and literary movements of early American literature from its beginnings to the Civil War. Students gain not only an overview of significant works within this time frame, but also a broad understanding of the cultural and aesthetic underpinnings indicated by terms like the Age of Faith, the Age of Reason and Revolution, Transcendentalism, and the American Renaissance.

ENG 249

SURVEY OF AMERICAN LITERATURE AND CULTURE SINCE 1865
3 credits/Patterns 2

This survey course is the standard second half of the college survey of American literature written during the great transformations from 1865 to the present. Students will deepen their awareness of literary movements such as Realism, Naturalism, Modernism, and Postmodernism. Students will also improve their familiarity with the works of important writers during this period.

ENG 250 (F, S)
LITERATURE AND CULTURE
3 credits/Patterns 2

In this intermediate literature course, students discuss a literary theme in its cultural contexts. Topics vary by section (Literature and the Family, Literature and Gender, Literature and Food, and so on) and will be discussed in terms of multiple genres, including film, and different historical and social contexts.

ENG 302
LANGUAGE AND PREJUDICE
3 credits

This course studies how language affects the way we view ourselves and others in our culture. Case studies of language in relation to sexism, racism, and politics will be supplemented by discussions of introductory concepts of language systems and stylistic analysis.

ENG 303 (F, S)
WRITING FOR BUSINESS
3 credits

By providing instruction in planning and executing effective business writing, this course helps students learn to write the documents required of them as professionals: letters, resumes, memos, proposals, abstracts, and reports.

ENG 305
FICTION WRITING I
3 credits

This course offers an introduction to the writing of fiction using a workshop format.

ENG 306
POETRY WRITING
3 credits

This course offers an introduction to the writing of poetry using a workshop format.

ENG 307
PLAYWRITING
3 credits

This course will offer a study of the art of playwriting from the traditional and contemporary points of view, and provides guided writing of a one-act play.

ENG 308
LEGAL WRITING
3 credits

Legal Writing is a challenging yet practical course in the reading, planning, and writing of effective legal documents (legal letters and memoranda, briefs, contracts, and personal statements for applications to law schools). It is designed for students planning careers in areas such as law, business, communication, and media studies.

ENG 309
TOPICS IN CREATIVE AND PROFESSIONAL WRITING I
3 credits

This course offers instruction in various types of specialized writing such as grant writing, creative nonfiction, and satire. Topics and emphases vary each time the course is offered, so students may take this course for credit more than once.

ENG 310
EDITING AND PUBLISHING
3 credits

This course takes a workshop approach to provide students with experience in judging manuscripts, proofreading, typographical design, and production of short documents: e.g., forms, resumes, flyers, brochures, and newsletters. ENG 310 offers an introduction to, and directed practice in, the use of desktop publishing software.

ENG 315
YOUNG ADULT LITERATURE
3 credits/Concentration Option

In this course, attention will be paid to the reading and discussion of contemporary young adult fiction representing a variety of themes and genres. Other topics include adolescent psychology, the history and development of young adult literature, current trends in young adult literature, and the young adult in film and other mass media. In addition, this course prepares prospective and actual teachers, librarians, and parents to understand and to direct the reading of young adults.

ENG 316

LITERARY THEORY AND CRITICISM

3 credits

Students in ENG 316 read and discuss major critical theories that have dominated literary and cultural studies in the last several decades.

ENG 318 (F, S)

ADVANCED COMPOSITION AND THE WRITING PROCESS

3 credits

ENG 318 is an advanced course in writing and rewriting skills designed to show students how to write more effectively for different purposes and to different audiences in such genres as essays, articles, and reviews. Attention will be paid to a writer's method and audiences and to the several steps in the writing process. Prerequisite: ENG 110.

ENG 324 (F, S)

SHAKESPEARE

3 credits/Concentration Option

This course considers selected poems and plays, including tragedies, comedies, history plays, and romances, exploring the literary, dramatic, and historical dimensions of Shakespeare's art.

ENG 351

GENDER AND ETHNICITY

3 credits / Concentration Option

The course focuses on texts that represent various representations of gender or ethnicity in Western literature (primarily American ethnic literature and/or writers representing diaspora). The course may include literature from any time period, or be narrowed to specific groups, nationalities, or historic periods (i.e., Asian American women writers during World War II) or broadened to include cross-cultural, cross-gendered representations (i.e., British and French women writers).

ENG 352

GENRE AND FORM

3 credits / Concentration Option

In this course, students examine literature through the lens of form and genre. Specifically, topics may include history of the elegy, history of the novel, literature of detection, science fiction, autobiography and memoir, environmental writing, or satire. Students will leave this course with a deeper understanding of how a specific genre is represented across time periods and from various cultural traditions.

ENG 353

CONTEMPORARY LITERATURE

3 credits / Concentration Option

This course examines fiction or drama or poetry from roughly 1950 to the present. It may include both Western and non-Western texts (including works in translation). The focus of the course in any given semester may be in one or more genres, with an emphasis on applying various critical methods for analysis.

ENG 357

LIVING AMERICAN WRITERS

3 credits / Concentration Option

Students read from the works of four or five well-known American writers who visit the class to discuss their work. Although topics of discussion will vary according to the writers being studied, consideration will be given to such matters as canonicity, the role of the writer in the

broader culture, literary form, theme as it evolves over the course of an author's career, and the business of publishing.

ENG 367

LITERATURE AND FILM

3 credits

This course examines the uneasy relationship between literature and film, a relation long debated by writers and filmmakers alike. Specifically, students will study an eclectic selection of literary works and an equally eclectic collection of films based on those works. The literary texts will be drawn from different genres and national literary traditions, and the films will be drawn from different cinematic traditions and genres. Cross listed as FLMS 367.

ENG 370-79

SPECIAL TOPICS

3 credits/Concentration Option

Specially designed courses in literature built around a topic chosen by the instructor. Topics vary from semester to semester.

ENG 402

TOPICS IN CREATIVE AND PROFESSIONAL WRITING II

3 credits

This course includes special topics in advanced writing, including memoir writing, magazine writing, advanced business writing, advanced poetry writing, and writing about the environment. Topics and emphases vary each time the course is offered, so students may take this course for credit more than once.

ENG 405-06

ADVANCED FICTION WORKSHOP

3 credits

ENG 405 and ENG 406 offer students further direction in the writing of fiction within a workshop. Students may repeat these courses for credit, but must have ENG 305 as a prerequisite before enrolling.

ENG 410

PUBLICATION DESIGN

3 credits

Publication Design reviews and extends knowledge of copyediting and layout and design for both print and Web. The emphasis is on the use of Adobe InDesign to produce a range of documents, from logos, advertisements, and personal identity packages to magazine pages, magazine dummies, and Web layouts. Copy from La Salle journalism students will be used for some layout and photography exercises and posted to the Web. ENG 310 or experience with InDesign is helpful, but not required.

ENG 417

HISTORY AND STRUCTURE OF THE ENGLISH LANGUAGE

3 credits

This course studies the ways in which the language we call English has developed over the centuries, the kinds of English that are spoken in the world today, and the underlying structure of these varieties of English and their different grammars. ENG 417 combines theory with text, using works by authors from the 7th century to the 21st as base texts in which to analyze how English has continued to develop as an important linguistic force throughout the world.

ENG 437**WORLD LITERATURE, THE WESTERN TRADITION**

3 credits / Concentration Option

This course surveys the literature of Western Europe from the ancient Greeks to the modern period, emphasizing drama and narrative in their many forms. Literary works will be studied in relationship to their historical and cultural contexts.

ENG 438**WORLD LITERATURE, THE NON-WESTERN TRADITION**

3 credits / Concentration Option

This course considers primarily 20th- and 21st-century readings in selected works from Africa, Asia, Latin America, Europe, and the Pacific Rim, emphasizing literature as a reflection of its cultural background.

ENG 441**STUDIES IN BRITISH LITERATURE AND CULTURE TO 1700**

3 credits / Concentration Option

In this course, students intensively study aspects of Medieval British and Renaissance literature and culture up to the beginnings of the modern period. Although topics may vary from section to section, this course concentrates on selected authors, examining them in light of their historical and cultural contexts, as well as their continental counterparts.

ENG 442**STUDIES IN BRITISH LITERATURE AND CULTURE 1700–1900**

3 credits / Concentration Option

In this course, students intensively study British Restoration and 18th- and 19th-century literature and the culture. Although topics may vary from section to section, this course concentrates on selected authors from this time period, examining them in the light of their historical, literary, and cultural contexts, as well as competitive or complementary continental traditions.

ENG 443**STUDIES IN BRITISH LITERATURE AND CULTURE SINCE 1900**

3 credits / Concentration Option

In this course, students intensively study British literature and culture from 1900 to the present. Although topics may vary from section to section, this course concentrates on selected authors from this time period, examining them in the light of their historical and cultural contexts, as well as continental traditions.

ENG 446**STUDIES IN AMERICAN LITERATURE AND CULTURE TO 1900**

3 credits / Concentration Option

In this course, students intensively study American literature from its beginnings to 1900. Although topics may vary from section to section, this course concentrates on selected authors from this time period, examining them in the light of their historical and cultural contexts.

ENG 447**STUDIES IN AMERICAN LITERATURE AND CULTURE SINCE 1900**

3 credits / Concentration Option

In this course, students intensively study American literature from 1900 to the present. Although topics may vary from section to section, this course concentrates on selected authors from this time period, examining them in the light of their historical and cultural contexts.

ENG 461-462 (F, S)**INTERNSHIP**

3-6 credits

Students may intern at a variety of sites including advertising and public relations firms, publishing and broadcasting companies, for-profit and nonprofit organizations, and social service or health care agencies. Student interns work under professional supervision to learn how to apply their education to the everyday demands of the world of work. Interested students must have at least a junior or senior standing, a 2.75 grade point average both overall and in the major, and the recommendation of the internship coordinator. Students can earn 3 credits for internships requiring 12-15 hours per week of work, and 6 credits for internships requiring 24-30 hours per week of work. In addition, students can complete two 3-credit internships in different semesters.

ENG 480 (S)**CAPSTONE SEMINAR**

3 credits / Concentration Option

The major and double major in English conclude with a capstone seminar in which students pursue an independent research, pedagogical, or writing project of significant depth and scope directed by a faculty facilitator and in consultation with faculty knowledgeable in each student's field of inquiry. The goal of the capstone seminar is to provide students with the opportunity to pursue a topic of interest in a sustained way and to support each student's project through the discussion and application of advanced research in the discipline and a workshop in which the student is able to present material in draft on the way to the production of the final project. The capstone provides a forum in which students can share ideas, provide feedback to one another, and solve problems related to scholarly research, pedagogy, and creative projects. ENG 480 may also be taken by students minoring in English.

ENVIRONMENTAL SCIENCE

(See Geology, Environmental Science, and Physics)

ENVIRONMENTAL STUDIES

MISSION STATEMENT

The mission of the department is to provide students in our Geosciences and Environmental Science/Studies programs the experiences necessary for them to understand their role as scientists and intelligent caretakers of our planet and its resources. Our department is dedicated to the LaSallian tradition of excellence in teaching, and service to society. The beauty of nature that we often experience on our field trips, and the lessons learned in lecture and lab help students understand that their roles as stewards of our planet is a life-long enterprise, and is critical to future generations. Our mission includes understanding the concept of sustainability and the needs of future generations. We are committed to developing the full intellectual, personal, and social potential of our students in an environment of mutual respect and cooperation. Our programs strive to promote our tradition of stewardship of Planet Earth. A major goal of all our programs in the department (geology and environmental science) is to remind students of their responsibility to maintain our planet, and to understand their obligation to manage resources for future generations.

Our programs are designed to place graduates into positions in industry, energy and environmental, governmental and private, as well as in graduate programs (science or policy/management), and service institutions and agencies (Peace Corps, AmeriCorps, etc). Students (have been) and will be qualified to work in fields such as oil, gas and coal, alternative energy, environmental management, resource management, land-use planning, environmental policy, and environmental law (upon completion of law school). Our Geology and Environmental Science programs can also serve as pre-teaching programs preparing students for certification in education programs. We also understand the need to enhance critical thinking skills and have designed the geology and environmental science curricula to meet this challenge by requiring an eclectic array of courses from many non-science related departments.

PROGRAM GOALS

We would like our students to develop the following skills:

1. Stewardship and sustainability are critical themes studied throughout the program.
2. Be able to work with scientists and engineers; that is, they should have the ability to distinguish between observation and interpretation. They should be able to communicate with scientists, read many scientific articles and understand the value of data collection and observation, and draw conclusions based on these data.
3. Students should have a working knowledge of environmental analysis and instrumentation commonly used in the field.
4. Students should also have the skills that allow them to observe our planet and generate ideas to help solve problems.
5. Students should be capable of using experiences in other courses (biology, chemistry, math, technology, political science, psychology, etc.) to understand the complexities of environmental sciences.

STUDENT LEARNING OUTCOMES

1. Think critically about problems in environmental sciences.
2. Have experiences with geological illustrations and maps and know the basics of environmental field investigations.

3. Students should have skills enabling them to interpret scientific data in our sciences.
4. Students should have the option to enter graduate or professional school in policy, law or other related fields.
5. Students should be qualified to obtain a job or internship relating to the environmental studies, if desired.
6. Understanding of instruments commonly used to collect data in our sciences.
7. Students should have basic knowledge of subsurface and surface processes that shape the landscape, and are important in environmental issues.
8. Students should understand human actions that advance environmental stability as well as those actions that cause environmental degradation. Human interaction with earth systems is important in understanding issues such as pollution, climate change, resources and natural hazards.

COURSE DESCRIPTIONS

EVS 460 INTERNSHIP 3 credits

This experience involves part-time employment at a company related to environmental policy or science. This experience is designed to provide job-related learning under faculty supervision. Ordinarily, this experience is done concurrently with coursework at the University. Positions must be approved by Department Chair. Minimum student GPA of 2.75 is required for consideration.

EVS 480 RESEARCH 3 credits

This course involves supervised research in environmental studies. It can be elected in fall, spring, or summer. Permission of Chair required.

FINE ARTS

FACULTY

Susan Dixon, Ph.D., Chair

Art History

Associate Professors: Conaty, Dixon

Assistant Professors: Holochwost, Moriuchi

Lecturers: Farrell, Feliz, Heise, Scarborough

Professor *Emeritus*: Haberstroh

Studio Art

Lecturers: Eckhoff, Ghenov, Schaefer

Music

Lecturers: Galvan, Gray, Haffley, Reese

ART AND ART HISTORY

MISSION STATEMENT

The mission of the Art History program is to:

- promote visual literacy, which is the ability to interpret and find meaning in objects, artifacts and images;
 - foster empathy for others, past and present, through the study of their visual art and culture;
 - provide students the critical thinking and writing skills to excel in careers in art history or in other disciplines, and to become life-long learners.
 - hire and retain collegial faculty and staff dedicated to the mission of the program and of the university.
-

PROGRAM GOALS

1. Provide an educational program in art history incorporating the skills of the discipline, the most important of which is the interpretation and appreciation of objects, artifacts and images from different cultures.
 2. Create an educational program that provides knowledge and practice of skills for professional careers in the visual arts, with a special emphasis on careers in museums and galleries, as well as careers in other disciplines that require enhanced visual skills, such as communication, psychology, medicine and some of the sciences.
 3. Foster community among faculty members, creating an energized place for them to contribute to the students' education, the university's mission, and their own professional goals.
-

STUDENT LEARNING OUTCOMES

1. Demonstrate knowledge of major monuments and artists in their specific cultural-historical context and apply that knowledge to specific art historical problems (e.g., what makes a work of art meaningful or worthy of study).
 - a. Identify major works of art and architecture in specific art historical periods.

- b. Know the general inter-relationship between works of art and their cultural-historical setting (e.g., period style, period materials or artistic processes, significant content or themes, etc.).
 - c. Analyze works of art, applying the skills of visual analysis, i.e., with due consideration to their content, style, composition and facture.
 - d. Identify key scholars and their work and recognize various theoretical approaches to art historical studies (e.g., formal analysis, iconology, social history, feminist approaches, etc.)
 - e. Analyze works of art or artistic practices in light of the specific set of cultural values, socio-historical conditions, or in light of theoretical approaches (e.g., religious beliefs, issues of cultural identity, social status of artists, art consumption practices, feminist theory etc.).
2. Write about art, demonstrating effective research skills, intellectual analysis of source material, critical thinking, and effective writing skills.
 - a. Know how to gather information and how to evaluate it, discriminating between significant and insignificant information found while researching.
 - b. Negotiate conflicting information and interpretations.
 - c. Draw logical conclusions from research sources, and organize them in a coherent, properly documented manner.
 - d. Apply researched knowledge to the interpretation of works of art, in arguments that are articulated in an effective manner.
 3. Have had skill-building work experience in a museum or gallery.
 - a. Apply the knowledge and interpretation of works of art to some aspect of museum or gallery work (e.g., creation of exhibition materials, including wall labels and promotional materials, creation and delivery of instructional lectures, etc.)
-

PATTERNS COURSES

Fine Arts

- ARTH 150
- Any 200- level course in the Art History section.
- Any 300- level course in the Art History section.

Students should take **ARTH 150** before taking 200-300 level courses.

ART (studio) courses do not count for Patterns requirements.

REQUIREMENTS

■ Required for Major in Art History: 12 courses

- ARTH 150
- ARTH 201
- ARTH 202
- Two 200-level ARTH courses
- One studio art course
- A second ART course or a third 200-level ARTH course
- Four 300-level art history courses
- ARTH 380
- ARTH 460 recommended

Requirements for double majors (generally 10 courses) are determined in consultation with the Chair and may include a combination of art history, studio, and DArt courses.

■ **REQUIRED FOR MINOR IN ART HISTORY:**

6 COURSES, ADHERING TO THE FOLLOWING GUIDELINES:

- One (and only one) course at the 100 level
- At least two courses at the 300 level
- The remaining three courses may be distributed between 200- and 300-level courses as the student wishes.
- One (and only one) ART course may be counted toward the minor.
- The art history minor may, with permission of the Chair, ARTH460, which will count toward the minor.

Students are advised to elect related courses in other disciplines that will be meaningful in enriching their concentration in art history. It is recommended that art history majors take at least two years of either German or French, especially if they intend to pursue graduate study. The art history major should consider ARTH 201-202 as prerequisite for other art history courses.

The Fine Arts Department also participates in the multidisciplinary program in Digital Arts and Multimedia Design. For a description of this program, please see page 81.

COURSE DESCRIPTIONS

ARTH 150 (F, S)

INTRODUCTION TO ART HISTORY
3 credits/Patterns 1

This course will introduce students to basic elements of visual literacy through the exploration of art history in a variety of cultural traditions, geographic locations, and chronological periods. Students will learn about principles of design, form, and iconography while exploring the art of different societies and cultures.

ARTH 201-202 (F, S)

HISTORY OF ART I AND II
3-6 credits

This course is a chronological survey of architecture, painting, sculpture, and minor arts from major cultures, especially in the West. Emphasis is on identification and comprehension of styles, monuments, and traditions. ARTH 201 covers pre-historic art to ca. 1400; ARTH 202 covers the Renaissance to the 21st century.

ARTH 203

ANCIENT ART
3 credits

This course is a study of selected early civilizations to the 4th century A.D. and the Early Christian era, emphasizing Greek, Roman, and other Mediterranean cultures. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ARTH 205

MEDIEVAL ART
3 credits

This course examines the development of the visual arts from the late Roman period to the late Gothic of the 15th century. Special emphasis is on the establishment of Christian iconography and the evolution of church types. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ARTH 213

ITALIAN RENAISSANCE ART
3 credits

This course is a study of Renaissance civilization concentrating on the architecture, painting, and sculpture of Italy from 1200 to 1570. Emphasis will be on such masters as Donatello, Michelangelo, Raphael, Leonardo da Vinci, and Titian. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ARTH 216

BAROQUE AND ROCOCO ART
3 credits

This course addresses styles, trends, and major forces in the visual arts of Western Europe during the 17th and 18th centuries, with special focus on the works of Bernini, Rubens, and Rembrandt. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ARTH 217

19TH-CENTURY ART
3 credits

This course focuses on painting's evolution, content, and style, from circa 1780 to the turn of the 20th century. Emphasis is on major schools and artists, including Romanticism, Realism, Impressionism, and Post-Impressionism. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ARTH 222

AMERICAN ART
3 credits



This survey course introduces American art through the study of selected artists and works of art, many of them in local museums. It traces the evolution of American art from Native American beginnings, through the Colonial and Federal periods, concluding in the World War II era and contemporary eras. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ARTH 223

AMERICAN ARCHITECTURE
3 credits



This course is a study of representative types, movements, and styles of American architecture from colonial to post-modern. Issues covered in the course include the tension between aesthetics and usefulness and the relationship of architecture to culture and context. Some emphasis is placed on urban architecture, including Philadelphia. Field trips to significant architectural sites are included. Prerequisite: 100- or 200-level art history or permission of the instructor.

ARTH 224

LATIN AMERICAN ART
3 credits

An examination of the visual culture of Latin America beginning with the Spanish and Portuguese arrival and colonization of the New World to the present. It will encompass the study of painting, sculpture, graphics, architecture and other visual media from Mesoamerica, Central America, South America and the Caribbean, as well as Chicano art production in the United States.

ARTH 226
INTRODUCTION TO MUSEUMS
3 credits

Students will learn about the history and evolution of the museum and consider some of its main objectives. Topics will include the mission and function of art museums—collection, care of objects, exhibition, and education—as well as the politics of interpretation and display. Site visits to local art museums and presentations by curators and museum directors from the area complement readings and lectures by the instructor.

ARTH 227
MUSEUMS OF PHILADELPHIA
3 credits

In this course, students visit at least 10 of Philadelphia's art museums and galleries and study such works as Egyptian and other African sculpture, Renaissance and Impressionist paintings, contemporary photographs, American furniture, and Japanese prints. The on-site excursions are supplemented by class discussions and presentations.

ARTH 270
SPECIAL TOPICS IN ART HISTORY
3 credits

The topics in this course vary from semester to semester. It may be repeated for credit if the material is essentially different.

ARTH 316
WOMEN AND ART
3 credits



This course encourages students to think critically about the contributions of women artists, collectors, critics, models, and viewers to the fields of art and art history. These are areas that have been historically dominated by men, and this course requires that students look beyond the traditional models of art criticism to consider how gender has shaped women's artistic practice and their response to works of art. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ARTH 319
MODERN ART
3 credits

This course is a study of developments in late 19th and early 20th century art as they pertain to the rise of Modernism. Movements to be examined include Post-Impressionism, Expressionism, Cubism, Futurism, and Surrealism. While the focus will be on painting and sculpture, related developments in architecture and the decorative arts may also be considered. Particular attention will be paid to the social and historical context for the production of the works of art studied. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ARTH 320
CONTEMPORARY ART
3 credits



This course will explore late 20th-century and early 21st-century developments in the arts, with a particular focus on the rise of the American art scene in the years following World War II. Abstract Expressionism, Minimalism, Pop Art, Body and Performance Art, and Land Art will be discussed in depth. Art produced since 1980, including important contemporary movements outside the United States and museum culture of the late 20th and early 21st century, will also be a focus. Prerequisite: 100- or 200-level Art History or permission of the instructor

ARTH 322
TOPICS IN AMERICAN ART
3 credits

This is an advanced course that takes an in-depth look at a particular topic in American Art. Possible subject include The Hudson River School, American Genre Painters, The Art and Artists of Mexico, and American Impressionism. Prerequisite: 100 or 200 level Art History course or permission of Chair.

ARTH 325
TOPICS IN GLOBAL ART
3 credits

This is an advanced art history course that surveys the visual arts in selected non-Western societies. Students will study and analyze the styles, methods and cultural contexts of the visual arts from Africa, Asia, Mesoamerica and Oceania. Prerequisite: 100 or 200 level Art History course or permission of Chair.

ARTH 340
ART AND CULTURE
3 credits

This is an advanced art history course that takes an in-depth look at the art and society of one particular culture or historical period. This course offers a thematic approach to understanding art in a cultural context such as Art and Politics or Urban Art. Prerequisite: 100 or 200 level Art History course or permission of Chair.

ARTH 370
SPECIAL TOPICS IN ART HISTORY
3 credits

Topics in this course will vary from semester to semester. It may be repeated for credit if the material is essentially different.

ARTH 380
RESEARCH TOPICS IN ART HISTORY
3 credits/Capstone



This course focuses on an analysis and application of methods used in art criticism and research, with the emphasis on writing. Subjects will vary. This course is required for Art History majors but open to qualified advanced general students, with permission of the instructor.

ARTH 460
INTERNSHIP
3 credits

The internship is designed to give art history majors and minors the opportunity to gain real-world experience in the art field. Students will meet regularly with a faculty member and will be encouraged to reflect on the relationship between their coursework and their internship experience. Prerequisite: Cumulative GPA of at least 3.0 overall and in the major and approval of the Chair. Students must apply for internships. Application forms, available in the Fine Arts Department office, should be returned to the office during the registration period before internships can be approved.

ARTH 480
EXHIBITION SEMINAR
3 credits

This course is an upper-level elective for art history majors or for any major (with instructor permission) with an interest in museum studies. It gives our students practical yet rigorous training in anticipation

of a museum or gallery career, one of the major career options for the B.A. in Art History. The exhibition seminar, is a special course with the outcome of an exhibition, most often in the La Salle University Art Museum.

Studio Courses

ART 102

DIGITAL ART STUDIO
3 credits

In this course, students will learn the fundamental principles and techniques associated with creating and modifying digital images, and how to prepare these images for viewing on screen and in print. Both raster (paint) and vector (draw) type graphics will be studied, using appropriate software applications. The concepts and skills learned in this course will prepare students to handle all subsequent visual communication more effectively. Prerequisite: CSC 151.

ART 215

COLOR THEORY
3 credits

This course is an introduction to color models, color interaction, and the human perception of color. The course will address color in both subtractive (pigmented) and additive (electronic) environments, and theoretical work will be reinforced by practical exercises in various media. Prerequisite: ART 102.

ART 220

ELECTRONIC VISUAL COMMUNICATION
3 credits

This course provides an overview of issues related to the history and theory of images and their cultural function; assessment and analysis of digital images and their effectiveness, primarily through the World Wide Web; application of newly gained knowledge to the creation of students' own visual projects. Emphasis will be on looking at the interactive potential of images in digital media and on devising analytical, assessment, and production strategies that focus on the dynamic potential of these interactive images. Prerequisite: ART 102.

ART 260-261

PAINTING
3-6 credits

The course introduces the fundamentals of painting. Students learn the skills of manipulating paint to solve a sequence of problems exploring color theory, compositional structure, and figure/ground relationships. The course may be repeated for additional credit (Art 261) after the completion of Art 260.

ART 262

PRINT MAKING
3 credits

This course is a introduction to basic print processes. Relief, intaglio, collograph printing, followed by mixed-media projects will be included. Experimentation is encouraged.

ART 263

DRAWING
3 credits

This course provides students with mastery of basic principles of observation and familiarity with the potential and limitation of various

media. This course provides studies of proportion, volume, perspective, and anatomy. Representation of still lives, the human figure, and landscape using various media is also included.

ART 265-66

SCULPTING
3-6 credits

This is an introduction to the fundamentals and concepts of organizing forms in three dimensions. Students use basic materials for a sequence of problems exploring such aspects as line, plane, volume, texture, and scale with modeled and constructed forms. The course may be repeated for additional credit (Art 266) after the completion of Art 265.

ART 268

INTRODUCTION TO DIGITAL PHOTOGRAPHY
3 credits

This is a course that introduces basic concepts, techniques and terminology in digital photography such as how sharpness and exposure affect images and the way they are perceived by viewers. Getting images from camera to computer, to print and/or web, and using software such as Adobe Photoshop will be covered.

ART 270

SPECIAL TOPICS IN STUDIO ART

Material will vary from semester to semester. May be repeated for credit if course is essentially different.

MUSIC

PATTERNS COURSES

Music History:

- MUS 150
 - Any 200-level course in the Music History section.
 - Any 300-level course in the Music History section.
- Students should take MUS 150 before taking a 200- or 300- level course
Studio courses do not count for Patterns requirements

COURSE DESCRIPTIONS

MUS 100 (F, S)

LA SALLE SINGERS
1 credit/Elective

Students participate in the La Salle University Singers, a student organization dedicated to the highest quality of choral singing with the goal of performing musical works of many different genres at two major concerts per semester. They learn basic singing skills, including breathing, tone and diction, in 4-part harmony. 1 credit. May enroll a maximum of 3 semesters.

Music History Courses

MUS 150 (F, S)

THE ART OF LISTENING
3 credits/Patterns 1

This course is an exploration of the ways and means of musical composition as a denominator for experiencing music from different time periods

and cultures. Popular and classical music, American and European, old and new will be addressed.

MUS 203
AMERICA'S MUSIC
3 credits / Patterns 2



This course is a study of the major movements in the cultivated and vernacular traditions in 19th-, 20th-, and 21st-century American music. Classical and popular music are addressed.

MUS 210
EARLY MUSIC
3 credits/Patterns 2

This course examines the evolution of sacred and secular music from the early Christian church to the time of Bach. The great periods of vocal music, the creation of new forms, and the development of dramatic and instrumental music are topics to be discussed.

MUS 211
MUSIC AND THE ENLIGHTENMENT
3 credits/Patterns 2

This course examines the development of the classical style in Western European music from the age of the Rococo to the time of Beethoven, with special emphasis upon the contributions of Haydn and Mozart.

MUS 212
MUSIC AND ROMANTICISM
3 credits/Patterns 2

This course is a study of 19th-century developments in music. Topics include the symphonic poem, art-song, and music-drama, expansion of instrumental technique, development of orchestral and chamber music forms, and growth of nationalism.

MUS 213
MUSIC AND THE MODERNS
3 credits/Patterns 2

This course explores the emergence of new developments in musical composition in the 20th and 21st centuries. Examination of techniques and styles from impressionism to electronic music is covered.

MUS 214
JAZZ
3 credits/Patterns 2



This course explores the evolution of jazz as a style and form, including Dixieland, Ragtime, Swing, Boogie, Bop, Cool, Funky, and recent jazz-rock innovations.

MUS 270
SPECIAL TOPICS IN MUSIC HISTORY
3 credits/Patterns 2

Topics vary from semester to semester. It may be repeated for credit if course material is essentially different.

MUS 304
COMPOSERS AND THEIR WORLDS
3 credits / Patterns 2

This course will place emphasis on the relationship between music and culture through discussion of selected composers. Material will vary from semester to semester. It may be repeated for credit if course material is essentially different. Prerequisite: MUS 150.

MUS 305
THE SYMPHONY
3 credits / Patterns 2

This course is an examination of the development of one of the musical world's most widely cultivated forms. Topics include the growth of the orchestra and orchestral instruments from simple ensembles of the 18th century to the mammoth post-romantic orchestra of the late 19th and early 20th centuries, the emergence of the conductor, and masterworks of principal European and American composers. Prerequisite: MUS 150.

MUS 306
OPERA
3 credits / Patterns 2

This course involves a concentrated study of selected works representing the stylistic and historical development of the opera. Prerequisite: MUS 150.

MUS 310
MINIATURES IN JAZZ AND THE CLASSICS
3 credits / Patterns 2

This course is an exploration of the chamber music medium in both popular and classical styles. A focus is placed on improvisational and non-improvisational approaches and the different social backgrounds of the two principal areas as well as the likenesses and the differences of the musical end-results. Prerequisite: MUS 150.

MUS 370
SPECIAL TOPICS IN MUSIC HISTORY

Topics will vary from semester to semester. May be repeated for credit if material is essentially different. Prerequisite: MUS 150.

Studio Courses

MUS 230
SOUND STRUCTURES I
3 credits

This course is an introduction to the materials and structures of music, including rhythm and meter, scales, keys, intervals, melodies, and chords. Students will learn to read and notate music using computer-assisted instruction. Students will apply basic concepts of music theory in short compositional exercises.

MUS 330
SOUND STRUCTURES II
3 credits

Students will analyze and critique the formal design and style characteristics of contemporary music selected from a variety of genres and cultures. Course work will include creative and critical thinking projects that build on the composition and notational skills students acquire in Sound Structures I. Prerequisite: MUS 230.

DArt Courses

Address questions about DArt courses to the Director of the DArt program

MUS 220

INTRODUCTION TO DIGITAL AUDIO

3 credits

This course is an introduction to concepts and tools used in digital musical production. It will offer hands-on experience in digital recording, composing, editing, processing, and mixing. It includes techniques of musical analysis and critical listening sessions, many based on student compositions. Discussion of music's integral role in contemporary multimedia production will be addressed.

MUS 320

COMPUTER MUSIC COMPOSITION

3 credits

This course focuses on electronic and computer music history and theory from a compositional perspective. Students will apply advanced composition techniques using MIDI and digital audio tools. Prerequisite: MUS 150 or 220 or permission of instructor.

FOREIGN LANGUAGES AND LITERATURES

FACULTY

Luis A. Gómez, Ph.D., Acting Chair

Professors: Kling, Perfecky, Rudnytzky (emeritus)

Associate Professors: Biehl, Cerocchi, Gómez, Marsh, Ossa

Assistant Professors: Lamas

Lecturers: Buckley, Dolan, Fischetti, Gallardo, Heinsdorf, Maravi,

McCann, Mori, Neisser, Obst, Regan

MISSION STATEMENT

The Department of Foreign languages and Literatures of La Salle University fully supports the University's Mission as well as the Mission of the School of Arts and Sciences.

The Department of Foreign Languages and Literatures offers foreign languages students the opportunity to break the barrier of a single language, facilitating communication with people in other cultures and the attainment of broader social and cultural understanding.

To this end, all of the programs strive to develop the student's facility in comprehension, speaking, reading and writing in one of five world languages offered as majors within the Department. The Foreign Languages and Literatures Department aims at giving the student knowledge of the historical development of a given language and its literature, together with an appreciation and understanding of its literary and cultural achievements.

The globalization of life, careers and professions, and the historical and traditional role of the United States as the preferred immigrant destination, has made the mission of the department more relevant and important than ever as a social tool, needed for effectively applying professional expertise and knowledge to social contact with other cultures. Further, for our society to effectively compete in the world, linguistic and cultural expertise is a requirement for our students to achieve competitive advantages and success.

PROGRAM GOALS

1. To provide students with the means and necessary instruction for those students to acquire a second and/or a third language.
2. To assure that the language(s) skill level (read, write, speak) is consistent, at the conclusion of the student's complete curriculum, with ACTFL's definition of an advanced intermediate speaker. Confirmation to be conducted by means of ACTFL testing for oral language and traditional writing/reading assignments throughout the curriculum. The objective is to also train the faculty on the ACTFL Writing testing methodology and, once achieved, this method will be used to assess outcomes.
3. To provide for language majors and minors the cultural, linguistic and sociolinguistic content necessary to master one or more world languages (other than English) in the context of the culture that speaks the language.
4. To prepare language majors for advanced degrees in language studies by assuring that the materials (linguistic or literary) used are consistent with expectations by graduate schools.
5. To provide a competitive advantage for students, reflective of the added dimension bilingualism or multilingualism offers, irrespective of the professional path students may follow.

6. To prepare students (linguistically and culturally) for a dramatically changing demographics where a second language is becoming essential for professional success.
7. To provide the necessary support and cooperation with other departments within the university, as to assure that those programs become more relevant, practical and effective by having their graduates acquire a second language or, minimally, the ability to communicate in that second language at ACTFL's advanced beginner level.
8. To constantly review the foreign languages curriculum (all languages taught) for relevance. To develop courses that address contemporary language acquisition techniques and methods and that are responsive to the need for relevance, as well as the needs of other departments for specialized language training.

STUDENT LEARNING OUTCOMES

1. Achieve language fluency, for the major language studied, as measured by ACTFL-OPI testing, at a level of advanced intermediate as defined and measured by ACTFL's OPI testing. This is applicable, for now, to Spanish, French, German and Italian. For Russian, this standard will be adopted once the faculty is trained. However, the training of the Russian faculty is completely dependent on funds being made available by the Administration. The Department lacks the budgetary means to finance the training.
2. Student outcomes concerning foreign language writing, currently and until the ACTFL method is implemented as previously indicated (spring 2015), consists of traditional assessment means: periodic testing, written assignments, class presentations and specific research required for delineated topics either assigned or selected by the student. These traditional methods are utilized by all Foreign Languages' faculty and courses currently offered. Ultimately, we should seriously consider the ACTFL Writing assessment approach, to be able to measure the student's writing skill level at the on-set and the conclusion of the foreign languages' curriculum--in a totally objective way. Needless to say, the ACTFL Writing assessment method will also allow us to objectively measure the writing learning outcome for all language majors. However, while the Department intends to seek financial support from the Administration to properly train the faculty in ACTFL-Writing methodology, the ability to meet this objective rests, financially, completely outside the Department's reach.
3. All languages develop specific Learning Outcomes for each course that it is taught. The testing, writing assignments, class presentations and research required are responsive to the stated course learning objectives. Even after the ACTFL methods (Oral and Written) are adopted, cultural, sociological, political, and historical, as well as many other culture-specific elements, will continue to be evaluated against the stated learning outcomes specified for each course taught in the Department, using the traditional means already enumerated. Depending on the student's mastering (as shown using these traditional means) of the required learning objectives, his/her grade for the course will reflect the level of learning outcome achieved. A grade below a B is considered to be unacceptable, and not meeting the stated learning objectives.

PATTERNS COURSES

■ LITERATURE:

- LIT 150, 250

■ FOREIGN LANGUAGE:

- FRN, GER, GRK, ITL, JPN, LAT, RUS, SPN 101-102

or

- FRN, GER, GRK, ITL, JPN, LAT, RUS, SPN 201-202

or

- **FRN 301-302, 303-304, 311-312, 321-322**

or

- **GER 301-302, 311-312, 320-321**

or

- **ITL 301-302, 311-312, 331-332**

or

- **RUS 303-304**

or

- **SPN 301-302, 311-312, 321-322.**

COURSE DESCRIPTIONS

LIT 150

MODERN EUROPEAN AND LATIN AMERICAN WRITERS
3 credits/Patterns 1

An examination of modern French, German, Hispanic, Italian, and Slavic literatures in English translation. It provides a study of attempts by representative men and women to comprehend their times and their cultures and to express their understandings of modern life in literature will be examined. Selected works of prose, poetry and drama will be addressed. Short critical papers are required.

LIT 250

SELECTED TOPICS IN WESTERN LITERATURE
3 credits/Patterns 2



An examination of specific topics in modern French, German, Hispanic, Italian, and Slavic literatures in English translation. The topics may include motifs, such as the search for lost innocence, love and suffering, or the examination of specific literary movements such as Romanticism, Neo-Classicism, Modernism and Post-Modernism. Selected works of prose, poetry and drama will be addressed. Short critical papers are required.

CLASSICAL LANGUAGES

COURSE DESCRIPTIONS

Greek

GRK 101-102

ELEMENTARY ANCIENT GREEK
3-6 credits/Patterns 1-2

This course provides an introductory study of forms, vocabulary, and syntax; includes reading and translation exercises.

GRK 201-202

INTERMEDIATE ANCIENT GREEK
3-6 credits/Patterns 1-2 or Concentration Option

This course is a review of elementary grammar; readings of selected prose; introduction of textual criticism and lexical semantics.

GRK 301-302

ANCIENT GREEK READINGS
3-6 credits/ Patterns 1-2 or Concentration Option

This course involves readings from Classical and Koiné Greek texts, as well as developing awareness of translation theory. May be repeated for credit.

Latin

LAT 101-102

ELEMENTARY LATIN
3-6 credits/Patterns 1-2

Thorough grounding in forms and vocabulary. Attention given to the Roman culture in which the language developed.

LAT 201-202

INTERMEDIATE LATIN
3-6 credits/Patterns 1-2 or Concentration Option

This course is a review of elementary grammar; readings of selected prose; further study of the Roman world.

LAT 301-302

LATIN READINGS
3-6 credits/ Patterns 1-2 or Concentration Option

This course offers primary- and secondary-source readings with a topical focus varying each semester, e.g., slavery, mythical creatures, Roman women, contemporary Latin. It may be repeated for credit.

Related Studies:

CLS 211

CLASSICAL MYTHOLOGY
3 credits

This course is a study of the legends of Greece and Rome: what they are, how they have survived, their value to us. The legend of Troy is emphasized. Audio-visual presentations, discussions, and research are expected. All readings are in English.

CLS 212

CLASSICAL DRAMA
3 credits

This course explores Greek and Roman tragedies and comedies in English translation discussed and interpreted in their historical and social environment and compared to modern and contemporary drama. No previous knowledge of Greek and Latin is required.

CLS 311

GREEK MASTERPIECES IN ENGLISH
3 credits

This course addresses some significant works in Greek literature read in English translation and interpreted in terms of their original setting. Application made to contemporary problems. No knowledge of Greek required.

CLS 312

LATIN MASTERPIECES IN ENGLISH
3 credits

This course studies the more important works in Latin literature read and discussed in terms of the history of the times. Their influence on later literature is noted. No knowledge of Latin required.

MODERN LANGUAGES

FRENCH**REQUIREMENTS****■ REQUIRED FOR MAJOR IN FRENCH: 14 COURSES**

- 10 courses in French
- Four courses in second language

COURSE DESCRIPTIONS**FRN 101-102**

ELEMENTARY FRENCH
3-6 credits/ Patterns 1-2

Elementary French is intended for students who have no previous knowledge of French. Instruction is planned to help students develop basic, functional proficiency in speaking, understanding, reading and writing French. Daily written and oral exercises are assigned to complement work done in class. Prerequisite for FRN 102 is FRN 101 or its equivalent.

FRN 201-202

INTERMEDIATE FRENCH
3-6 credits/ Patterns 1-2 or Concentration Option

Intermediate French is designed to build on the language skills acquired in Elementary French. Instruction is planned to expand the students' functional proficiency in French, especially by increasing active vocabulary and extending text type to the sentence level. Topical readings appropriate to the level are discussed in class. Prerequisite: Elementary French or its equivalent of 3 or 4 years of high school French.

FRN 301-302

STRUCTURE AND STYLE 
3-6 credits/ Patterns 1-2 or Concentration Option

Structure and Style is designed to provide a review of French grammar and a more detailed study of usage. The goal is to increase functionality in the written language and to expand text type to the paragraph level in writing. Contemporary readings are used as models for composition and discussion. Prerequisite: Intermediate French or its equivalent of 4 years of high school French.

FRN 303-304

CONVERSATION AND COMPOSITION
3-6 credits/ Patterns 1-2 or Concentration Option

Conversation and Composition is designed to provide students the opportunity to communicate in French by expanding their speaking functionality within contexts of everyday living. Instruction is planned to equip students with the means to negotiate, plan, narrate and hypothesize in French. In addition, contemporary readings appropriate to the

level provide the basis for class discussions and student compositions. Prerequisite: FRN 302 or above, or its equivalent.

FRN 311-312

SURVEY OF FRENCH LITERATURE 
3-6 credits/Patterns 1-2 or Concentration Option

Survey of French Literature entails readings and discussions in French of representative literary works from the beginnings to 1800 and from 1800 to the present. Prerequisite: FRN 302 or above, or its equivalent.

FRN 321-322

CIVILIZATION
3-6 credits/Patterns 1-2 or Concentration Option

The first semester treats the political, social, intellectual, and artistic developments in France from earliest times to 1870, while the second semester emphasizes these cultural structures as they exist in contemporary French society. Lectures and readings serve as a basis for class discussion in French. Prerequisite: FRN 302 or above, or its equivalent.

FRN 401

OLD FRENCH LANGUAGE AND LITERATURE
3 credits/Concentration Option

This course explores the history of the formation of the French language, with special attention to the phonological and morphological development from Latin. Literary study, using texts in the original, will be explored. Prerequisite: FRN 302 or above, or its equivalent.

FRN 411

SIXTEENTH-CENTURY LITERATURE
3 credits/Concentration Option

This course focuses on an appreciation of representative French authors during the Renaissance. Prerequisite: FRN 302 or above, or its equivalent.

FRN 425

CLASSICAL THEATRE
3 credits/Concentration Option

This course is a study of the plays of Corneille, Molière, and Racine. Prerequisite: FRN 302 or above, or its equivalent.

FRN 431


EIGHTEENTH-CENTURY LITERATURE
3 credits/Concentration Option

This course focuses on an appreciation of representative French authors during the Enlightenment. Prerequisite: FRN 302 or above, or its equivalent.

FRN 447

NINETEENTH-CENTURY NOVEL 
3 credits/Concentration Option


This course is a study of some of the major novels of nineteenth-century France, including works by Stendhal, Balzac, Flaubert and Zola. Prerequisite: FRN 302 or above, or its equivalent.

FRN 453 
 MODERN POETRY
 3 credits/Concentration Option

This course is a study of French poetry from the romantics, symbolists and surrealists to the present. Prerequisite: FRN 302 or above, or its equivalent.

FRN 455 
 MODERN THEATRE
 3 credits/Concentration Option

This course is a study of the plays of Claudel, Cocteau, Giraudoux, Anouilh, Montherlant, Sartre, Camus, Beckett, Ionesco, and Genet. Prerequisite: FRN 302 or above, or its equivalent.

FRN 457 
 MODERN NOVEL
 3 credits/Concentration Option

This course is a study of the novels of Proust, Gide, Bernanos, Malraux, Sartre, Camus, and Robbe-Grillet. Prerequisite: FRN 302 or above, or its equivalent.

GERMAN

REQUIREMENTS

■ **REQUIRED FOR MAJOR IN GERMAN: 14 COURSES**

- 10 courses in German
- Four courses in second language

COURSE DESCRIPTIONS

GER 101-102
 BEGINNING IN GERMAN
 3-6 credits/ Patterns 1-2

These courses provide the basis for communication in German and for understanding the cultures of the German-speaking world. Through first elements of the language, students learn aspects of history, geography, and culture. Structures and patterns are introduced and practiced. Prerequisite for German 102: German 101 or permission of the instructor.

GER 201-202
 CONTINUING IN GERMAN
 3-6 credits/ Patterns 1-2 or Concentration Option

Communication on personal topics is fostered through continuing study of the structural and lexical features of the language. Emphasis is on the encounters of daily life—employment, leisure activities, living situations, family and friends. Prerequisite: German 101 and 102 or permission of the instructor.

GER 209-210
 SPECIAL TOPICS
 3-6 credits/Patterns 1-2 or Concentration Option

Emphasis is on developing competency in German as used in the public forum. Issues of politics and history could be included, but two more particular topics are readily subsumed under this heading. Two sample descriptions follow; these are aligned with best practices at other institutions. Prerequisite: German 101 and 102 or permission of the instructor.

An Economic Powerhouse: German for Business

The strongest economy in Europe is highly international but still calls for employees, consultants, and visitors familiar with the fundamentals of business communication in German. Emphasis on four areas: job search; the stock market; the German economy; and marketing strategies. Reading of weekly magazines, relevant newspapers, and business publications. Prerequisite: German 101 and 102 or permission of the instructor.

The Greening of Germany: Environmental German

Taking the lead in the movement toward renewable and sustainable energy, Germany plans on eliminating by 2050 all sources of energy that rely on fossil fuels or nuclear power. Germany leads the world in practical, in-place “green” initiatives, and much of the literature exists only in German. Areas include wind, water, geothermal, and solar power. Readings include position papers from government and industry, articles in popular science publications, and newsletters from research centers in universities and industry. Prerequisite: German 101 and 102 or permission of the instructor.

Many other topics and German language specialties are possible.

GER 301-302 
 CONVERSATION AND COMPOSITION
 3-6 credits/ Patterns 1-2 or Concentration Option

Skill in communication on public topics and issues is gained through continuing in-depth study of German in its lexical, structural, and grammatical features. Conversations and written assignments draw on areas of public discourse—politics, social issues, religion, family, Germany and the EU in a rapidly changing Europe. Prerequisite: German 201 and 202 or permission of the instructor.

GER 311-312 
 CRISIS AND CHANGE
 3-6 credits/Patterns 1-2 or Concentration Option

Major themes of conflict and upheaval in German-language literature will be considered thematically. Examples include mental and physical illness; journeys into the unknown; Romanticism and its mystique; youthful rebellion and compliance; lyric poetry; the shock of Expressionism. Readings and discussions in German. Prerequisite: German 201 and 202 or permission of the instructor.

GER 320-321
 THE MIND, THE HEART, THE EYE
 3-6 credits/Patterns 1-2 or Concentration Option

The roles of perception and consciousness emerge in these courses dealing with cultural topics in the German-speaking world. Topics can include: film; music drama; the visual arts; Freud and his followers; the fairy tale; the Golem and other hauntings. Prerequisite: German 201 and 202 or permission of the instructor.

GER 401
 HISTORY OF THE GERMAN LANGUAGE
 3 credits/Concentration Option

This course focuses on the German language from its beginning to the present; particularly, the development of sounds, vocabulary, and the formation of standard High German. Prerequisite: German 201 and 202 or permission of the instructor.

GER 402

GERMAN SCRIPT

3 credits/Concentration Option

This course examines the development of the ability to read texts in German Script from mid-20th-century Europe to 18th-century America. A brief history of German Script will be offered. Prerequisite: German 201 and 202 or permission of the instructor

GER 405

LITERATURE OF THE MIDDLE AGES

3 credits/Concentration Option

Literature in German from its beginnings, with the heroic saga of the Song of Hildebrand, through the poetry of lyricists like Oswald von Wolkenstein and Walther von der Vogelweide and the great Arthurian cycles by Wolfram von Eschenbach and Gottfried von Strasburg. Introduction to reading in Old and Middle High German. Prerequisite: German 201 and 202 or permission of the instructor.

GER 421

MOVERS AND MOVEMENTS: REASON AND IMPULSE

3 credits/Concentration Option

The tensions of elaborate form in the Baroque age were succeeded by the simplifying impulse of the rational Enlightenment and the triumph of scientific method, these in turn challenged by the embrace of impulse and emotion in the age of Storm and Stress. Readings in poetry, drama, and fiction, with relevant critical studies. Prerequisite: German 201 and 202 or permission of the instructor.

GER 431

MOVERS AND MOVEMENTS: THE GIANTS EMERGE

3 credits/Concentration Option

Eric Blackall argues that German emerged as a fully literary language in the age of Goethe and Schiller, still the benchmarks of all literature in German. Their work will be studied separately and together, especially their writings on esthetics and their collaboration in the year of the *Balade*, 1797. Individual projects and presentations. Prerequisite: German 201 and 202 or permission of the instructor.

GER 441

MOVERS AND MOVEMENTS: ESCAPE OR CONFRONTATION

3 credits/Concentration Option

Polarities have dominated German culture since the religious wars of the seventeenth century. The major form of that struggle in the nineteenth century was the question of whether to accept the status quo or to rebel and reject social complacency. Biedermeier, Realism, Naturalism in an age of censorship and other progressive and regressive political currents. Prerequisite: German 201 and 202 or permission of the instructor.

GER 451

MOVERS AND MOVEMENTS: CONFORMITY OR UPEHAVAL?

3 credits/Concentration Option

Well into the twenty-first century, literature and culture are torn between a need to belong, to find and maintain order in the larger society and a need to explore unfettered individuality, to strike out on new paths. Literature reflects the allure of both past-oriented traditionalism as renewal and resolute experimentalism in all forms of art. Authors can include Thomas Mann and Alfred Döblin; Rainer Maria Rilke and Gottfried Benn; Ödön von Horváth and Friedrich Dürrenmatt in the twentieth century, along with later generations of experimentalists like Ernst Jandl, Ingeborg Bachmann, Reinhard Priessnitz, Gert Jonke, and

Elfriede Jelinek. Prerequisite: German 201 and 202 or permission of the instructor.

GER 480-481

SEMINAR

3-6 credits



Topics will vary from semester to semester. A single genre, movement, or author will be the focus of each seminar. Work on a seminar essay will be ongoing throughout the semester. Topics could include: the novella; Franz Kafka; experimental lyric poetry; Brecht and drama; the Romantic movement; Hugo von Hofmannsthal; Arthur Schnitzler; second-generation Holocaust survivors.

ITALIAN**REQUIREMENTS**■ **REQUIRED FOR MAJOR IN ITALIAN: 14 COURSES**

- 10 courses in Italian
- Four courses in second language

COURSE DESCRIPTIONS**ITL 101-102**

ELEMENTARY ITALIAN

3-6 credits/Patterns 1-2

These courses are designed for students with no prior knowledge of Italian or with basic knowledge of Italian. They emphasize the four communicative skills of listening, reading, speaking, and writing in a culturally authentic context. Basic grammar skills are also introduced. Students will make oral presentations, read short texts, and write brief compositions in Italian. The instructor will speak predominantly the target language. In addition, students will expand their knowledge of the culture, history, and daily lives of Italian people.

Instructional materials include listening to songs, visiting websites, watching video clips online, practice exercises in your textbooks (in-class and assigned as homework), group cooperative activities and practices and short class presentations. By the end of the semester students will be able to read, write, and speak Italian at a low intermediate level and be ready to take the following level course (201).

ITL 201-202

INTERMEDIATE ITALIAN

3-6 credits/ Patterns 1-2 or Concentration Option

These courses promote communication through the knowledge of the Italian language and culture. They involve further study of the structural and lexical features of the target language based upon topical subjects. They enhance the understanding of the in-depth culture of Italy through presentations on its traditions, art, music, literature, landmarks and daily life. Italian 201 and 202 are designed for students with intermediate proficiency. They emphasize the four communicative skills of listening, reading, speaking, and writing in a culturally authentic context. Communicative proficiency skills will be perfected through group activities, class discussion of assigned readings, short compositions and oral presentations; effective learning will be facilitated by listening to songs, visiting websites, watching video clips online, practice exercises in textbooks (in-class and assigned as homework), and a film screening after having analyzed its script. By the end of the semester students will be able to read, write, and speak Italian on an upper- intermediate level and be ready to take advanced level courses (300 level).

ITL 301-302 →

CONVERSATION AND COMPOSITION

3-6 credits/ Patterns 1-2 or Concentration Option

ITL 301 - READINGS AND COMPOSITION

This course is designed for students with advanced-low proficiency of the Italian language. The goal of these course is to improve the students' ability to effectively read, understand and write in Italian. To accomplish this task, students will engage in reading and writing on a variety of subjects related to Italian culture, customs and society, as well as the in-depth analysis of structural, lexical and grammatical features of the target language. A variety of topics will be covered throughout the semester, including: mass media (such as Italian TV, radio, newspapers, magazines and websites), films, humor, opera, contemporary music and sports. The instructional method is based on reading while analyzing the grammar and language style, group discussions on the assigned readings, writing compositions and/or answers on the material read and analyzed in class.

ITL 302 – READINGS AND CONVERSATION

This course involves reading and conversations on topical subjects and in-depth analyses of structural, lexical and grammatical features of Italian. The conversations are drawn on the cultural activities and perspectives of the speakers of Italian. To accomplish these ends, a variety of topics will be covered, including: mass media, such as Italian TV, Radio, Newspapers, Magazines and Websites; films, humor, opera, contemporary music and sport.

Italian 302 is designed for students with advanced-low proficiency of the Italian language and the coursework is intended to improve the students' ability to effectively understand and speak Italian. Communicative proficiency skills will be perfected through group activities, class discussion of assigned readings, and oral presentations. It also promotes language through the knowledge of Italy and aspects of its culture, such as traditions, arts, music, and literature.

ITL 311-312 →

SURVEY OF ITALIAN LITERATURE

3-6 credits/Patterns 1-2 or Concentration Option

ITL 311 - Between the late 13th and the mid-16th century in Italy there was a period of essential political, religious, and cultural change, during which we observe the deep process of secularization of Italian culture. The change of perspective determined a fundamental transformation of essential concepts for the contemporary society. Decisive cultural issues were thoroughly contemplated and discussed throughout the intellectual debates that characterized the Italian courts of the time.

The course will give students an introduction to the literature from the Middle Ages and the Renaissance periods, and provide them with a theoretical framework with which to conduct a comprehensive discussion of the subject. The material covered will feature an interdisciplinary approach based on the study of cultural issues conveyed by some of the masterpieces also in painting, sculpture, music, architecture and, where feasible, their relationships with literature itself.

By the end of the semester students will be able to take 400 level courses.

ITL 312 - The main focus of the course will be on Italian literature concentrating on the periods spanning from the 16th to the 19th centuries. This approach to the course materials has the following aims: to give a clear view of the historical periods in which the selected authors are set and to give a general overview of the different genres of writing as encountered during the literary itinerary of the course. The material covered will feature an interdisciplinary approach based on the study of cultural issues conveyed by some of the masterpieces also in painting, sculpture, music, architecture and, where feasible, their relationships with literature itself.

By the end of the semester students will be able to take 400 level courses.

ITL 320

ITALY TODAY

3 credits/Concentration Option

The emphasis of this course is on the Italians' view of themselves, and of their place in, and on their contributions to our contemporary worldwide civilization. Throughout the semester, students will engage in an analysis of Italy as it exists today through the study of lifestyles, national characteristics, and folk traditions. Italian social, political, and economic institutions will be examined along with the cultural and social differences between Italians and Americans. To accomplish these ends, a variety of topics will be covered including: historical and geographic background, style – fashion - design, virtual tours of the most celebrated landmarks, means of transportation, Italians abroad, history of Italian language, mass media (TV & Radio), humor, opera and contemporary pop music.

ITL 331-332

READING LIST

3-6 credits/Patterns 1-2 or Concentration Option

ITL 331 - The goals of the course are to improve students' ability to listen and effectively understand the Italian language, to learn how to write in the target language and, of course, to be exposed to the latest current events covered by the Italian Mass Media. To accomplish all of the above, students will engage in listening comprehension activities, online readings, and writing on a variety of authentic and current subjects related to Italian culture, politics, customs, sports, and society, as well as the in-depth analysis of structural, lexical and grammatical features of the target language. Throughout the semester students will be utilizing a variety of media, including: TV News, newspapers, magazines and websites.

ITL 332 - Italy holds a place of honor in the fields of art, literature, and culture, but it is mistakenly not perceived as a land of industry and commerce and one of the major economic powers on the planet. This course is divided into three parts:

"Job Hunting" contains useful information on the overall process, explains how to read and answer a job opening, shows how to write a résumé, how to acquire job references and how to prepare for the initial interview.

The second part, entitled "Business", teaches students to correctly introduce themselves in a business setting, how to schedule appointments, proper phone procedures, deals with travel arrangements associated with business (i.e. reservation of a plane ticket, hotel room, or rental car), provides the description of the typical Italian firm and points out some differences in corporate etiquette between Italy and other EC countries, and finally illustrates the production process in Italy.

The third part consists of a concise handbook dealing with business correspondence. This last section is an introduction to commercial writing.

In each chapter of our textbook, there's a language section with some relevant dialogues and exercises useful to become familiar with the target language and to improve the business Italian vocabulary.

ITL 370

ITALIAN CULTURE AND CIVILIZATION (IN ENGLISH)

3 credits

This course introduces students to the major features of Italian history, geography, politics, economy, traditions, society, style, design and language in order to increase their understanding and appreciation of present-day Italy. Differences between Italian and American societies will be highlighted and discussed. This course will also explore the fine

arts in Italy by taking “virtual trips” to cities such as Rome, Florence, Venice and others. A taste of Italian opera will be provided through the study of a few libretti and renowned arias. The course’s interdisciplinary approach contemplates the relationship between literature, music, food and cinema.

ITL 371
ITALIAN CINEMA (IN ENGLISH)
3 credits

This course is designed to offer an overview of the dramatic economic, social and political changes in Italian culture and society that occurred between World War II and the end of the 1960s. The primary themes to be addressed in this course include: Neorealism, “auteur” theory, genre studies, continuing economic and social problems, the economic “boom” (miracle), comedy Italian style and gender relations. You will also learn some basic Italian language by studying several scenes taken from the scripts of the movies.

ITL 401
HISTORY OF THE ITALIAN LANGUAGE
3 credits/Concentration Option

This course deals with the Italian language in its origins in the 7th century up to modern times. By means of a very few philologic and glottologic rules, the student will acquire a knowledge of the origins and transformation of Italian from Vulgar Latin, in chronological progression.


ITL 451
MODERN AUTHORS
3 credits/Concentration Option

This course includes a survey of Italian narrative and poetic production in the late 19th and 20th centuries. The course investigates the progress of modern and contemporary Italy through the in-depth reading of narrative, poetry, theatre and cinema; it provides students with a theoretical framework with which to conduct a comprehensive discussion of the subject. The material covered features an interdisciplinary approach, based on the study of cultural issues conveyed by some of the masterpieces also in painting, sculpture, music, architecture and, where feasible, their relationships with literature itself. Special emphasis will be given to literary and cultural backgrounds of the authors and their works; hence, lectures and in-class discussions analyze the works from a cultural, social and historical perspective.

ITL 480-481 
THE INTERPLAY OF LITERATURE AND MUSIC IN THE XIV CENTURY
3-6 credits

This course explores the evolving relationship between literature and music in 14th century Italy. It begins analyzing the works of Dante Alighieri, whose recognition of the extraordinary power of music to influence the human soul even led him to warn against the corruptive force of secular songs. Then it will focus on Petrarch who, instead, allowed this danger to fascinate him while contemplating music’s uncanny and diverse psychological effects on the listener. Finally, students will see how Boccaccio’s Decameron acknowledges the inherent dignity of this art form within contemporary society’s daily activities. Special emphasis will be given to literary and cultural backgrounds of the authors and their works; hence, lectures and in-class discussions analyze the works from a cultural, social, and historical perspective.

JAPANESE

JPN 101-102 
ELEMENTARY JAPANESE
3-6 credits/Patterns 1-2

JPN 101- This course introduces basic modern spoken and written Japanese to students who have had little or no previous knowledge of the language. The course will focus on developing students’ communication skills in Japanese, including writing, reading, listening and speaking in order for students to function using Japanese in a Japanese social environment. Students will also learn aspects of Japanese culture associated with the use of the language.

JPN 102 - A continuation of Elementary Japanese 101. The course will focus on developing students’ communication skills in Japanese including writing, reading, listening and speaking with more advanced basic expressions and more Kanji in order for students to function using Japanese in actual settings. Students will also learn aspects of Japanese culture associated with the use of the language.

Prerequisite: JPN 101

JPN 201-202 
INTERMEDIATE JAPANESE
3-6 credits/Patterns 1-2

JPN 201 - An intermediate course in spoken and written Japanese. The course will focus on developing more advanced communication skills in Japanese: writing, reading, listening and speaking. Students will also continue to learn about aspects of Japanese culture reflected in its language.

Prerequisite: JPN 102.

JPN 202 - Intermediate Japanese 202 is a continuation of spoken and written Japanese for students who have had Japanese 201 or the equivalent. The course will focus on helping students continue to develop more advanced communication skills in Japanese: writing, reading, listening and speaking. Students will also continue to learn about aspects of Japanese culture associated with the use of the language.

Prerequisite: JPN 201

JPN 271
JAPANESE FILM AND CULTURE
3 credits

This course introduces Japanese films (e.g. films about Japan, Japanese society) and cultural significances and depictions in the films. The course intends to develop and enhance your abilities to appreciate Japanese films and culture. The course makes assumption that an understanding of, and an appreciation for Japanese films requires knowledge of Japanese society and culture. No prior knowledge of Japanese film, history, or language is presumed.

RUSSIAN

REQUIREMENTS

■ **REQUIRED FOR MAJOR IN RUSSIAN: 14 COURSES**

- 10 Russian or Slavic courses
- Four courses in second language

COURSE DESCRIPTIONS**RUS 101-102**

ELEMENTARY RUSSIAN
3-6 credits/Patterns 1-2

The courses are topically organized and designed to encourage communication and to offer insight into the culture of the speakers of Russian. Information is provided on the geo-political areas in which Russian is spoken and the cultural habits and orientation of its speakers.

RUS 201-202

INTERMEDIATE RUSSIAN
3-6 credits/Patterns 1-2 or Concentration Option

These courses promote communication through a knowledge of Russian and Russian culture. They involve further study of the structural and lexical features of Russian, based upon topical subjects. They enhance understanding of the in-depth culture of Russia through presentations on its traditions of art, music, and literature.

Prerequisite: RUS 102 or permission of the instructor.

RUS 241-242

RUSSIAN LITERATURE OF THE 19TH CENTURY
3-6 credits/Patterns 1-2 or Concentration Option

These courses focus on Romanticism and Realism in Russian literature. Readings from Pushkin, Griboedov, Lermontov, Gogol, Turgenyev, Ostrovsky, Dostoevsky, L. Tolstoy, Saltykov-Shchedrin, Leskov, Chekhov, Kuprin, Bunin, and Andreev. Prerequisite: RUS 202 or permission of the instructor.

RUS 245-246

SOVIET LITERATURE
3-6 credits/Patterns 1-2 or Concentration Option

These courses examine Socialist realism as a doctrine of art and literature in the Soviet Union. Readings from Gorky, Mayakovsky, Babel, Olesha, Leonov, Zamyatin, Zoshchenko, Sholokhov, Ilf and Petrov, Simonov, Pasternak, Yevtushenko, Solzhenitsyn, and others. Prerequisite: RUS 202 or permission of the instructor.

RUS 301

CONVERSATION AND COMPOSITION
3 credits/Concentration Option

This course involves conversations on topical subjects and in-depth analyses of structural, lexical, and grammatical features of Russian. The conversations are drawn on the cultural activities and perspectives of the speakers of Russian (holidays, work habits, plight of ethnic minorities, church, and family). Prerequisite: RUS 202 or permission of the instructor.

RUS 302

SCIENTIFIC RUSSIAN
3 credits/Concentration Option

This course addresses theory and practice in translating scientific and technical texts. Selected readings in economics, chemistry, physics, mathematics, geology, anatomy, and astronomy are provided. Prerequisite: RUS 301 or permission of the instructor.

**RUS 303-304**

ADVANCED READINGS AND COMPOSITION
3-6 credits/Patterns 1-2 or Concentration Option

These courses examine selected readings of 19th and 20th century Russian prose and verse. Translation of selected scientific articles are offered. Intensive exercises in translating standard English prose into Russian will be expected.

Prerequisite: RUS 301 or permission of the instructor.

RUS 401

HISTORY OF THE RUSSIAN LANGUAGE
3 credits/Concentration Option

This course provides an historical background for an understanding of the phonology, morphology, syntax, and vocabulary of modern Russian. Prerequisite: RUS 301 or permission of the instructor.

RUS 402

OLD RUSSIAN LITERATURE
3 credits/Concentration Option

This course examines selected readings from the epic, annalistic, and hagiographic literature from the 11th to the 17th centuries with special emphasis on Igor Tale and the Primary, Kievan, and Galician-Volynian chronicles. The beginnings of fiction are explored. Prerequisite: RUS 301 or permission of the instructor.

RELATED STUDIES:**SLA 320**

THE CULTURES OF THE COMMONWEALTH OF INDEPENDENT STATES
3 credits

This course offers lectures and readings on independent nations of the Commonwealth of Independent States, plus the Tatars and the Jews. An in-depth view of the territory, demography, culture, media, education, language, and national attitudes of the various nations of this new union is addressed.

SLA 403

UKRAINIAN
3 credits

This course is a study of the phonology, morphology, syntax, and vocabulary of a second Eastern Slavic language, Ukrainian, by noting the differences that exist between it and Russian.

SLA 404

POLISH
3 credits

This course is a study of the phonology, morphology, syntax, and vocabulary of a Western Slavic language, Polish, by noting the differences that exist between Polish, Russian, and Ukrainian.

SPANISH**REQUIREMENTS****■ REQUIRED FOR MAJOR IN SPANISH: 14 COURSES**

- 10 courses in Spanish (Based on departmental placement)
- 4 courses in a second language (Based on departmental placement)
- Recommended: **HIS 307, HIS 308**

■ REQUIRED FOR A SPANISH MINOR: 6 COURSES IN SPANISH (BASED ON DEPARTMENTAL PLACEMENT)

In order to major or minor in Spanish, the student will need to have his/her starting level of Spanish assessed by a faculty member. Once the student's level of Spanish has been established, the appropriate sequence of courses for the student to satisfactorily complete his or her minor will be outlined by the Spanish area coordinator or a Spanish faculty advisor.

COURSE DESCRIPTIONS

SPN 101-102

ELEMENTARY SPANISH
3-6 credits/Patterns 1-2

These courses are elementary level courses designed for students with little or no previous Spanish education or experience. In these courses, students will cultivate skills in speaking, listening, reading, and writing in Spanish. In addition to cultivating language skills, students will gain insight into the diversity of Spanish-speaking peoples and cultures. Students will be immersed in language and cultures through classroom activities and homework assignments. Student output is emphasized in short simple reading, speaking, and writing activities.

These courses are not intended for native or heritage speakers of Spanish.

SPN 101 Prerequisites: Little or no previous Spanish. Spanish 102 Prerequisites: Spanish 101 or departmental placement.

SPN 103 (F)

SPANISH FOR NURSING AND HEALTH SCIENCES I
3 credits/Patterns 1

Spanish 103 is the first of a two-semester sequence. It is an introductory-level course designed for nursing and health sciences students with little or no previous Spanish education or experience. The course places special emphasis on the acquisition of health-related vocabulary and basic communication in situations faced by health professionals. The course focuses on developing the four language skills: reading, writing, listening comprehension, and speaking. SPN 103 is a prerequisite for SPN 104. SPN 103 is a prerequisite for SPN 104.

This course is not intended for Native or heritage speakers of Spanish.

Prerequisites: Nursing and Health Sciences students with little or no previous Spanish.

SPN 104 (S)

SPANISH FOR NURSING AND HEALTH SCIENCES II
3 credits/Patterns 1

Spanish 104 is the second of a two-semester sequence. It is an introductory-level course designed for nursing and health sciences students with little or no previous Spanish education or experience. The course places special emphasis on the acquisition of health-related vocabulary and basic communication in situations faced by health professionals. The course focuses on developing the four language skills: reading, writing, listening comprehension, and speaking. Prerequisite: SPN 103. This course is not intended for native or heritage speakers of Spanish. Prerequisites: SPN 103

SPN 201-202

INTERMEDIATE SPANISH
3 credits/ Patterns 1-2 or Concentration Option

These courses are intermediate level courses. Students placed at the intermediate level have generally taken approximately two to three years of high school Spanish or the equivalent. In these courses, students will further develop skills in speaking, listening, reading, and writing in Spanish. In addition to developing language skills, students will

gain insight into the diversity of Spanish-speaking peoples and cultures. Students will be immersed in language and cultures through classroom activities and homework assignments. Student output is emphasized in increased longer reading, speaking, and writing activities.

These courses are not intended for native or heritage speakers of Spanish.

SPN 201 Prerequisites: SPN 102 or departmental placement. SPN 202 Prerequisites: SPN 201 or departmental placement.

SPN 203-204

SPANISH FOR HERITAGE SPEAKERS
3-6 credits/Patterns 1-2

This is a two semester course taught in Spanish. It is specifically designed for Heritage Speakers who have learned Spanish in the home and wish to learn more about their culture and heritage. Students will develop further their competencies in grammar and spelling as well as acquire new vocabulary through readings in different genres. They will continue to develop skills in speaking, listening, reading, and writing. Students will be immersed in the Spanish language and Hispanic cultures through classroom activities and outside assignments. SPN 203 is a prerequisite for SPN 204.

SPN 203 Prerequisites: This course is for heritage speakers of Spanish.

SPN 204 Prerequisites: SPN 203

SPN 301-302

CONVERSATION AND COMPOSITION
3-6 credits/Patterns 1-2 or Concentration Option

These courses focus on developing students' conversational and writing skills in Spanish as well as on educating students about the people and cultures of the Spanish speaking world. These courses also serve to prepare students for upper division Spanish courses. Grammar is reviewed regularly in these courses in order to enable students to improve their command of grammar and apply grammar appropriately when speaking and writing. SPN 301 is a prerequisite for SPN 302.

This course is not intended for native or heritage speakers of Spanish. Heritage speakers will take SPN 203-204 in lieu of SPN 301-302.

SPN 301 Prerequisites: SPN 202 or departmental placement. SPN 302 Prerequisites: SPN 301.

SPN 307

COMMERCIAL SPANISH
3 credits/Concentration Option

The purpose of this course is to better enable students to utilize Spanish in business and other professional contexts. The course aims to increase students' workplace vocabulary (ex. vocabulary related to the office, computers, travel, etc. will be covered). Written exercises will include exercises such as business letters and other professional correspondence, as well as short translation exercises. Formality vs. informality, use of proper titles to address people in professional situations, and other issues related to cultural etiquette will be addressed. Prerequisites: SPN 204 or SPN 302.

SPN 311-312

SURVEY OF SPANISH LITERATURE
3-6 credits/Patterns 1-2 or Concentration Option

This course is an introduction to the study of peninsular Spanish literature from the Middle Ages to the present. Readings and discussions in Spanish are offered. Prerequisites: SPN 204 or SPN 302.

SPN 313

SURVEY OF SPANISH AMERICAN LITERATURE
3 credits/Concentration Option

This course involves reading and discussion of works from the colonial period to the 20th century, with special emphasis upon contemporary Latin American literature. Prerequisites: SPN 204 or SPN 302.

SPN 314 (F, S)

LATIN AMERICAN SHORT STORIES
3 credits/Elective

This is a survey course in which a wide selection of short stories from the late 19th century through the 21st century will be studied. The goal is to familiarize students with works written by a variety of Latin American authors. Themes such as love, gender roles, and discrimination, among others, will be examined. Prerequisites: SPN 204 or SPN 302

SPN 321

SURVEY OF SPANISH CIVILIZATION
3 credits/Patterns 1

This course provides a cultural and historic study of Spain's past, examining the effects of Rome and Islam, the period of Spanish domination and later decline, and the status of present-day Spain. Prerequisites: SPN 204 or SPN 302.

SPN 322

SURVEY OF SPANISH AMERICAN CIVILIZATION
3 credits/Patterns 2

This course offers cultural and historic presentation of the diversity of Latin America from the Aztecs and Incas to the Conquest, the viceroyalties, and the establishment of independent nations; course concludes with a thorough study of today's Latin America. Prerequisites: SPN 204 or SPN 302

SPN 350-351

INTRODUCTION TO BILINGUAL-BICULTURAL STUDIES
3-6 credits/Patterns 1-2 or Concentration Option

These courses use linguistic and cultural problems in teaching English to speakers of other languages. Emphasis on materials, techniques, and attitudes of teachers and students. Special emphasis on the vocabulary and idiom of the Caribbean. Cultural survey of present-day problems in Puerto Rico and other Caribbean countries will be presented.

SPN 352

INTRODUCTION TO TRANSLATION AND INTERPRETATION
3-6 credits/Concentration Option/Patterns 1-2

This introductory translation and interpretation course provides students with an overview of translation theory while providing practice with a variety of texts. Students practice translating from Spanish language to English and vice versa in different topics. Basic concepts and problems in the area of translation studies are identified and discussed. Students also discuss different types and modes of translation as well as translation strategies and techniques. In addition, students are familiarized with the role and functions of translator and/or interpreter in the process of intercultural communication.

Prerequisites: SPN 204 or SPN 302

SPN 401

HISTORY OF THE SPANISH LANGUAGE
3 credits/Concentration Option

This course is a study of the formation of the language, its evolution and phonetic changes from Latin to the present modern pronunciations. Reading and discussion of the early Spanish texts and the development of the language in the early period will be provided. Prerequisites: SPN 204 or SPN 302

SPN 402

INTRODUCTION TO SPANISH SOCIOLINGUISTICS
3 credits

This course introduces students to the study of Spanish language variation within its social context. Social factors such as geography, race, gender, age, social class, economics, education, as well as specific linguistic features belonging to certain Spanish speaking communities, will be discussed. Students will familiarize with sociolinguistic research methodology and theory including, but not limited to, sampling of speech community, data collection, types of linguistic variation, and the sociolinguistic variable. In addition to learning about the concepts, questions, and methods associated with sociolinguistic research as they are applied to language, students will discuss and review studies of language variation in different speaking communities. Finally students will examine language contact situations such as Spanish in the United States. Prerequisites: SPN 204 or SPN 302

SPN 405

LITERATURE OF THE MIDDLE AGES
3 credits/Concentration Option

This course places emphasis on such works as *Cantar de Mio Cid*, *Poema de Fernán González*, and *Amadis de Gaula*; authors include Berceo, Alfonso X, Juan Manuel, Juan Ruiz, Marqués de Santillana, and los *Manrique*. Prerequisites: SPN 204 or SPN 302

SPN 411

RENAISSANCE LITERATURE
3 credits/Concentration Option

This course looks at the works of Boscan, Garcilaso, Encina, Nebrija, Torres Naharro, and Lope de Rueda, and such works as *Tirant lo Blanc*, *Celestina*, and *Lazarillo de Tormes* form the basis of this period of literary activity. Prerequisites: SPN 204 or SPN 302

SPN 415

DRAMA OF THE GOLDEN AGE
3 credits/Concentration Option

This course entails readings, reports, and discussions of the principal dramatists of the Golden Age: Lope de Vega, Tirso de Molina, Calderon, Alarcon, and others. Prerequisites: SPN 204 or SPN 302

SPN 419

CERVANTES
3 credits/Concentration Option

This course offers readings and discussions of *Don Quixote*. Other important works by Cervantes will also be discussed. Prerequisites: SPN 204 or SPN 302

SPN 442

ROMANTICISM

3 credits/Concentration Option

A study of the early 19th century that analyzes works of such authors and poets as Larra, Duque de Rivas, Zorrilla, Espronceda, García Gutiérrez, Hartzenbusch, and Becquer. Prerequisites: SPN 204 or SPN 302

SPN 443

POETRY OF THE 19TH AND 20TH CENTURIES

3 credits/ Concentration Option

This course focuses on the works by Gabriel y Galán, de Castro, Darío, los Machado, Jiménez, Lorca, Guillén, Otero, and Salinas are considered. Prerequisites: SPN 204 or SPN 302

SPN 448

THE SPANISH AMERICAN NOVEL

3 credits/Concentration Option

This course introduces students to the development of the contemporary Latin American novel through an analysis of the sociological and literary aspects of the work of various leading authors. Special attention is devoted to works by and about women. Class discussions and examinations will be given in Spanish. Prerequisites: SPN 204 or SPN 302

SPN 457

THE SPANISH NOVEL OF THE 19TH AND 20TH CENTURIES

3 credits/Concentration Option

This course provides reading and discussion of Spanish authors, their ideology and philosophies: Fernán Caballero, Galdós, Valera, Pío Baroja, Ala, Cela, Delibes, and Goytisolo. Prerequisites: SPN 204 or SPN 302

SPN 480

SEMINAR

3 credits

Topics of investigation will vary from semester to semester. Prerequisites: SPN 204 or SPN 302



GEOLOGY, ENVIRONMENTAL SCIENCE, AND PHYSICS

FACULTY

H. A. Bart, Ph.D., Chair
 Professors: Bart, Hoersch, Longo
 Lecturers: Flynn, Kribbs, Layton

GEOLOGY

MISSION STATEMENT

The mission of the department is to provide students in our Geosciences and Environmental Science programs the experiences necessary for them to understand their role as scientists and intelligent caretakers of our planet and its resources. Our department is dedicated to the LaSallian tradition of excellence in teaching, and service to society. The beauty of nature that we often experience on our field trips, and the lessons learned in lecture and lab help students understand that their roles as stewards of our planet is a life-long enterprise, and is critical to future generations. Our mission includes understanding the concept of sustainability and the needs of future generations. We are committed to developing the full intellectual, personal, and social potential of our students in an environment of mutual respect and cooperation. Our programs strive to promote our tradition of stewardship of Planet Earth. A major goal of all our programs in the department (geology and environmental science) is to remind students of their responsibility to maintain our planet, and to understand their obligation to manage resources for future generations.

Our programs are designed to place graduates into positions in industry, energy and environmental, governmental and private, as well as in graduate programs (science or policy/management), and service institutions and agencies (Peace Corps, AmeriCorps, etc). Students (have been) and will be qualified to work in fields such as oil, gas and coal, alternative energy, environmental management, resource management, land-use planning, environmental policy, and environmental law (upon completion of law school). Our Geology and Environmental Science programs can also serve as pre-teaching programs preparing students for certification in education programs. We also understand the need to enhance critical thinking skills and have designed the geology and environmental science curricula to meet this challenge by requiring an eclectic array of courses from many non-science related departments.

PROGRAM GOALS

We would like our students to develop the following skills:

1. Think like a scientist; that is, they should have the ability to distinguish between observation and interpretation. They should be able to read scientific articles and understand the value of data collection and observation, and draw conclusions based on these data.
2. Students should also have the skills that allow them to observe our planet and generate ideas to help solve problems.
3. Students should be capable of using experiences in other courses (biology, chemistry, math, technology, etc.) to understand the complexities of earth sciences.

STUDENT LEARNING OUTCOMES

1. Think critically about problems in geological and environmental sciences.
2. Have experiences with geological illustrations and maps and know how to perform geological and environmental field investigations.
3. Students should have skills enabling them to interpret scientific data in our sciences.
4. Students should have the option to enter graduate or professional school in environmental and geological sciences, policy, law or other related fields.
5. Students should be qualified to obtain a job or internship in our sciences, if desired.
6. Use a variety of instruments commonly used to collect data in our sciences.
7. Students should be familiar with basic knowledge of subsurface and surface geologic processes that form rocks and shape the landscape.
8. Environmental consideration is a major part of earth-geological study. Consequently, students should understand human actions that advance environmental stability as well as those actions that cause environmental degradation. Thus human interaction with earth systems is important for understanding problems such as pollution, resource depletion, climate change and natural hazards.

FRAMEWORKS COURSES

■ **NATURAL SCIENCE**

- GEO 150, 151, 152, 153, 154

REQUIREMENTS

■ **REQUIRED FOR MAJOR IN GEOLOGY: 16 COURSES**

- GEO 150 or 151
- GEO 202
- GEO 203
- GEO 204
- GEO 205
- GEO 301
- GEO 302
- GEO 303
- GEO 305
- GEO 401 or 402
- three elective Geology courses at the 200 level or above.
- CHM 111
- CHM 112
- MTH 120

Suggested courses: Students anticipating graduate work in Geology or closely related areas are advised to elect courses in basic sciences, Mathematics, Computer Science, Russian, German, or French.

■ **REQUIRED FOR MINOR IN GEOLOGY: 6 COURSES**

- two courses on the 100 level
- two courses on the 200 level
- two courses on the 300-400 level

COURSE DESCRIPTIONS**GEO 150 (F, S)**

PLANET EARTH
4 credits / Frameworks

This course is an introduction to the physical processes that interact to change the interior and the surface of the earth, including weathering, earthquakes, volcanoes, glaciation, marine erosion, "Plate Tectonics," and mountain building. Three hours lecture, two hours laboratory, and field trip.

GEO 151 (S)

ENVIRONMENTAL GEOLOGY
4 credits / Frameworks

This course is an introduction to the geologic processes that shape our planet and modify environments. Such fundamental concepts as land-use planning, development of urban areas, hazardous waste disposal in natural systems, use of resources, and soil development and modification will be emphasized. Three hours lecture, three hours laboratory.

GEO 152 (F, S)

OCEANOGRAPHY
3 credits / Frameworks

This course provides a study of the physical processes that affect the oceans of the earth. Emphasis will be on tides, currents, waves, chemistry of the sea, and geology of ocean basins. Three hours lecture.

GEO 153

FIELD STUDIES IN ENVIRONMENTAL SCIENCE
4 credits / Frameworks

This course is an introduction to the field of environmental sciences, including the historical development of the subject, the current state of knowledge, and the development of humans and the impact they have had on our environment. Three lectures and three hours laboratory. Course includes mandatory field trips.

GEO 154 (F, S)

ASTRONOMY
3 credits / Frameworks

This course provides a contemporary view of the universe from the Big Bang to its possible ends, our sun and its planets, galaxies, the life and death of stars, white dwarfs, neutron stars, quasars, black holes, life on earth, and the possibility of extraterrestrial intelligence.

GEO 155 (Summer)

EARTH SCIENCE
3 credits / Frameworks

This course covers various topics pertaining to the earth and its place in the universe. Major aspects of geology, oceanography, meteorology, and astronomy are studied. Emphasis is placed on the interactions of earth systems, and the evolution of our planet.

GEO 202 (F)

MINERALOGY
4 credits

Hand specimen identification of minerals is emphasized in this course. Study of the growth, internal structure, and physical properties of minerals is addressed. Six hours of lecture and laboratory are required. Prerequisites: GEO 150 or 151 or permission of instructor.

GEO 203 (S)

PETROLOGY
4 credits

Hand specimen description and identification of rocks and their components, as well as an overview of petrologic processes in a tectonic context with emphasis on global chemical cycles are addressed in this course. Six hours class and laboratory. Prerequisites: GEO 202 or permission of the instructor.

GEO 204 (S)

OPTICAL MINERALOGY
4 credits

This course is an introduction to the theory of light transmission in crystals and the use of the polarizing microscope to study light phenomena in minerals and other substances. Lab is concerned with mineral identification using thin section and oil immersion techniques. Three hours lecture, three hours laboratory. Prerequisite: GEO 202.

GEO 205 (F)

PALEONTOLOGY AND THE HISTORY OF PLANET EARTH
4 credits

This course presents a review of the invertebrate and vertebrate fossil record. Correlation of biological development with the evolution of the earth is offered. Two hours lecture, three hours laboratory.

GEO 270-271 (F)

SPECIAL TOPICS
3-4 credits

Special topics in geology are occasionally offered.

GEO 301 (F)

SEDIMENTOLOGY
4 credits

This course focuses on an analysis and interpretation of sedimentary processes; classification and analysis of the common sedimentary rocks. Three hours lecture, three hours laboratory. Prerequisites: GEO 203, 204.

GEO 302 (S)

STRATIGRAPHY
4 credits

This course provides an introduction to physical stratigraphy, methods of correlation of rock and time rock units, the interpretation of paleogeography. Two hours lecture, three hours laboratory. Prerequisite: GEO 301.

GEO 303 (S)

STRUCTURAL GEOLOGY
4 credits

This course offers a description and mechanics of structural features such as: folds, joints, faults, lineations, and foliations features. Laboratory is concerned with problem-solving using geometric and stereographic techniques, cross-sections, and the examination of tectonic forces that cause deformation. Three hours lecture, three hours laboratory. Prerequisites: MTH 113, GEO 203, 204.



GEO 304 (S)GLOBAL TECTONICS
3 credits

This course is a review of the literature on the theory of plate movement and study of the dynamic earth system with implications as to the origins of magma, earthquakes, and sea-floor spreading. Three hours lecture, one hour laboratory. Prerequisites: GEO 150 or 151.

GEO 305 (S)ENVIRONMENTAL GEOCHEMISTRY
4 credits

This course provides a practical background in basic geochemical principles that can be applied to environmental problems, such as global warming, acid rain, smog, acid mine drainage, nuclear waste disposal, and water pollution. Three-hour lecture/three-hour laboratory is required. Prerequisites: CHM 111, 112; GEO 150 or 153.

GEO 306 (S)HYDROGEOLOGY
3 credits

Hydrogeology deals with the physical principles governing the flow of groundwater and surface water. Emphasis will be on well hydraulics and flow system analysis. Topics will include water budgets, floods and flood frequency analysis, groundwater supply, steady state and non-steady state flow, hydrogeologic regimes, and introductory groundwater chemistry.

GEO 401 (F)IGNEOUS PETROLOGY
4 credits

This course is a review of the origin of the different igneous rock types based on the latest chemical, petrographic, and geophysical evidence. It emphasizes the descriptive analysis of igneous rock composition and textures, interpretation of those compositions and textures, interpretation of igneous phase diagrams, and determination of cooling histories of common igneous rock types based on petrographic and phase analysis. Three hours lecture, three hours laboratory, and field trips. Prerequisites: GEO 203, 204; CHM 111, 112.

GEO 402 (F)METAMORPHIC PETROLOGY
4 credits

This course is a review of the origin of metamorphic rocks with a look at the physical, thermodynamic, and geochemical processes concerned with mineral recrystallization. There will be a detailed thin-section examination of the various metamorphic zones. Three hours lecture, three hours laboratory, and field trips. Prerequisites: GEO 203, 204; CHM 111, 112.

GEO 403 (S)ECONOMIC GEOLOGY
3 credits

This course presents a study of ore deposits associated with igneous, metamorphic, and sedimentary rocks. Emphasis is placed on classical ore deposits. A survey of the various origins for metallic and non-metallic deposits is provided. Three hours lecture. Prerequisites: GEO 203, 204; CHM 111, 112.

GEO 404ENVIRONMENTAL GEOLOGY AND FIELD METHODS
4 credits

This is an advanced course in environmental geology related to land-use planning, development of urban areas, geologic processes and hazards, land form analyses, and engineering properties of Earth materials. Global development and environmental impact will be emphasized. The field and lab component of this course includes environmental study and mapping using various instruments in the department including: Brunton compasses, scanning electron microscopy, X-ray diffraction, ground penetrating radar, magnetometer, EM-31 electro-conductivity system, and seismic refraction. Course requirements include an original environmental research project conducted by each student. Three hours lecture, three hours laboratory. Prerequisites: GEO 202 or permission of instructor.

GEO 450COOPERATIVE EDUCATION
3 Credits

This experience entails full-time employment at a company related to geology and/or environmental geology/environmental science. This experience is designed to provide job-related learning under faculty supervision. Ordinarily, this position does not include concurrent course work at the University. Positions must be approved by Department Chair. Minimum student G.P.A. of 2.75 is required for consideration.

GEO 460INTERNSHIP
3 Credits

This experience involves part-time employment at a company related to geology and/or environmental geology/environmental science. This experience is designed to provide job-related learning under faculty supervision. Ordinarily, this experience is done concurrently with course work at the University. Positions must be approved by Department Chair. Minimum student G.P.A. of 2.75 is required for consideration.

GEO 470 (F)TOPICS IN ADVANCED GEOLOGY
3 credits

Selected topics dealing with contemporary developments in geology will be presented.

GEO 480 (F, S)RESEARCH
1-4 credits

This offering involves supervised research in geology. It can be elected in fall, spring, or summer. Permission of Chair required.

ENVIRONMENTAL SCIENCE

MISSION STATEMENT

The mission of the department is to provide students in our Geosciences and Environmental Science programs the experiences necessary for them to understand their role as scientists and intelligent caretakers of our planet and its resources. Our department is dedicated to the LaSallian tradition of excellence in teaching, and service to society. The beauty of nature that we often experience on our field trips, and the lessons learned in lecture and lab help students understand that their roles as stewards of our planet is a life-long enterprise, and is critical to

future generations. Our mission includes understanding the concept of sustainability and the needs of future generations. We are committed to developing the full intellectual, personal, and social potential of our students in an environment of mutual respect and cooperation. Our programs strive to promote our tradition of stewardship of Planet Earth. A major goal of all our programs in the department (geology and environmental science) is to remind students of their responsibility to maintain our planet, and to understand their obligation to manage resources for future generations.

Our programs are designed to place graduates into positions in industry, energy and environmental, governmental and private, as well as in graduate programs (science or policy/management), and service institutions and agencies (Peace Corps, AmeriCorps, etc). Students (have been) and will be qualified to work in fields such as oil, gas and coal, alternative energy, environmental management, resource management, land-use planning, environmental policy, and environmental law (upon completion of law school). Our Geology and Environmental Science programs can also serve as pre-teaching programs preparing students for certification in education programs. We also understand the need to enhance critical thinking skills and have designed the geology and environmental science curricula to meet this challenge by requiring an eclectic array of courses from many non-science related departments.

PROGRAM GOALS

We would like our students to develop the following skills:

1. Think like a scientist; that is, they should have the ability to distinguish between observation and interpretation. They should be able to read scientific articles and understand the value of data collection and observation, and draw conclusions based on these data.
2. Students should also have the skills that allow them to observe our planet and generate ideas to help solve problems.
3. Students should be capable of using experiences in other courses (biology, chemistry, math, technology, etc.) to understand the complexities of earth sciences.

STUDENT LEARNING OUTCOMES

1. Think critically about problems in environmental sciences. Stewardship and sustainability are critical themes studied throughout the program.
2. Have experiences with environmental/geological illustrations and maps and know how to perform environmental field investigations.
3. Students should have skills enabling them to interpret scientific data in our sciences.
4. Students should have the option to enter graduate or professional school in environmental and geological sciences, policy, law or other related fields.
5. Students should be qualified to obtain a job or internship in our sciences, if desired.
6. Use a variety of instruments commonly used to collect data in our sciences.
7. Students should be familiar with basic knowledge of subsurface and surface geologic processes that form rocks and shape the landscape.
8. Environmental sustainability and stewardship are crucial concepts in environmental science. Consequently, students should understand human actions that advance environmental stability as well as those actions that cause environmental degradation. Human interaction with earth systems is integral to our studies.

REQUIREMENTS

■ REQUIRED FOR MAJOR IN ENVIRONMENTAL SCIENCE: 18 COURSES

All students are required to take the following nine Core courses:

- MTH 120
- CHM 111 and 112
- GEO 305
- BIO 210
- BIO 230
- GEO 153
- GEO 202
- GEO 404

Students select an Environmental Science Concentration in Biology, Chemistry, or Geology. Nine courses are required in each concentration.

CONCENTRATIONS

■ BIOLOGY

Students take the following six courses:

- BIO 303 or 317 or 319
- Environmental Biology
- BIO 314
- BIO 403
- BIO 404
- CHM 201

Students choose three courses from the following:

- BIO 303
- BIO 315
- BIO 316
- BIO 317
- BIO 400
- Toxicology
- BIO 460
- BIO 480
- CHM 202
- GEO 203
- GEO 301
- GEO 306
- PHY 105
- PHY 106

■ CHEMISTRY

Students take the following seven courses:

- BIO 403
- BIO 404
- CHM 201
- CHM 202
- CHM 311
- PHY 105
- PHY 106

Students choose two courses from the following:

- BIO 314 or PSY 310
- Toxicology
- CHM 302
- CHM 480 or 481

- GEO 203
- GEO 301
- GEO 306

■ GEOLOGY

Students take the following seven courses:

- ECN 351
- GEO 151
- GEO 203
- GEO 204
- GEO 301
- GEO 303
- GEO 306

Students choose two courses from the following:

- BIO 303
- BIO 314
- BIO 315
- BIO 316
- BIO 317
- BIO 319
- BIO 400
- BIO 403
- BIO 404
- Toxicology
- CHM 201
- CHM 202
- PHY 105
- PHY 106

Environmental Science majors are encouraged to take the following courses to satisfy university requirements:

- ECN 351
- POL 316
- PHL 306
- ENG 409
- PSY 225

Henry A. Bart, Ph.D., Chair of the Geology, Environmental Science, and Physics Department, serves as adviser for the environmental science major. Dual advisement with the Biology and Chemistry Departments is available for students interested in either the biology or chemistry concentration in environmental science.

ENVIRONMENTAL STUDIES

REQUIREMENTS

■ REQUIRED FOR MAJOR IN ENVIRONMENTAL STUDIES: 18 COURSES

All students are required to take the following 12 courses:

- GEO 150 OR 151
- GEO 153
- BIO 157
- BUS 101
- ECN 150
- ECN 213
- ECN 351
- HSC 114

- ISBT 431
- MTH 113
- POL 316
- EVS 460 OR EVS 480

Students select an environmental studies concentration in policy or natural science. Six courses are required in each concentration.

■ POLICY CONCENTRATION

Students choose six of the following courses:

- BUS 208
- FIN 314
- ECN 201
- ECN 455
- PHL 306
- POL 215
- POL 301
- PSY 230
- SOC 237
- SOC 238

■ NATURAL SCIENCE CONCENTRATION

Students take CHM 111 and five of the following courses:

- BIO 210
- BIO 220
- BIO 230
- BIO 400
- BIO 403
- BIO 404
- CHM 112
- GEO 202
- GEO 203
- GEO 204
- GEO 205
- GEO 301
- GEO 302
- GEO 303
- GEO 305
- GEO 306
- GEO 404

PHYSICS

FRAMEWORKS COURSE

- #### ■ NATURAL SCIENCE
- PHY 150

COURSE DESCRIPTIONS

PHY 105

GENERAL PHYSICS I
4 credits

Vectors, elementary mechanics of point particles and rigid bodies, and gravitation will be the topics that are explored in this course. Prerequisite: MTH 113. Four-hour lecture/two-hour laboratory is required.

PHY 106GENERAL PHYSICS II
4 credits

Simple harmonic motion and waves, elementary optics, electromagnetism, and DC circuits are topics of emphasis in this course. Four-hour lecture/two-hour laboratory is required. Prerequisite: PHY 105.

PHY 120SCIENCE, TECHNOLOGY, AND SOCIETY
3 credits

This course is a study of some interactions between science, technology, and society. Topics include: the scientific community; history of technology; weapons; science, technology, and the arts; and technology and change.

PHY 121WOMEN, MEN; SCIENCE, TECHNOLOGY
3 credits

This course is an exploration of gender components in science and technology. Extra-scientific influences on scientific theories; why there are not more female engineers and scientists; how science views male/female differences; use of science to reinforce social attitudes; the political content of technology and how technology impacts differently on men and women will be discussed.

PHY 150 (F, S)SOME REVOLUTIONS IN PHYSICS
3 credits / Frameworks

This course is a non-mathematical introduction to physics with emphasis on studying the processes of scientific change. Ancient astronomy and mechanics, the Copernican/Newtonian Revolution, Special Relativity, and current ideas in elementary particle physics will be examined.

PHY 201 (F)COMPUTER ELECTRONICS I
3 credits

This course addresses the binary representation of numbers including various types (integer, unsigned and floats) with an emphasis on the finiteness of that representation (range, overflow, etc.), basic logic gates and their use in the realization of any truth tables (combinatorial logic), simplification procedures, such as Karnaugh maps, flip-flops, registers and memory (sequential logic), specific components such as adders, comparators, multiplexors, counters, buses, etc., and introduction to design and architecture.

PHY 202 (S)COMPUTER ELECTRONICS II
3 credits

This course emphasizes simple circuit components: resistors, capacitors, inductors, diodes, transformers, transistors, and logic gates and their emphasis in computer electronics.

PHY 205 (S)ESSENTIALS OF PHYSICS FOR HEALTH SCIENCES (CROSS LISTED WITH HSC 212)
3 credits

This course is a brief introduction to fundamental physics concepts necessary for understanding physical processes in human body systems. Topics include forces, motion, energy, waves, electrical circuits, and fluids as they pertain to the human body. No prerequisites required.

PHY 207 (F)MODERN PHYSICS I
3 credits

This course will address the breakdown of classical physics around the turn of the century and its replacement by relativity theory and quantum mechanics. Attention will be given to the experiments leading to this breakdown. Course culminates with the Schrodinger equation and its application to simple potentials. Prerequisites: PHY 105, 106; MTH 221 concurrently; or permission of instructor.

PHY 208 (S)MODERN PHYSICS II
4 credits

This course applies basic quantum theory developed in PHY 207 (the Schrodinger equation) to a series of problems in which it has had marked success. They include: atomic spectra; the physics of molecules including the chemical bond; condensed matter; and the nucleus and fundamental particles. Three hours lecture, two hours laboratory. Prerequisite: PHY 207.

PHY 270-271SPECIAL TOPICS
3-6 credits

HISTORY

FACULTY

Stuart Leibiger, Ph.D., Chair
 Professors: Desnoyers, Leibiger, Ryan, Stow
 Associate Professors: Allen, Jarvinen, Sheehy
 Assistant Professors: Boudreau, Stebbins
 Professor *Emeritus*: Rossi

MISSION STATEMENT

In accordance with our belief that History is, as G.R. Elton once put it, “the only living laboratory we have of the human experience,” the History Department of La Salle University seeks to immerse its students as broadly as possible in that experience. In the best tradition of the Christian Brothers, we aspire to teach our students, “where we find them,” regardless of means or status. Toward that end we take to heart the words of the University’s mission statement, seeking to “assist students in liberating themselves from narrow interests, prejudices, and perspectives,” and to show them the full reach of the human past. We believe that such training develops our students as both active citizens and, more important, as fully-realized human beings.

PROGRAM GOALS

1. Instructional Excellence
 - a. To ensure majors are competent in the core aspects of historical reading and writing.
 - b. To establish close working relationships between students and faculty.
 - c. To reduce limits on upper-division course offerings.
2. Research Productivity
 - a. To encourage full-time faculty to continue to publish in scholarly outlets and present at academic conferences.
 - b. To encourage faculty to integrate current scholarship into course materials.
3. Adaptation Technology
 - a. To work with students learning how new technology transforms the study of history.
 - b. To train more faculty in online teaching.

STUDENT LEARNING OUTCOMES

1. Identifying the major features of foundational American history and World history, and using the past to understand contemporary issues.
2. Understanding a range of historiographic approaches.
3. Demonstrating competency in analyzing and evaluating secondary sources.
4. Demonstrating competency in locating, contextualizing, and analyzing primary sources.
5. Applying skills (I-IV) to ask historical questions and create evidence-based written arguments (synthesizing historical events).
6. Valuing self-directed learning.

PATTERNS COURSES

■ HISTORY

- **HIS 151, 155, 251**; Either HIS 151 or 155 will fulfill the Patterns I requirement for history; however, only HIS 251 fulfills the Patterns II History requirement.

CORE CONCENTRATION

- **HIS 300**

REQUIREMENTS

■ REQUIRED FOR HISTORY MAJORS: 13 COURSES

In addition to the two core courses (HIS 151 or 155 and 251) and the core concentration course (HIS 300), history majors are required to take one additional U.S. history course, two European history courses, two non-Western history courses, three courses in an area of concentration (U.S., European, or non-Western), and two senior seminars in an area of concentration. Majors who intend post-graduate study should take at least two semesters of a foreign language.

Dual Majors: Depending on the other courses taken by the student whose second major is history, the number of courses required ranges from 10 to 12. All single and dual majors whose first major is history must take the seminar (two semesters). Dual education majors should take the seminar in their junior year instead of the senior year so as not to conflict with senior student teaching.

■ REQUIRED FOR HISTORY MINORS: 6 COURSES

Minors must take the three core courses listed above plus any three history courses at the 300 level or above. Students who wish to minor in history, but who have not taken HIS 300 as a core concentration, may substitute any history course at the 300 level or above.

Advanced Placement credit in history is granted to students who score 4 or above.

FIVE-YEAR B.A./M.A. PROGRAM

Undergraduate students who are history majors or secondary education/history majors may apply for “Graduate Standing” after completing 90 undergraduate credit hours. If their applications are approved by the Graduate History Admissions Committee, such students may take up to two graduate history courses (six credits) prior to the completion of their bachelor’s degree. These two graduate courses, when combined with six graduate history credits during the summer following graduation and nine hours each semester during their fifth year, will allow these students to complete all requirements for the M.A. in history by the end of their fifth year. As with traditional graduate students in history, students selecting the B.A./M.A. option must maintain a B average in all graduate courses.

COURSE DESCRIPTIONS

HIS 151 (F, S)

GLOBAL HISTORY TO 1500
 3 credits/Patterns 1

This course examines the development of the first civilizations in Africa, Asia, the Mediterranean, and the Americas, with the aim of exploring their distinctive approaches to human needs and social organization.

Students are also introduced to historical methodology, historiography, and different perspectives on how we view the past.

HIS 155 (F, S)**THEMES IN AMERICAN HISTORY: A BIOGRAPHICAL APPROACH**

3 credits/Patterns 1

This introductory survey course covers United States history through the lives of representative Americans. Course readings consist of a series of paired biographies of major figures who confronted the pivotal issues and challenges of their times. Course themes include the establishment of the colonies, the emergence of American national identity, the founding and preservation of the republic, the struggle against slavery and racism, the spread of capitalism and industrialization, the rise of foreign affairs, the influence of immigration, the growth of the federal welfare state, and the creation of an inclusive society. Overall, the course addresses the experiences of different races, classes, genders, and ethnicities.

HIS 251 (F, S)**GLOBAL HISTORY FROM 1500 TO THE PRESENT**

3 credits/Patterns 2

This course offers a study of the evolution and interactions of the cultures of Europe, the Americas, Africa, Asia, and Oceania from 1500 to the present, designed to give students a greater understanding of the relationships among modern nations so necessary in today's shrinking globe. Students also have the opportunity to further hone their skills in the areas of the historian's craft introduced in HIS 151.

HIS 300 (F, S)**US REPUBLIC TO 1877**

3 Credits/Core Concentration

This course examines the creation of the United States, the modern world's first truly successful experiment in republican government (representative democracy). After tracing the 17th-century founding and 18th-century maturation of the British North American colonies, it covers the causes and results of the American Revolution, the political, social, and economic history of the early republic, how the Market Revolution transformed the lives of Americans, and how the Civil War resolved the ambiguous legacies of the American Revolution.

Areas of Concentration**Area I: United States History****HIS 305 (F, S)****US SINCE 1877**

3 credits

The second half of the survey begun by the Core concentration course, HIS 300 is presented in this study. It addresses the Progressive Movement, American involvement in World War I, the Roaring Twenties, America between the wars, World War II, the Cold War, the Civil Rights Movement, the Vietnam Era, and the United States at the dawn of the 21st century.

HIS 324 (F, S)**HISTORY OF PHILADELPHIA**

3 credits

Philadelphia was America's "First City" both in size and influence. Although its importance later declined, the city has continued to be an American icon. This course covers the development of Philadelphia from colonial times to the present with an emphasis on social, political, and economic history. It considers how the peoples of the city have

shaped it, the role Philadelphia has played in national history, and the nature of historical memory about the city. Lectures and discussion are complemented by field trips and student research.

HIS 329**HISTORY OF US WOMEN**

3 credits

An in-depth analysis of the experience of women in American culture is examined in this course. Special attention is given to the women's rights movement, women in the Industrial Revolution, and women in World War I and World War II.

HIS 331 (F, S)**AMERICA'S MILITARY PAST**

3 credits

The impact of the American military establishment upon American society and the formation of defense strategy and foreign policy are the topics of emphasis in this course.

HIS 333**THE AMERICAN IMMIGRANT**

3 credits

This course focuses on the history of immigration to America and the ethnic impact upon American institutions.

HIS 337**AFRICAN-AMERICAN HISTORY**

3 credits

This course covers African-American history from colonization to the modern Civil Rights Movement.

HIS 340**TOPICS IN U.S. HISTORY**

3 credits

This course is an examination of selected topics illustrating the political, social, and cultural history of the modern world.

HIS 341**RUSSIA AND AMERICA SINCE 1741**

3 credits

Topics emphasized in this course include Russian colonization of Alaska, Russian diplomatic relations with the United States, Russian emigration to America, the Cold War, trade, and cultural exchanges between the Soviet Union and the United States.

HIS 342**HISTORY OF THE WESTWARD MOVEMENT IN AMERICA**

3 credits

This course is a study of the American frontier, emphasizing pioneer life, federal Indian policy, and the settlement of the Great Plains and Far West.

HIS 347**PRESIDENTIAL ELECTIONS**

3 credits

This course provides an historical analysis of presidential campaigns from 1900 to 1980, stressing the evolution of political techniques, issues, political parties, and presidential personalities.

HIS 402AMERICAN REVOLUTION
3 credits

Revolutions have shaped the modern world. Perhaps the most important of these revolutions gave birth to the United States, an experiment in republican government. Covering 1740–1790, this course analyzes the colonies' separation from Great Britain, an upheaval whose promise Americans have sought to fulfill for more than 200 years. Topics include the causes, results, stages, and historiography of the Revolution. This course examines how revolutionary the American Revolution really was, politically, militarily, socially, and ideologically.

HIS 413JEFFERSONIAN-JACKSONIAN DEMOCRACY
3 credits

This course is a detailed analysis of the development of the American political system in an increasingly democratic society.

HIS 415FIERY TRIAL: CIVIL WAR
3 credits

The Civil War has been called the defining moment in our nation's history. Not only did the conflict emancipate four million slaves, but it also settled a longstanding debate over American federalism and proved once and for all the success of the Founders' experiment in republican government. Covering 1850–1877, this course analyzes the causes, course, and aftermath of the most momentous war in American history. It explores political, constitutional, military, economic, and social issues.

HIS 425 (F, S)MODERN AMERICA
3 credits

This course examines the growth of government involvement at home and abroad since 1939 with readings and analysis of original documents.

HIS 429 (F, S)THE EMERGENCE OF MODERN AMERICA, 1877–1913
3 credits

This course focuses on the nationalization of American life, including the building of the railroad network, the rise of industry, the labor movement, immigration, and urbanization.

HIS 447THE UNITED STATES IN THE PACIFIC BASIN
3 credits

This course explores the interrelationship of the United States and the East Asian world in the modern period.

Area II: European History**HIS 310**EUROPE TO 1400
3 credits

This course traces the unfolding of Western civilization from pre-history to the Renaissance. The legacies of Greece and Rome; the heritage of both early Christian Europe and the Byzantine and Islamic civilizations; and the contribution of later medieval society to the governmental, economic, and intellectual growth of Europe are examined.

HIS 311EUROPE FROM 1400 TO THE PRESENT
3 credits

This course surveys the decline of feudal institutions, emergence of modern European states, expansion into the Western hemisphere, the impact of the Renaissance, Scientific Revolution and Enlightenment, rise of nationalism, development of modern totalitarianism, and the impact of two world wars on Western society.

HIS 325IMPERIALISM IN THE MODERN WORLD
3 credits

This course is a study of the expansion of Western nations into the world of Asia and Africa in the 19th century, and the contraction of Western influence in these areas in the 20th century.

HIS 328 (F)WOMEN AND HISTORY
3 credits

Selected topics on the history of women in Europe from the Classical Period to the 21st century will be explored in this course

**HIS 335**GREEK CIVILIZATION
3 credits

This course is a survey course that stresses the development of Greek civilization until the death of Alexander the Great.

HIS 336THE ROMAN EMPIRE
3 credits

This is a survey course that places a special emphasis upon the Roman Republic and the Empire until 476 A.D.

HIS 338THE EARLY MIDDLE AGES
3 credits

This course is a study of the period from 284 A.D. until circa 1000 A.D., emphasizing the synthesis of Roman, Christian, and barbarian cultures.

HIS 339THE LATER MIDDLE AGES
3 credits

This course is a study of the period from circa 1000 A.D. until the Renaissance, focusing on the social, economic, intellectual, and political revival of Europe.

HIS 343MODERN EUROPE: 1789 TO 1914
3 credits

A survey of Europe in the “long nineteenth century,” this course begins with the French Revolution and ends with the outbreak of World War I. It focuses on the political and social history of France, Germany, and Russia.

HIS 345 (F, S)

TWENTIETH CENTURY EUROPE
3 credits

Beginning with World War I and ending with the collapse of the Soviet Union, this course surveys major events of twentieth-century European history.

HIS 348 (F, S)

MUSCOVY AND THE RUSSIAN EMPIRE, 1462–1917
3 credits

This course is an examination of the history of the Muscovite state and of the Russian empire from 1462 to 1917. Central themes will include autocratic rule, statebuilding, imperial expansion, church-state relations, Westernization, serfdom, popular rebellion, modernization, and revolution.

HIS 355

TOPICS IN MODERN EUROPEAN HISTORY
3 credits

This course is an examination of selected topics illustrating the political, social, and cultural history of modern Europe.

HIS 440

MODERN IRELAND
3 credits

This course is an examination of the major political, social, and economic developments in Ireland since the Famine of 1845.

HIS 452

20TH-CENTURY RUSSIA AND THE USSR
3 credits

Major themes of this course include revolution, collapse of the empire and creation of the Union of Soviet Socialist Republics, industrialization, Stalinist repression, World War II, reform, and the collapse of the Soviet Union.

HIS 458

RECENT BRITAIN: EMPIRE TO WELFARE STATE
3 credits

This course analyzes the political, socio-economic, and cultural history of modern Britain. It explores the development of parliamentary government, democracy, the modern state, empire, capitalism, and urban-industrial society as well as the cultural changes accompanying and informing these transformations. British modernity was indeed precocious, and this course evaluates the context, causes, and consequences of that experience.

Area III: Non-Western History**HIS 303**

TWENTIETH-CENTURY THIRD WORLD
3 Credits

This class traces the recent history of the world outside the “core,” using case studies to try to understand the big picture of global history and see how historical changes affected the daily lives of individuals in the Third World. The topics covered will include the impact of the world wars and the Cold War; the circumstances of empire, the processes of decolonization, and the experiences of independence; and the history of local economies in the face of globalization.

HIS 307

LATIN AMERICA: THE COLONIAL PERIOD
3 credits

This course presents a survey that treats the Inca, Aztec, and Maya cultures. African influences as well as Spanish and Portuguese contributions to the development of Latin America are examined.

HIS 308

LATIN AMERICA IN REVOLUTION
3 credits

This course is an introduction to the history of post-independence Latin America. It studies the political, social, and economic history of the former American colonies of Spain and Portugal from their revolutions for independence through the present day. It is structured by three major themes: revolutions and reactions, nation building, and international relations. It pays close attention to the ways in which different social groups—men and women; people of Indian, African, European, and Asian descent; the upper, middle, and lower classes; city dwellers and country dwellers—participated in significant events.

HIS 325 (F, S)

IMPERIALISM IN THE MODERN WORLD
3 credits

This course examines the causes and consequences of imperialism in the modern world. It considers and compares imperial institutions, ideologies, economies, and cultures. It also studies the variety of ways in which subject peoples shaped these encounters and evaluates the significance of these experiences for the post-colonial global order.

HIS 334 (F, S)

THE POLITICAL ECONOMY OF LATIN AMERICA
3 credits

This course begins by examining aspects of the indigenous societies prior to the arrival of Europeans in what has come to be called “Latin America.” Throughout, it considers issues such as colonialism, militarism, race, gender relations, and religion that have shaped the societies, polities, and economies of nations from Mexico and the Caribbean to those of the Southern Cone. The goal of the course is to afford class members the opportunity to better understand Latin America’s history as a basis for comprehending its likely future.

Cross-listed with ECN 334 and POL 334.

HIS 344

TOPICS IN AFRICAN HISTORY
3 credits

History 344 is an introductory survey of African history from the origins of humanity to the events of the recent past, with special attention paid to the early modern and modern eras. The course focuses on the global role of Africans in the history of the world, the importation of commodities and culture, the ways outsiders have portrayed Africa and Africans, the daily lives and experiences of the continent’s inhabitants, and the challenges of using the available sources for “doing” African history.

HIS 346

EAST ASIA IN THE MODERN WORLD
3 credits

Changes in Modern Asia as a result of the rise of industrialism, urbanism, nationalism, and Western influence will be examined in this course.

HIS 350TRADITIONAL CHINA TO 1840
3 credits

This course will trace the social, political, cultural, and economic origins of the Chinese dynastic system, the elaboration and triumph of Confucianism, and the expansion of the empire south of the Yangtze and west to Central Asia. The course will conclude with an overview of the initial Western intrusion into this wealthiest and most populous of traditional civilizations.

HIS 351MODERN CHINA, 1840 TO THE PRESENT
3 credits

Beginning with the traumas of the Opium Wars and Taiping Rebellion, this course will provide an overview of China's initial attempts at using foreign technology to safeguard the Confucian polity, the rending of the social fabric during the Republican and Civil War eras, and the eventual triumph of Chinese Communism. The economic reforms of Deng Xiaoping and the events leading to Tiananmen Square will receive particular attention.

HIS 352 (F)TRADITIONAL JAPAN TO 1840
3 credits

For nearly two millennia, the people of Japan have shown a remarkable ability to marry religious, political, and cultural innovations from abroad with vigorous indigenous institutions. The result has been one of the world's most remarkable cultural syntheses. This course will trace the origins and development of the imperial system, the influence of Shinto and Buddhism, the development and elaboration of the early Shogunates, and conclude with an examination of Tokugawa society on the eve of Japan's "opening" to the west.

HIS 353MODERN JAPAN, 1840 TO THE PRESENT
3 credits

This course will assess the astounding transformation of Japan from Tokugawa seclusion to the dynamic superpower of today. Along the way, such topics as the impact of the Meiji Restoration, Japan's "special relationship" with China and the Asian mainland, the grand catastrophe of World War II, and the resurgence of a demilitarized economic colossus in the Pacific Rim will be examined.

HIS 354 (F, S)THE MODERN MIDDLE EAST
3 credits

This course investigates the history of the modern Middle East since the 18th century. It examines the political, economic, social, and cultural transformations of this period in the Ottoman Empire, its successor states, Egypt, and Iran. Topics include the encounter with Western imperialism, modernization, ideological change, revolution, and war.

HIS 356TOPICS IN MODERN NON-WESTERN HISTORY
3 credits

This course provides an examination of selected topics illustrating the political, social, and cultural history of the non-Western world.

HIS 370/470SPECIAL TOPICS IN THIRD WORLD AREAS
3 credits

Central America, the Middle East, China, India, etc.

Other Courses: Depending on the specific topic, these courses can be taken for Area I, II, or III.

HIS 460 (F, S)DIRECTED READINGS
3 credits

This course involves readings of certain basic books relating to a specific historical topic, theme, or era; assignments are discussed in seminar-tutorial fashion.

HIS 475 (F, S)INTERNSHIP
3 credits

Working under a public historian, a student will expand his/her understanding of American History through hands-on participation at a historical site, museum, or archive. The internship requires meetings with a faculty supervisor, an on-site project, a major paper, and an evaluation by the site historian.

HIS 480 (F, S)SEMINAR
3 credits

Methodology and historiography; bibliographical essay required.

HIS 481 (F, S)SEMINAR
3 credits

Writing a research paper.

HIS 482-485SEMINARS
3-6 credits**INFORMATION TECHNOLOGY**

(See Mathematics and Computer Science)

INTEGRATED SCIENCE, BUSINESS, AND TECHNOLOGY (ISBT)

FACULTY

Nancy L. Jones, Chair

Professors: Jones

Associate Professor: Weaver

Assistant Professor: Timmerman

The Integrated Science, Business, and Technology (ISBT) major leads to a bachelor's degree and provides a curriculum in which the study of science, technology, mathematics, business, and the liberal arts are integrated to develop a graduate who is uniquely qualified to take an active leadership role in arriving at scientifically and economically informed solutions to real-world problems. Because effective solutions to complex real-world problems require multidisciplinary teams, the major aims to provide the students with a familiarity with and facility in the use of tools and processes of team-building and project management. This major will build on La Salle's strengths by making the connections among the ethical and moral dimensions as well as the scientific and business aspects of these real-world problems. An important attribute of ISBT graduates will be their ability to acquire quickly the necessary information and knowledge relevant to a specific problem context.

Three areas of concentration for in-depth exploration have been chosen in consultation with the ISBT Advisory Board. They are Biotechnology, Information and Knowledge Management (IKM), and Energy and Natural Resources (ENR).

The Biotechnology concentration will prepare students for employment in diagnostic, pharmaceutical, medical, food, agricultural, and other types of biotechnology-based companies. Courses in this concentration will provide students with experience in protein chemistry, tissue culture, microbiology, and molecular biology. The students also will gain a fundamental understanding of the regulations and procedures used by agencies that regulate the biotechnology industry. Specific regulations to be covered will include GMP, environmental issues (waste disposal, pollution, etc.), patent considerations, and biosafety.

Graduates of the ISBT IKM concentration are "Knowledge Liaisons" who facilitate the flow of information throughout the entire corporate organization. Building on a technical foundation that includes an understanding of data collection methods, database structure, system architecture, and data-mining applications, the Knowledge Liaison shepherds information among corporate divisions, departments, individuals, and the corporate knowledge repository.

The ISBT ENR concentration provides a broad understanding of energy and natural resource supply and use. Topics to be emphasized include sustainable energy development, efficiency, natural resource management, environmental concerns, related government policy, risk assessment, and the effect of deregulation on the energy industry. This area of study will address supply chain management in terms of the use and disposal of natural resources. Energy production will be analyzed to include the consideration of the raw materials necessary for production as well as the consideration of the waste and by-products resulting from energy production. The technical and economic aspects and the human benefits resulting from this area will be studied.

MISSION STATEMENT

Consistent with La Salle University's mission and the Christian Brothers' heritage, the ISBT program supplements La Salle students' liberal and value-based education with further breadth in multidisciplinary science, technology, and business areas. Within the ISBT program the ISBT faculty are committed to providing students with a liberal educa-

tion which promotes their discovery of values used to temper the connections made among the ethical, moral, scientific, and business aspects of real-world problems, especially those addressing the needs of the greater Philadelphia area. The ISBT program challenges the student to manage complex projects and communicate effectively in a collaborative team environment.

PROGRAM GOALS

1. Ensure a fundamental understanding of science, mathematical, and business concepts
2. Require an investigation of a broad range of scientific and technological issues in the context of social, political, business, and economic factors
3. Apply the student's liberal arts education for ethical, moral and philosophical foundations
4. Provide extensive experience in team-building and project management
5. Provide extensive experience in the use of computer technology as a problem-solving tool
6. Create horizontal links across disciplines, providing depth, breadth, and relevance
7. Devote serious attention to the personal skills so critical in team problem-solving and customer service
8. Graduate science generalists who are able to infuse the broad spectrum of available technologies into technology-based industries
9. Provide direct and meaningful experience in solving real-world problems as a context for other parts of the curriculum and as a capstone experience
10. Attract students to ISBT who may not otherwise have opted for careers in science

STUDENT LEARNING OUTCOMES

1. Manage complex projects
2. Communicate effectively
3. Have familiarity with team-building, collaborative teamwork, and project management
4. Demonstrate hands-on scientific knowledge
5. Demonstrate hands-on business knowledge
6. Demonstrate hands-on technical knowledge
7. Demonstrate active leadership

CORE COURSES

- ISBT 101
- ISBT 102
- ISBT 111-112
- ISBT 201-202
- ISBT 211-212
- ISBT 431
- ISBT 481-482
- BUS 100
- ISBT 379

CONCENTRATION COURSES

- Four additional courses within the student's area of concentration
- Two more courses outside the student's area of concentration

The ISBT major may, if academic standing permits, elect to participate in a co-op to fulfill part of his or her major requirements. If the co-op option is chosen, the student will need to take three concentration courses in his/her area and one more advanced course outside the area of concentration.

COURSE DESCRIPTIONS**Required Courses****ISBT 101 (F)**

LIVING SYSTEMS I
4 credits

This course will provide students with an introduction to biology, chemistry, environmental science, and geology with an emphasis on practical applications. Included in this course will be the fundamentals of computer use, including training on how to use the computer to prepare laboratory reports. The course will be laboratory-intensive with hands-on group learning experiences. Students will be expected to master basic laboratory skills and gain a degree of comfort in working in the laboratory.

ISBT 102 (S)

LIVING SYSTEMS TECHNOLOGY
4 credits

Students (working in teams) will be required to select 2 to 3 technologies that are derived from the sciences they were introduced to in ISBT 101. Students will analyze the technology from its inception to its current status. The analysis will include business considerations, an understanding of the basic science, moral, social, and ethical issues related to the technology, and a summary suggesting a future for the technology. Each team will be required to prepare both written and oral presentations.

ISBT 111 (F)

TECHNOLOGY AND SYSTEMS ANALYSIS
4 credits

This course will introduce students to the field of systems analysis and to the broad spectrum of technologies that are integrated into the design, construction, and operation of a high-tech electronic commercial product. The product will be disassembled into its simplest parts followed by an analysis of the form, function, and fundamental physical-science-basis of each component. Using laboratory computers, equipment, and software tools, students will assemble the components into a working prototype of the commercial product.

ISBT 112 (S)

TECHNOLOGY FOUNDATIONS I: PROCESSES
4 credits

This course will examine the fundamental physical processes utilized by a wide range of technology, including the technology introduced in the ISBT 111 course. Topics from areas including kinematics, energy, thermodynamics, light, and optics will be discussed. The calculus-level math concepts used to describe these topics will be introduced along with their applications. The course will be laboratory-intensive with hands-on group learning experiences. Upon completion of this course, students will be comfortable in a physical science laboratory.

ISBT 201 (F)

LIVING SYSTEMS II
4 credits

This course will examine specific concepts and practices underlying biology, chemistry, environmental science, and geology. Students will spend most of their time in the laboratory learning the skills and procedures that are essential in the technological practice of these sciences. Students will work in teams and practice hands-on problem solving. Prerequisite: ISBT 101.

ISBT 202 (S)

TECHNOLOGY AND BUSINESS ANALYSIS
4 credits

This course will continue the student's exploration of existing technologies and the process of commercialization. Students, working in teams, will create companies and analyze three different technologies as if their companies were creating and developing those technologies. Specifically, the students will need to demonstrate the science of the technology in the laboratory, define the need, analyze the sales and marketing plan, understand the moral and ethical implication, and calculate costs and profitability. The students will assess the business-state of the technology and recommend directions in which the technology should expand. Each team will be required to prepare both written and oral presentations.

Teams will be required to select a technology from each of the ISBT areas of concentration, i.e., (biotechnology, energy and natural resources, and information and knowledge management). Analysis of a technology from each of the areas will prepare students to choose their area of concentration. Prerequisite: ISBT 111 and 201.

ISBT 211 (F)

INSTRUMENTATION AND MEASUREMENT
4 credits

This course will examine the acquisition of data through an analysis of measurement transducers, instrument design, and computer data-acquisition and interfacing. The descriptive statistics and data-visualization techniques required to transform raw data into useful information will be investigated in a laboratory setting. The incorporation of multiple measurements into process-level monitoring and control systems will be studied with respect to the various commercially available intelligent instruments, industrial network architectures, and information control systems. Prerequisite: ISBT 111, 112.

ISBT 212 (S)

TECHNOLOGY FOUNDATIONS II: MATERIALS
4 credits

This course will examine the materials utilized in machines, devices, and consumer products. The study of metals, polymers, ceramics, adhesives, coatings, fuels, and lubricants is combined with the exploration of mechanical and nondestructive materials testing in a hands-on laboratory environment. In addition the sources of raw materials, production methods, markets, costs, and waste products of each type of material are evaluated.

ISBT 431

REGULATORY AFFAIRS
3 credits

In this course, we discuss the history, issues, roles, and future trends of the U.S. agencies such as the FDA, EPA, and OSHA that are responsible for administering the major laws and regulations pertaining to the life cycle of products in commerce. Emphasis is on understanding the impacts of environmental, health, safety (EHS), and product laws and

regulations with which most businesses have to comply. All of the major EHS Acts are presented and case studies, practical exercises, and team group work are used to discover the business impact. Prerequisite: ISBT junior standing.

ISBT 379
PROJECT MANAGEMENT
3 credits

ISBT 481-482
CAPSTONE EXPERIENCE I, II
3 credits

As an extension of a student's concentration, individual students or teams of students will work on a real-world problem designed by the student or team. The project will culminate in the student's formal presentation of results and conclusions both orally and in written form.

Concentration/Elective Courses

Biotechnology

ISBT 301
METHODS IN BIOTECHNOLOGY
4 credits

This course will provide a hands-on introduction to biotechnology. Throughout the semester the student will learn many of the techniques routinely used in molecular biology and biotechnology. The majority of the time will be spent in the laboratory. Upon completion of the course, the student should have sufficient fundamental knowledge of molecular biology and biotechnology to be able to function in a biotechnology laboratory. Prerequisite: ISBT 201

ISBT 302
TISSUE CULTURE
4 credits

This course will provide the student with a hands-on introduction to cell culture. Throughout the semester, the student will learn techniques for handling, storing, growing, and manipulating cells in culture. The majority of the time will be spent in the laboratory practicing these techniques. Upon completion of the course, the student should have sufficient fundamental knowledge of cell culture to be able to function in a cell culture laboratory. Prerequisite: ISBT 201

ISBT 401
BIOPROCESSING
4 credits

This course will provide the student with a hands-on introduction to bioprocessing. Throughout the semester, the student will learn how to set up, maintain, and operate bioreactors. Along with the operation of the equipment, she will need to learn and understand the growth requirements for the organisms she chooses to grow and the specific requirements for the product she wishes the organisms to generate. The majority of the time will be spent in the laboratory practicing these techniques. Upon completion of the course, the student should have sufficient fundamental knowledge to be able to run a small-scale bioreactor. Prerequisite: ISBT 201

- BIOINFORMATICS
- SPECIAL TOPICS IN THE PHARMACEUTICAL/BIOTECHNOLOGY INDUSTRY

Information and Knowledge Management

ISBT 311
BIOINFORMATICS
3 credits

This course examines current biological problems and explore and develop bioinformatic solutions to these issues. Each topic includes a definition of the problem, review the basic biological concepts involved, an introduction to the computational techniques used to address the problem along with a utilization of existing web-based tools and software solutions often employed by professional in the field of bioinformatics. Biological topics include those such as antibiotic resistance, genetic disease and genome sequencing. Computational solutions will use the industry-standard tools including the Perl and LabVIEW algorithm development languages.

ISBT 312
COLLABORATIVE SOFTWARE DEVELOPMENT
3 credits

This course will introduce students to the tenets of collaborative software development. As the majority of commercial and professional software is developed by a group of software engineers rather than individuals, this course will examine methods of software project management and specifically utilize the agile development method of Extreme Programming. Working software will be developed throughout the course. The initial project will use National Instruments LabVIEW. The second project will introduce the text-based, ANSI C language, National Instruments LabWindows/CVI. The final project will use the Microsoft Visual Studio .NET development platform. Prerequisite: ISBT 311

ISBT 411
INTELLIGENT SYSTEMS
3 credits

This course presents a systematic introduction to the fundamentals of computational intelligence, including in-depth examination of artificial neural networks, evolutionary computing, swarm intelligence and fuzzy systems. Computational intelligence is the study of adaptive mechanisms to enable or facilitate intelligent behavior in complex and changing environments. Specific environments examined will include Laboratory Automation, Automated Process Control, Robotics, and Business Decision Support.

ISBT 412
KNOWLEDGE DISCOVERY
3 credits

This course will introduce students to the Knowledge Discovery process with special concentration on the various concepts and algorithms of Data Mining. Specific topics include an examination of Online Analytical Processing (OLAP), data warehousing, information retrieval, and machine learning. The core concepts of classification, clustering, association rules, prediction, regression, and pattern matching are followed by a discussion of advanced topics such as mining temporal data, spatial data, and Web mining. This course will incorporate the algorithms examined in ISBT 411—Intelligent Systems—and will emphasize the importance of Knowledge Discovery and Data Mining in research, product development, and production facilities. Prerequisite: ISBT 411

Energy and Natural Resources
ISBT 321

FUNDAMENTALS OF ENERGY AND NATURAL RESOURCES
3 credits

This course will cover the fundamental concepts from chemistry, physics, and engineering within the context of energy applications. This includes the principles governing energy transformations, transport, and conversion, including the laws of thermodynamics, the study of heat, and chemical and nuclear reactions. We look at the way we use our natural resources to obtain energy. In addition to basic principles, we also use current events, policy making, and the media's treatment of issues surrounding our use of natural resources to put these principles in context. Prerequisite: ISBT 212

ISBT 322

ROLE OF ENERGY AND NATURAL RESOURCES IN MODERN SOCIETY
3 credits

This course will provide a fairly comprehensive overview of available energy resources both domestically and internationally. This course will be taught by a professional in the field and will draw upon the instructor's own experiences.

ISBT 421

NATURAL RESOURCE MANAGEMENT
3 credits

This course will cover natural resource use, conservation, and management. We begin by discussing renewable energy sources, contrasting their use with the use of non-renewable sources. We then discuss some of our other natural resources, such as water, forests, minerals, and the atmosphere. In addition to basic principles, we also use current events, policy making, and the media's treatment of issues surrounding our use of natural resources to put these principles in context.

ISBT 422

SUSTAINABLE ENERGY DEVELOPMENT
3 credits

This course covers the topic of sustainability as it relates to our use of our natural resources. We discuss the philosophy, economics, implementation, public and government involvement in this area, the reality and the future of sustainability. We also use current events, policy making, and the media's treatment of issues surrounding our use of natural resources to put these principles in context.

Other Courses
ISBT 333

ENTREPRENEURSHIP AND HIGH TECH BUSINESS I
3 credits

This course will direct the student through the many steps required to take a concept from business start-up, through invention and development to commercialization. The students will learn through two pathways, studying cases and through their own creative efforts. Time will be spent tracing the history of high tech start-ups, both those that have survived and those that did not. In parallel, the students will be required to simulate their own companies. Prerequisite: BUS 100

ISBT 334

ENTREPRENEURSHIP AND HIGH TECH BUSINESS II
3 credits

This course is an optional follow on to ISBT 333. It is aimed at students that have a business idea that they are ready to take to the next level. In this course, students will take the business plan they wrote for ISBT 333 and find and include the detail needed to start the business. Students will design and participate in feasibility studies, technology demonstrations, market surveys, solicitation of funds, and due diligence. Prerequisite: ISBT 333

ISBT 350, 450

COOPERATIVE EDUCATION I, II
3 credits

This experience involves full-time, paid assignment in a cooperating firm, and involves job-related learning under faculty and on-site supervision. Students will meet regularly with a faculty member and will be encouraged to reflect on the relationship between course work and their co-op experience. Position is arranged through the director. Required: junior or senior standing, minimum G.P.A. of 3.0, and approval of the Director.

ISBT 360, 460

ISBT INTERNSHIP I, II
3 credits

This is normally part-time or summer employment in a cooperating site to provide practical experience. Working under professional supervision, students will learn how to apply their education to everyday demands of the world of work. Students will meet regularly with a faculty member and will be encouraged to reflect on the relationship between course work and their internship experience. Required: junior or senior status, minimum G.P.A. of 3.0, and approval of the Director.

INTEGRATIVE STUDIES

MISSION STATEMENT

The Department of Integrative Studies has, as its primary mission, placing the study of the liberal arts within a real world context. To that end, rather than artificially dividing the students' experience into "curricular" and "extracurricular," emphasizing the disciplinary boundaries which have so often limited the students' ability to see what they are studying as linked in essential ways to real world challenges, the Department of Integrative Studies is committed to placing these challenges at the center of student learning. For this reason, experiential learning (in the classroom, in the community, in travel study courses, in service learning) and problem solving are central to all the interdisciplinary courses, minors and programs run by this department. At present, the Department includes interdisciplinary minors in Women's Studies, Film Studies, Forensic Studies and Leadership & Global Understanding. It houses the University-wide Essential Question. It offers gateway courses for the Academic Discovery Program, the Summit Program and the Pathways Program in literacy skills. It sponsors travel study courses and team taught interdisciplinary courses. As so many of the real world challenges we face are global and multicultural in nature, the Department uses these lenses, where appropriate, to guide student inquiry. The Department is committed to reaching beyond traditional boundaries in its partnerships with the School District of Philadelphia, social service agencies and other universities.

FACULTY

Marjorie Allen, Ph.D., Chair

INST 105

ACADEMIC DISCOURSE I: WRITING-INTENSIVE
3 credits

INST 105 is a writing-intensive course that uses challenging readings from multiple disciplines to explore issues related to economic justice and, in so doing, to prompt students to practice critical reading, thinking, and writing.

INST 106

ACADEMIC DISCOURSE II: CRITICAL THINKING AND SKILL BUILDING
3 credits

INST 106 is a skills-building course with an expanded focus on critical reading as well as pragmatic research about students' potential careers and how people in their proposed discipline would respond to topics related to economic justice.

INST 233

ACADEMIC DISCOURSE II: CRITICAL THINKING AND SKILL BUILDING
3 credits
AUTISM: A FAMILY FOCUS
3 credits

This course is cross-listed with EDC 233. As the diagnosis rate for Autism escalates, it becomes apparent that the disorder presents unique challenges for the autistic individual, for those persons who are close to the autistic individual, and for the larger society. This course will take a multidisciplinary perspective to explore these topics, using Psychology and Education as a conceptual framework. We use a focus on the family as the central theme around which the course is constellated. A unique aspect of this course is the adoption of a family with an Autism Spectrum Disorder member by each student; communication with the family continues throughout the semester and is an integral part of assessment.

FILM STUDIES MINOR

Directed by: Brother Gerard Molyneux

REQUIREMENTS

■ REQUIRED FOR MINOR IN FILM STUDIES: 6 COURSES

- **FLMS 204/COM 204** An Introduction to Film Studies
- **FLMS 354/ECN 354** The Economics of the Entertainment Industry
- **FLMS 403/COM 403** Film Seminar

One of the following:

- FLMS 301** Topics in Global Film (these courses may be offered by multiple departments on different topics)
- FLMS 302** Topics in Ethnic American Film (these courses may be offered by multiple departments on different topics)

One of the following:

- FLMS 266/PHL 266** Philosophy Looks at Film
- FLMS 367/ENG 367** Literature and Film

One of the following:

- FLMS 303/COM 303** Script Writing
- FLMS 309/DART 309** Digital Storytelling Design

COURSE DESCRIPTIONS

FLMS 204

AN INTRODUCTION TO FILM STUDIES
3 credits

This course is a survey course that serves to introduce film both as an industry and an art form. Subject matter includes film techniques, styles, traditions, and genres; the rudiments of cinematography, editing, sound, script structure, acting, and directing; and the business and economics of film production, distribution, and exhibition. The course will also focus on critical evaluations of the work of a diverse but representative group of outstanding films and filmmakers.

FLMS 266

PHILOSOPHY LOOKS AT FILM
3 credits

This course offers an application of philosophical perspectives to the study of film, with special attention to international cinema. The course will approach film either as a unique form of art or as a unique medium for engaging traditional philosophical questions. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

FLMS 301

GLOBAL FILM
3 credits

This course, which may be taught as a travel study course, is international in topic and when taught as a travel study course experiential in nature. A carefully selected group of foreign films will open the world wide film portal and provide a pathway into the industry and the culture behind those movies. Through the films and selected readings, the course will fill in the gap in the students' understanding of international movies.

FLMS 302

THE ETHNIC EXPERIENCE IN AMERICAN FILM
3 credits

This course will look particularly at films which reflect the various ethnic groups which make up the population of America and how the films reflect and shape this experience. The course may concentrate on particular directors, regions, or issues which impact the lives of people as members of both a particular ethnic group and the larger American community.

FLMS 303

SCRIPTWRITING
3 credits

This course is an introduction to and application of scriptwriting techniques in formats appropriate for radio, television, and film.

FLMS 309

DIGITAL STORYTELLING DESIGN
3 credits

The course will introduce students to the basic concepts of video production including storyboarding, audio recording, non-linear editing, and DVD production. The design of projects will begin with the goal of developing a compelling video story from the experiences of the student, friends, family, or strangers. The focus on first-person narratives and students will craft the stories into a videos that elevate the value of the events by enabling others to share the experience.

FLMS 354

THE ECONOMICS OF THE ENTERTAINMENT INDUSTRY
3 credits

The course surveys the economics of the entertainment industry with an emphasis on the importance of market structure (perfect competition, monopolistic competition, oligopoly, monopoly) in determining behaviors and profitability. In this course, we will apply many microeconomic, and a few macroeconomic, concepts to evaluate structure, workings, and profitability of various segments in the entertainment industry, ranging from movies to music, TV, radio, publishing, casinos, and theme parks. Case studies will be used to highlight the issues facing particular firms.

FLMS 367

LITERATURE AND FILM
3 credits

This course examines the somewhat uneasy relationship between literature and film, a relation long debated by writers and filmmakers alike. Specifically, students will study a somewhat eclectic selection of literary works and an equally eclectic collection of films based on those works. The literary texts will be drawn from different genres and national literary traditions, and the films will be drawn from different cinematic traditions and genres.

FLMS 403

FILM SEMINAR
3 credits

This course provides an in-depth study of film as art and cultural document. Rotating topics include: film history, critical approaches to film, film noir, American comedy, etc. Prerequisite: FLMS 204.

FORENSICS STUDIES MINOR

Co-Directors: David Cichowicz (Chemistry), Bonni H. Zetick (Sociology, Social Work, and Criminal Justice)

Forensic science is the use of scientific principles to assist in the resolution of legal questions, such as determining the guilt or innocence of people suspected of committing a crime. Crime scene investigation, including evidence processing and evidence analysis, are two main areas of work in the field. The minor in Forensic Studies will help to prepare students for graduate school in forensic studies or science and for an entry-level position in crime scene processing or evidence analysis, if they have the appropriate major (Psychology, Criminal Justice, or Computer Science for processing, or Chemistry, Biology, or Physical Science for analysis). The minor is comprised of introductory forensic science topics, including legal and ethical issues, forensic science for natural science or social science majors, criminal procedures, statistics, a free elective relative to the student's major, and a culminating capstone experience.

CURRICULUM:

Students may complete the minor program by taking either Track 1, Crime Scene Processing, for non-science majors, or Track 2, Evidence Analysis, for science majors. The minor requires six courses, including an introductory forensic studies course, courses in forensic science, criminal procedures, statistics, a relevant elective, and a capstone course. Additionally, students take Core courses in oral and written communication.

REQUIREMENTS:

■ **REQUIRED FOR MINOR IN FORENSIC STUDIES: 6 COURSES, FOLLOWING EITHER TRACK 1 OR TRACK 2; 2.0 G.P.A. IN THE MINOR**

Track 1 – Crime Scene Processing (20 credits)

- **FST 101** Introduction to Forensic Studies (3 credits)
- **CHM 152** Criminalistics for the Non-Science Major (4 credits)
- **CRJ 330** Constitutional Procedures in Policing (3 credits)
- **ECN/POL 213, PSY 310, SOC 301, BUS 202, or HSC 217** Statistics (3 credits)
- **ELECTIVE** List of approved courses (3 credits)
- **FST 401** Capstone in Forensic Studies (4 credits)

Notes: **FST 101** does not count as a Core science course.

Track 2 – Evidence Analysis (20 credits)

- **FST 101** Introduction to Forensic Studies (3 credits)
- **CHM 265** Criminalistics for the Physical Science Major (4 credits)
- **CRJ 330** Constitutional Procedures in Policing (3 credits)
- **BIO 314 OR MTH 410** Statistics (3 credits)
- **ELECTIVE** List of approved courses (3 credits)
- **FST 401** Capstone in Forensic Studies (4 credits)

*Notes: **FST 101** does not count as a Core science course.

The student chooses a course outside of the major requirements for the elective, from the following list:

- **BUS 303** Legal and Ethical Environment of Business
- **CRJ 161** Introduction to Criminal Justice
- **FST 370** Special Topics in Forensic Studies
- **PHL 264** Critical Thinking
- **PHL 311** Problems of Knowledge
- **PSY 220** Psychopathology
- **PSY 225** Social Psychology
- **PSY 270** Forensic Psychology
- **REL 352** Biomedical Issues
- **SOC 265** Sociology of Law

- **SWK 280** Human Behavior in the Social Environment

FST 101 (F, S)

INTRODUCTION TO FORENSIC STUDIES

3 credits

This course provides students with an introduction to forensic science in its broadest sense, encompassing classical criminalistics as well as the related laboratory subjects. The role of physical scientists as well as social scientists will be explored. The course provides students with an overview of the complexity and depth of forensics and the necessary foundations in forensic concepts and procedures to pursue specialized forensic courses within the disciplines of the social and physical sciences. The course employs hands-on learning activities, group work, and the traditional lecture format. Sample topics include introduction to forensics, the crime scene, collection of physical evidence, legal considerations, ethical considerations, the criminal justice system, and areas of forensic specialization.

FST 401 (S)

CAPSTONE IN FORENSIC STUDIES

4 credits

Students will integrate knowledge, skills, and techniques learned in prerequisite courses through several case studies that involve mock or virtual crime scenes. In mock crime scenes, students, in teams, will collect evidence and take photographs. Students will be provided the evidence in virtual case studies. They will then prepare evidence for scientific analysis, analyze the evidence to determine the viability of the case, write reports, prepare to testify in court, and conduct mock trials. Each case study will include ethical components. Site visits to local, state, and/or federal crime labs will supplement the case studies. Prerequisite: Completion of all other courses in the Forensic Studies minor.

LEADERSHIP AND GLOBAL UNDERSTANDING MINOR (LGU)

Marjorie Allen (English Department), Robert Vogel (Education Department)

This program is designed to make undergraduates more active learners and give them the tools to become truly engaged citizens in the various communities (local, national, global) they will enter after graduation. Our primary objective is to create students who come to understand, value and accept their responsibility to become active citizens in their community, sensitive to cultural diversity, so that they may assume active leadership roles and help others do the same. In order to meet this objective, the minor in Leadership and Global Understanding (LGU) will integrate service learning, community leadership, intercultural/international studies, travel study and student-centered pedagogy. But the key to such an objective is the integrative student centered pedagogy where students assume primary responsibility for their own learning.

REQUIREMENTS
■ REQUIRED FOR MINOR IN LEADERSHIP AND GLOBAL UNDERSTANDING: 6 COURSES

- **LGU 200** Introduction to Leadership and Global Understanding
 - **COM 320** Communication and Culture (designated sections)
 - Three LGU Travel Study Courses: courses with international and domestic travel components appropriate to the aims of the minor (understanding different cultural perspectives, leadership, service learning)
- OR
- Two LGU Travel Study Courses and one of the following three options:

Cultural Studies Option:

- **ENG 338** World Literatures: the non-Western Tradition

Religion Option:

- **REL 251** Peace and Social Justice
- **REL 353** Social Justice and Community Service

Language Option:

A course from the Cultural Studies option or the Religion option as the elective and the selection of **Foreign Language in the Patterns of Meaning** to fulfill the core curriculum requirements

- **LGU 400** Studies in Leadership and Global Understanding: Capstone Course

COURSE DESCRIPTIONS
LGU 200

INTRODUCTION TO LEADERSHIP AND GLOBAL UNDERSTANDING

3 credits

This experiential course examines the various communities students are members of—the campus community, the city of Philadelphia, the greater Philadelphia area, the nation and the global community. In particular, students will explore the Philadelphia community, its history and the various groups that make it up. The Introduction to Leadership and Global Understanding will introduce the student to the rich diversity of cultural groups in the Philadelphia area. Using Philadelphia as a model, students will learn to see the “community” as multi-layered and will begin to ask important questions about the rights and obligations of citizenship within such a community.

LGU 400

STUDIES IN LEADERSHIP AND GLOBAL UNDERSTANDING-CAPSTONE EXPERIENCE

(3 credits)

Studies in Leadership and Global Understanding is a multidisciplinary capstone course whose primary purpose is to integrate travel study courses, designated electives, home and abroad projects, curricular and extracurricular experiences including service learning opportunities of the student as he or she has progressed through the minor. Whereas the introductory course focused on the campus and Philadelphia communities, the capstone course focuses on the bridges between these more immediate communities and the global community with which the student now has some direct experience.

WOMEN'S STUDIES MINOR

Directed by: Kathleen Bogle, Department of Sociology and Criminal Justice

The Women's Studies Minor is an interdisciplinary minor designed for students of any major who wish to explore the rich diversity of women's lives and experiences by examining the influences of sex, race, ethnicity, and class on history and culture. Since the list of approved courses for the Women's Studies Minor changes, students are advised to consult the director for current information. Women's Studies courses are listed at the beginning of each semester's Course Registration Booklet.

REQUIREMENTS
■ REQUIRED FOR THE WOMEN'S STUDIES MINOR: SIX COURSES—WST 201 AND 5 ADDITIONAL COURSES FROM AT LEAST 3 DIFFERENT DISCIPLINES FROM THE FOLLOWING:

- **ART 210** Women and Art
- **CRJ 387** Gender, Crime and Justice
- **ENG 250** Writers and Their Worlds (specified sections)

- **ENG 302** Language and Prejudice
- **ENG 335** Women Writers
- **ENG 435** Women, Literature and Culture
- **HIS 328** Women and History
- **HIS 329** The American Woman
- **HSC 434** Women's Health Concerns
- **PHL 330** The Great Philosophers: de Beauvoir
- **PHL 330** The Great Philosophers: Foucault
- **PHL 339** Gender, Body, and Culture
- **POL 311** Women in Politics
- **PSY 271** Psychology of Women
- **REL 241** Women and Western Religion
- **REL 270** Women and Early Christianity
- **REL 271** Women and Islam
- **REL 316** The Bible and Women
- **SOC 260** Sex, Power, and Socialization
- **SOC 270** Sexism and the Law
- **WST 201** Introduction to Women's Studies

COURSE DESCRIPTION

WST 201



INTRODUCTION TO WOMEN'S STUDIES

Using an interdisciplinary approach, this course examines the social construct of gender. It explores the multiplicity of women's voices and of women's histories as expressed through race, class, sexual identity, religious affiliation, and physical disability/ability and explores a range of issues that affect women's lives including work, health, education, family and sexuality.

INTERNATIONAL RELATIONS

(Administered by the Chair, Political Science Department)

The International Relations (INR) major is an interdisciplinary major designed to train students for careers in global politics. This major is particularly designed for students who want to work in organizations like the U.S. Departments of State and Defense, the United Nations, and a range of non-governmental organizations. It requires four semesters of a language chosen by the student (including, for example, Spanish, French, German, Russian, Italian, Chinese, and others). It also requires students to complete a year-long Senior Seminar sequence (POL 480/481).

REQUIREMENTS

■ REQUIRED FOR MAJOR IN INTERNATIONAL RELATIONS: 14 COURSES

Required for Major in International Relations:

- **POL 120** European Politics
- **POL 171** Political Analysis
- **POL 221** Politics of the Developing World
- **POL 240** International Relations
- **POL 341** Globalization
- **POL 480** Senior Research Seminar I
- **POL 481** Senior Research Seminar II

Required Four Semesters of the Same Foreign Language
(level depending on proven language competency).

- | | |
|------------------|------------------|
| • FRL 101 | • FRL 201 |
| • FRL 102 | • FRL 202 |
| • FRL 201 | • FRL 301 |
| • FRL 202 | • FRL 302 |

Plus Three Electives from the Following

- **POL/ECN 213** Statistics
- **POL 342** U.S. Foreign Policy
- **POL 348** 21st Century Terrorism
- **POL/ECN 332** Political Economy of Africa
- **POL/ECN 334** Political Economy of Latin America
- **POL 344** Middle East and the World
- **POL/HIS 351** Modern China
- **POL/HIS 325** Imperialism in the Modern World
- **POL 305** President and Executive Branch
- **POL 370S** Special Topics
- **POL 460** Internship

The Political Science Department will consult with the Chair of the Foreign Languages and Literature Department to assure correct placement for the language requirement. The four course foreign language requirement can be satisfied by competency-based testing arranged with the agreement of the Political Science and Foreign Language and Literature Departments. Students satisfying the basic language requirement through competency-based testing may be approved to take a second language or additional International Relations electives.

Occasionally, other electives, in Political Science and other departments, including the School of Business' International Business (link to IB page) curriculum, can be utilized with written permission of the Chairperson.

INR students are encouraged to take ECN 213, Statistics, in lieu of MTH 120 in the University's Core Curriculum. The Department strongly recommends this course for all International Relations majors contemplating graduate school.

■ REQUIRED FOR INTERNATIONAL RELATIONS MINOR

Follow the six courses required for the International Relations/Global Politics Minor in the University Catalogue under Political Science.

INTERNATIONAL STUDIES MINOR

(See entry in the School of Business section of this catalog)

MATHEMATICS AND COMPUTER SCIENCE

FACULTY

Jonathan C. Knappenberger, Chair

Professors: Gleber, Keagy, Longo, McCarty, McManus

Associate Professors: Andrilli, Blum, Camomile, DiDio, Highley, Kirsch, Knappenberger, Michalek, Redmond

Assistant Professors: Fierson, Mazzarella, McCoe, Turk, Wang

POWERS COURSES

■ INFORMATION TECHNOLOGY

- **CSC 151, 152, 153, 154, 155, 230 AND CSM 154**

Select the appropriate CSC Powers course according to major:

- Computer science and information technology majors are required to take **CSC 230**.
- Students who plan to minor in computer science or information technology should take **CSC 230**.
- Mathematics majors are required to take **CSM 154**.
- Other science majors should take **CSC 152, CSC 230, or CSM 154**.
- Students in the School of Business are required to take **CSC 155**.
- School of Nursing and Health Sciences should consult their advisor.
- Students in all other majors are advised to take **CSC 151 or CSC 153**.

■ NUMBERS

- **MTH 114, MTH 120, and MTH 150**

The department offers major programs in mathematics, mathematics-education, computer science, information technology, and digital arts and multimedia design (DArt). The combination of required and elective courses within each program allows the design of a course of study based on career objectives and personal interest. A departmental adviser will assist students in choosing and proceeding through a selected program.

PATTERNS COURSE

■ DIGITAL ART AND MULTIMEDIA DESIGN:

- **DART 200**
-

MATHEMATICS

The Department supports two mathematics majors, one leading to a B.A. and another leading to a B.S. It is advisable for students who take the B.A. track to declare a minor in a related field. The B.S. track is better suited for students who wish to pursue mathematics at the graduate level after graduation.

MISSION STATEMENT

Our mission is in accord with the mission of the University. Learning has the highest priority in the Mathematics program. Our mission is to help our students to observe reality with precision, to think logically, and to communicate effectively. With the ultimate goal of developing our students as self-learners, members of our faculty strive to research and implement teaching strategies that effectively serve the mathematics population.

Students should leave La Salle prepared to enter professional fields that utilize their mathematics education. In addition, students who demon-

strate the ability and determination to continue academically will be prepared to pursue graduate studies. We expect that participants in our programs, both students and faculty, will expand their thirst for learning and develop a deeper appreciation and respect for related disciplines. To these ends, we work to provide a classical foundation in the core of the discipline, introduce current theories, research areas, and technologies, and demonstrate the links between theory and its embodiment in the world of applications.

PROGRAM GOALS

- demonstrate the usefulness, pervasiveness, and inherent beauty of mathematics
 - embrace current and emerging technologies in mathematics
 - introduce the logical foundations of mathematics and develop students' proof-writing skills
 - expose students to the fundamentals of probability theory
 - provide students with a wide array of elective offerings in pure and applied mathematics
 - provide students with examples of applications of mathematics and develop students' abilities to create mathematical models
 - prepare students for careers as educators, actuaries, analysts, statisticians, or other careers that will utilize their mathematical skills and
 - prepare students for further study in mathematics
 - utilize our vast alumni network to enhance curricular and co-curricular opportunities for our students
 - provide Math-B.S. students with the firm foundation in theoretical mathematics necessary for graduate study in mathematics
 - provide math-education students with an historical perspective of the development of mathematics and a comprehensive treatment of Euclidean and non-Euclidean geometry
-

STUDENT LEARNING OUTCOMES

- demonstrate competency in the areas that comprise the core of the mathematics major
 - demonstrate the ability to understand and write mathematical proofs
 - be able to use appropriate technologies to solve mathematical problems
 - be able to construct appropriate mathematical models to solve a variety of practical problems
 - obtain a full-time position in a related field or placement in graduate school within one year of graduation
-

REQUIREMENTS

■ REQUIRED FOR B.A. IN MATHEMATICS: 15 COURSES

- **MTH 120**
- **MTH 221**
- **MTH 222**
- **MTH 240**
- **MTH 302**
- **MTH 322**
- **MTH 341**

- **MTH 410**
- Five additional upper division Mathematics courses with at least one from **MTH 330, 345, 424, 430**
- **CSM 154**
- **PHY 105**

■ **REQUIRED FOR B.S. IN MATHEMATICS: 18 COURSES**

- **MTH 120**
- **MTH 221**
- **MTH 222**
- **MTH 240**
- **MTH 302**
- **MTH 321**
- **MTH 322**
- **MTH 341**
- **MTH 410**
- **MTH 424** or **430**
- Four additional upper-division Mathematics courses
- **PHY 105**
- **PHY 106**
- **CSM 154**
- **CSC 230** or **280**.

■ **REQUIRED FOR MAJOR IN MATHEMATICS-EDUCATION: 12+ COURSES**

- **MTH 120**
- **MTH 221**
- **MTH 222**
- **MTH 240**
- **MTH 302**
- **MTH 330**
- **MTH 341**
- **MTH 405**
- **MTH 410**
- **CSM 154**
- **PHY 105**
- One additional upper-division mathematics course; plus additional courses as specified by the Education Department

■ **REQUIRED FOR A MINOR IN MATHEMATICS: 6 COURSES**

- **MTH 120**
- **MTH 221**
- Any three from **MTH 222, MTH 240, MTH 302, MTH 322**
- One additional Mathematics course numbered 300 or greater.

COURSE DESCRIPTIONS

MTH 101 (F)
INTERMEDIATE ALGEBRA
3 credits

This course addresses algebraic operations; linear and quadratic equations; exponents and radicals; elementary functions; graphs; and systems of linear equations. Students who have other college credits in mathematics must obtain permission of the department chair to enroll in this course. NOTE: Not to be taken to fulfill major requirements.

MTH 113 (F)
ALGEBRA AND TRIGONOMETRY
4 credits

This course provides a review of algebra; simultaneous equations; trigonometry; functions and graphs; properties of logarithmic, exponential, and trigonometric functions; problem-solving and modeling. A TI graphing calculator is required.

MTH 114 (F, S)
APPLIED BUSINESS CALCULUS
4 credits/Powers

This course is an introduction to functions and modeling and differentiation. There will be a particular focus on mathematical modeling and business applications. Applications include break-even analysis, compound interest, elasticity, inventory and lot size, income streams, and supply and demand curves. The course will include the frequent use of Microsoft Excel. A TI-84 or TI-83 graphing calculator is required. Prerequisite: MTH 101 or its equivalent.

MTH 120 (F, S)
CALCULUS AND ANALYTIC GEOMETRY I
4 credits/Powers

Topics in this course include functions of various types: rational, trigonometric, exponential, logarithmic; limits and continuity; the derivative of a function and its interpretation; applications of derivatives including maxima and minima and curve sketching; antiderivatives, the definite integral and approximations; the fundamental theorem of calculus; and integration using substitution. A TI graphing calculator is required. Prerequisite: MTH 113 or its equivalent.

MTH 150 (F, S)
MATHEMATICS: MYTHS AND REALITIES
3 credits/Powers

This course offers an overview of mathematical concepts that are essential tools in navigating life as an informed and contributing citizen, including logical reasoning, uses and abuses of percentages, financial mathematics (compound interest, annuities), linear and exponential models, fundamentals of probability, and descriptive statistics. Applications include such topics as population growth models, opinion polling, voting and apportionment, health care statistics, and lotteries and games of chance.

CSM 154
MATHEMATICAL TECHNOLOGY
4 credits/Powers

This course focuses on the use of technology as a tool for solving problems in mathematics, learning mathematics and building mathematical conjectures; electronic spreadsheets, a Computer Algebra System (CAS), and a graphing calculator; the use of these tools, programming within all three environments, including spreadsheet macros, structured CAS programming, and calculator programming. A TI-89 graphing calculator is required.

MTH 221 (S)
CALCULUS AND ANALYTIC GEOMETRY II
4 credits

This course addresses differentiation and integration of inverse trigonometric and hyperbolic functions; applications of integration, including area, volume, and arc length; techniques of integration, including integration by parts, partial fraction decomposition, and trigonometric substitution; L'Hopital's Rule; improper integrals; infinite series and con-

vergence tests; Taylor series; parametric equations; polar coordinates; and conic sections. A TI graphing calculator is required. Prerequisite: MTH 120.

MTH 222 (F)
CALCULUS AND ANALYTIC GEOMETRY III
4 credits

This course addresses three-dimensional geometry including equations of lines and planes in space, vectors. It offers an introduction to multi-variable calculus including vector-valued functions, partial differentiation, optimization, and multiple integration, applications of partial differentiation and multiple integration. A TI-89 graphing calculator is required. Prerequisite: MTH 221.

MTH 240 (F)
LINEAR ALGEBRA AND APPLICATIONS
4 credits

This course includes vectors and matrices, systems of linear equations, determinants, real vector spaces, spanning and linear independence, basis and dimension, linear transformations, eigenvalues and eigenvectors, and orthogonality. Applications in mathematics, computer science, the natural sciences, and economics are treated. Prerequisite: MTH 221.

MTH 260 (F)
DISCRETE STRUCTURES I
3 credits

This course is the first half of a two-semester course in discrete mathematics. The intended audience of the course consists of computer science majors (both B.A. and B.S.) and IT majors. Topics in the course include logic, sets, functions, relations and equivalence relations, graphs, and trees. There will be an emphasis on applications to computer science.

MTH 261 (S)
DISCRETE STRUCTURES II
3 credits

This course is the second half of a two-semester course in discrete mathematics. The intended audience of the course consists of computer science majors (both B.A. and B.S.) and IT majors. Topics in the course include number theory, matrix arithmetic, induction, counting, discrete probability, recurrence relations, and Boolean algebra. There will be an emphasis on applications to computer science. Prerequisite: MTH 260.

MTH 302 (S)
FOUNDATIONS OF MATHEMATICS
3 credits

Topics in this course include propositional logic, methods of proof, sets, fundamental properties of integers, elementary number theory, functions and relations, cardinality, and the structure of the real numbers. Prerequisite: MTH 221.

MTH 321
REAL ANALYSIS
3 credits

This is a course that emphasizes the theory behind calculus topics such as continuity, differentiation, integration, and sequences and series (both of numbers and of functions); basic topology, Fourier Series. Prerequisites: MTH 222 and 302.

MTH 322
DIFFERENTIAL EQUATIONS
4 credits

This course focuses on analytical, graphical, and numerical techniques for first and higher order differential equations; Laplace transform methods; systems of coupled linear differential equations; phase portraits and stability; applications in the natural and social sciences. Prerequisite: MTH 221.

MTH 330 (F even years)
MODERN GEOMETRIES
3 credits

Topics from Euclidean geometry including: planar and spatial motions and similarities, collinearity and concurrence theorems for triangles, the nine-point circle and Euler line of a triangle, cyclic quadrilaterals, compass and straightedge constructions. In addition, finite geometries and the classical non-Euclidean geometries are introduced. Prerequisite: MTH 240.

MTH 341 (F even years)
ABSTRACT ALGEBRA
3 credits

Sets and mappings; groups, rings, fields, and integral domains; substructures and quotient structures; homomorphisms and isomorphisms; abelian and cyclic groups; symmetric and alternating groups; polynomial rings are topics of discussion in this course. Prerequisite: MTH 302.

MTH 345
COMBINATORICS
3 credits

This course addresses permutations and combinations, generating functions, recurrence relations and difference equations, inclusion/exclusion principle, derangements, and other counting techniques, including cycle indexing and Polya's method of enumeration. Prerequisite: MTH 221.

MTH 370-379
SELECTED TOPICS IN MATHEMATICS
3 credits

This is an introductory course to specialized areas of mathematics. The subject matter will vary from term to term. Prerequisite: junior mathematics standing.

MTH 405 (F odd years)
HISTORY OF MATHEMATICS
3 credits

This course is an in-depth historical study of the development of arithmetic, algebra, geometry, trigonometry, and calculus in Western mathematics (Europe and the Near East) from ancient times up through the 19th century, including highlights from the mathematical works of such figures as Euclid, Archimedes, Diophantus, Fibonacci, Cardano, Napier, Descartes, Fermat, Pascal, Newton, Leibniz, Euler, and Gauss. A term paper on some aspect of the history of mathematics is required. Prerequisite: MTH 302.

MTH 410 (F odd years)
PROBABILITY AND STATISTICS I
3 credits

Topics in this course include sample spaces and probability measures, descriptive statistics, combinatorics, conditional probability, independence, random variables, joint densities and distributions, conditional

distributions, functions of a random variable, expected value, variance, various continuous and discrete distribution functions, and the Central Limit Theorem. Prerequisite: MTH 222.

MTH 411 (S even years)

PROBABILITY AND STATISTICS II

3 credits

Topics in this course include measures of central tendency and variability, random sampling from normal and non-normal populations, estimation of parameters, properties of estimators, maximum likelihood and method of moments estimators, confidence intervals, hypothesis testing, a variety of standard statistical distributions (normal, chi-square, Student's t, and F), analysis of variance, randomized block design, correlation, regression, goodness of fit, and contingency tables. Prerequisite: MTH 410.

MTH 421

NUMERICAL ANALYSIS

4 credits

This course addresses basic concepts, interpolation and approximations, summation and finite differences, numerical differentiation and integration, and roots of equations. Prerequisite: MTH 222.

MTH 424 (F)

COMPLEX VARIABLES

3 credits

This course examines analytic functions; Cauchy-Riemann equations; Cauchy's integral theorem; power series; infinite series; calculus of residues; contour integration; conformal mapping. Prerequisite: MTH 222 or permission of the instructor.

MTH 425

MATHEMATICAL MODELING

3 credits

This course addresses the uses of mathematical methods to model real-world situations, including energy management, assembly-line control, inventory problems, population growth, predator-prey models. Other topics include: least squares, optimization methods interpolation, interactive dynamic systems, and simulation modeling. Prerequisite: MTH 221.

MTH 430 (S odd years)

TOPOLOGY

3 credits

Topics in this course include topological spaces; subspaces; product spaces, quotient spaces; connectedness; compactness; metric spaces; applications to analysis. Prerequisite: MTH 302.

MTH 470-479

SELECTED TOPICS IN MATHEMATICS

3 credits

This course is an introduction to specialized research, concentrating on one particular aspect of mathematics. The subject matter will vary from term to term. Prerequisite: senior mathematics mathematics standing.

COMPUTER SCIENCE

The Department supports offers separate programs in computing. Two of these programs provide a traditional, strong foundation in the discipline

of computer science, one leading to a B.A. and the other to a B.S. The remaining program leads to a B.S. in Information Technology.

The primary goal of these programs is the preparation of graduates for direct entry into the computing profession with sufficient background to make continuing contributions in the field. The B.S. in Computer Science program provides the foundation for remaining current in computer science. It requires courses in related fields and provides breadth and depth in the discipline. The B.A. program is applications-oriented and has fewer required courses to provide greater flexibility. The information technology major is designed for those students interested in the study of networks and client support systems.

MISSION STATEMENT

With student learning having the highest priority, goals for the Computer Science Program are in accord with those of the University. Our mission is to help our students to think logically, to analyze problems and develop algorithmic and computer-based solutions to these problems, to communicate effectively, and to work collaboratively as part of a team. With the ultimate goal of developing all of our students as self-learners, members of our faculty strive to research and implement teaching strategies that effectively serve all of our students.

Ultimately, our mission is to prepare students for professional careers in computer science. In addition, students who demonstrate the ability and determination to continue academically in computer science will be prepared for graduate studies. We expect that participants in our program, both students and faculty, will expand their thirst for learning and develop a deeper appreciation and respect for related disciplines. To these ends, we work to provide a classical foundation in the core of the discipline, introduce current theories, research areas, and technologies, and demonstrate the links between theory and its embodiment in the world of applications.

PROGRAM GOALS

- a. demonstrate the usefulness and pervasiveness of computer science
- b. embrace current and emerging technologies in computer science
- c. blend the theory and practice of computer science emphasizing practical problem solving
- d. introduce students to a range of programming languages and computing environments
- e. integrate student experiences in the major through the capstone sequence incorporating teamwork and collaboration tools
- f. provide students with a wide array of elective offerings in computer science
- g. prepare students for careers as software designers and developers, software engineers, database designers or other careers that will utilize their computing skills
- h. prepare students for further study in computer science
- i. utilize our vast alumni network to enhance curricular and co-curricular opportunities for our students
- j. provide Computer Science-B.S. students with the firm foundation in theoretical computer science necessary for graduate study

STUDENT LEARNING OUTCOMES

At the end of the program, the learner will:

1. be able to design and create software in multiple contexts such as a variety of languages, platforms, data sources, and project sizes.
2. be able to demonstrate knowledge of underlying principles of computing in areas such as computing theory, operating systems, networking, and computer architecture.
3. obtain a full-time position in a related field or placement in graduate school within one year of graduation.

REQUIREMENTS

■ REQUIRED FOR B.A. IN COMPUTER SCIENCE: 18 COURSES

- CSIT 220
- CSIT 301
- CSC 230
- CSC 240
- CSC 280
- CSC 290
- CSC 340
- CSC 381
- CSC 481
- One of CSC 366, 457, or 464
- One of CSC 341, 343, 349, 366, 456, 457, or 464
- One CSC elective, 300-level or higher
- One CSC or CSIT elective, 300-level or higher
- MTH 260
- MTH 261
- PHY 201
- BUS 100 or BUS 203
- One additional business course from among the following:
 BUS 101, 203, 206, or 303
 ACC 201
 MGT 307, 311, 312, 353, 354, 355, 356, or 357

■ REQUIRED FOR B.S. IN COMPUTER SCIENCE: 21 COURSES

- CSIT 220
- CSIT 301
- CSC 230
- CSC 240
- CSC 280
- CSC 290
- CSC 366
- CSC 381
- CSC 457
- CSC 464
- CSC 480
- CSC 481
- One of CSC 340, 341, 343, or 349
- One CSC elective, 300-level or higher
- One CSC or CSIT elective, 300-level or higher
- MTH 120
- One of MTH 221, MTH 240, or ECN 213
- MTH 260 and 261
- PHY 105 and 106
- PHY 201

■ REQUIRED FOR A MINOR IN COMPUTER SCIENCE: 6 COURSES

- CSIT 220
- CSC 230

- CSC 240
- CSC 280
- CSC 290
- One CSC elective, 300-level or higher

COURSE DESCRIPTIONS

CSC 151 (F, S)

INTRODUCTION TO COMPUTING USING PACKAGES
3 credits/Powers

This course offers a survey of computers and computer systems as well as problem-solving and computer applications for business and social science and an introduction to a PC-based Graphical User Interface/windowed operating system. Computer packages include a word processor, electronic spreadsheet, and presentation software. Internet use includes electronic mail and the World Wide Web. Credit will be given for only one of CSC 151, 152, 153, 154, and 155.

CSC 152 (F, S)

INTRODUCTION TO COMPUTING; MATHEMATICS/SCIENCE APPLICATIONS
3 credits/Powers

This course provides a survey of computers and computer systems as well as problem-solving and computer applications for science and mathematics, including data analysis and regression. It includes an introduction to a PC-based Graphical User Interface/windowed operating system and covers word processing, design and use of electronic spreadsheets, and presentation software. Internet use includes electronic mail and the World Wide Web. Credit will be given for only one of CSC 151, 152, 153, 154, and 155.

CSC 153 (F, S)

THE DIGITAL PERSON
3 credits/Powers

Topics in this course include personal data collection, use, and misuse; laws and means of protecting one's privacy; intellectual property; strategies to find information online, including use of the library's online databases, and to evaluate the credibility of the source; ethical use of information and computers; current issues like e-waste, multitasking, credit card use and debt; phishing and identity theft; electronic voting. Credit will be given for only one of CSC 151, 152, 153, 154, and 155. Prerequisite: Basic computer literacy.

CSC 154 (F, S)

HEALTHCARE INFORMATICS
3 credits/Powers

This course promotes an understanding of computer systems and related technologies as they are utilized by healthcare professionals across a variety of settings. The role and value of medical record technology such as Electronic Medical Records (EMRs) and Electronic Health Records (EHRs) are explored. Also studied is the relationship of healthcare informatics to patient safety and legal and ethical issues associated with the collection of personal and health data. Students collaborate and discuss these issues using technologies such as email, blogs, wikis, Websites, e-Portfolios, and mobile devices. Strategies for searching relevant library databases as well as government and health organization Websites are developed. Credit will be given for only one of CSC 151, 152, 153, 154, and 155.

CSC 155 (F, S)

INTRODUCTION TO COMPUTER APPLICATIONS FOR BUSINESS

3 credits/Powers

This course addresses effective analysis, design, and presentation of information for business, including advanced word processing, presentation graphics, spreadsheets, and databases, with emphasis on analysis. Topics include formulas, functions, charting, sorting, filtering, pivot tables, what-if analysis, database queries and reports, and business-specific library databases. Credit will be given for only one of CSC 151, 152, 153, 154, and 155.

CSC 230 (F)

PROGRAMMING CONCEPTS AND USER INTERFACES

4 credits/Powers

This course addresses problem solving and programming using problem-based learning; variables, control flow, iteration, modules, arrays, file processing, classes, and objects; and basic graphical-user interface concepts (forms/pages and controls) for desktop and/or Web or mobile environments. Three hours of lecture and two hours of laboratory per week are required.

CSC 240 (F, S)

DATABASE MANAGEMENT SYSTEMS

3 credits

This course includes components of database systems, database models: entity-relationship, relational, hierarchical, network; normalization, integrity, relational algebra, query languages, system security, distributed databases, and social and ethical concerns. In addition, case studies using a relational DBMS will be implemented.

CSC 280 (S)

OBJECT PROGRAMMING

4 credits

This course involves problem solving using a high-level object-oriented language, such as Java; analyzing problems, designing a solution, implementing a solution, testing, and debugging; abstraction, encapsulation, and inheritance; using, designing, creating, and testing classes; and selection, iteration, and simple collections, such as arrays. Three hours of lecture and two hours of laboratory per week are required. Prerequisite: CSC 230.

CSC 290 (F)

INTRODUCTION TO DATA STRUCTURES AND ALGORITHMS

4 credits

This course is a continuation of CSC 280. It focuses on abstract data types, including lists, stacks, queues, binary trees, and hash tables; recursive techniques; iterators; and use of classes in the Java Collections Framework for problem solving. It involves three hours of lecture and two hours of laboratory per week. Prerequisite: CSC 280.

CSC 310

COMPUTERS, ETHICS, AND SOCIAL VALUES

3 credits

The topics in this course include privacy and information use/misuse offline and online, intellectual property, the First Amendment, e-waste, accuracy of information, ethics, effects of computers on work and society, responsibilities and risks of computing, current issues such as credit cards and associated debt, cyberwar, and cloud computing. Prerequisites: CSIT 220 and CSC 240.

CSC 340

.NET PROGRAMMING

3 credits

This course focuses on programming in .NET (such as Visual Basic.NET or C#) and Active Server Pages (ASP.NET) that supports work with databases and the Web; models that support database access, such as MS SQL, Entity Framework, and LINQ; design and development of solutions to problems using database tools and programming; and database-driven Web sites, including validation, navigation, and security. Prerequisites: CSC 230 and CSC 240.

CSC 341

OPEN-SOURCE APPLICATION DEVELOPMENT

3 credits

Students will develop Web solutions that integrate client- and server-side interfaces. The emphasis for the course will be on development for server side, with results being viewed and designed for the client. At least half of the course will include database maintenance using the open-source solution, including development of authentication and authorization. Prerequisites: CSC 230 and CSC 240.

CSC 343

CLIENT-SIDE SCRIPTING

3 credits

This course will require students to design and develop standards-based client interfaces for Web/client-side applications using the latest versions of HTML, CSS, and Javascript. Students will study Web-based standards and application/design styles. Students will also use popular Web-development tools. Some mobile development will be included in the course. Prerequisite: CSC 230.

CSC 349

MOBILE COMPUTING

3 credits

This course covers software mobile application development, its architecture and lifecycle as well as its inherent design considerations. Students will learn about mobile resources, activities, views, layouts, and intents in addition to interacting with the location-based services, messaging services, multimedia interfaces, and sensors available on the mobile device. The applications developed will manage data input from and output to files, databases, and content providers. After developing applications in an emulation environment, students will install them on individual mobile devices as well as prepare them for marketplace distribution. Prerequisite: CSC 280.

CSC 360

INTERNSHIP

3-6 credits

Internships offer part-time, paid, or non-paid employment in a cooperating site to provide practical experience in the discipline. Working under professional supervision for at least 20 hours per week, students learn how to apply their education to the everyday demands of the world of work. Students will meet regularly with a faculty member and will be encouraged to reflect on the relationship between coursework and their internship experience. Required: junior or senior standing, 2.5 GPA overall and in the major, and recommendation of the internship coordinator.

CSC 366LANGUAGE THEORY AND DESIGN
3 credits

This course involves programming languages; historical perspective and underlying serial computation model; theory: finite automata, Backus-Naur Form, representations, and grammars; and design: syntax, semantics, run-time implementation, and application domains. Language paradigms will include procedural, functional, logical, object-oriented, and non-sequential processing. Prerequisites: CSC 290 and MTH 261.

CSC 370, 371, 372, 373, 374, 375, 376, 377SELECTED TOPICS IN COMPUTER SCIENCE
3 credits

This course is an introduction to specialized areas of computer science. The topics will vary from term to term. Prerequisite: junior computer science standing.

CSC 381SOFTWARE ENGINEERING
3 credits

The intent of this course is to focus on basic concepts and major issues of project design using a software engineering approach; the software development life cycle; structured analysis and object-oriented design techniques; and modeling, project planning, requirements definition, and requirements testing. Prerequisite: CSC 290.

CSC 446DATA MINING
3 credits

This course introduces data mining, with an emphasis on applying machine learning techniques for data mining; popular methods, such as learning of decision trees, decision tables, rules, and cases; algorithms and applicability; practical applications; data preparation and evaluation of results, including human role in data mining; and ethical issues. Prerequisite: CSC 280.

CSC 450, 451COOPERATIVE EDUCATION
3-6 credits

These opportunities involve full-time, paid, six-month assignments in a cooperating firm, with job-related learning under faculty and on-site supervision. Students will meet regularly with a faculty member and will be encouraged to reflect on the relationship between coursework and their co-op experience. Positions are arranged through the Chair of the Department or director of the program. Requirements include junior or senior standing, 2.5 GPA overall and in the major, and recommendation of the co-op coordinator.

CSC 456ARTIFICIAL INTELLIGENCE
3 credits

Intelligent systems technologies that have or may become practical for organizational use will be addressed in this course. Topics may include simple expert systems and expert systems with certainty factors, case-based reasoning, machine learning, neural networks, genetic algorithms, fuzzy logic, and two-person game playing. Prerequisites: CSC 280 and MTH 260.

CSC 457OPERATING SYSTEMS
3 credits

Principles and concepts of process and resource management in operating systems will be the focus of this course. I/O programming; interrupt mechanism and memory management; processor management; scheduler; priority queues; traffic controller; device management; and information management and file systems are select topics. Prerequisite: CSC 290.

CSC 464THEORY OF ALGORITHMS
3 credits

Students will engage in problem-solving strategies, including divide and conquer, greedy, backtracking, and dynamic programming; will focus on the complexity analysis of algorithms; and will be introduced to complexity classes P and NP, with strategies for NP-complete problems. Prerequisites: CSC 290 and MTH 261.

CSC 470-479SELECTED TOPICS IN COMPUTER SCIENCE
3 credits

This course provides an introduction to specialized research in computers and computing, concentrating on one particular aspect of computer science. The subject matter will vary from term to term. Prerequisite: senior computer science standing.

CSC 481PROJECT IMPLEMENTATION
3 credits

This course addresses implementation issues, programming language features, validation and verification techniques, and software maintenance. It requires a team project to develop, document, test, and maintain a software system. Prerequisite: CSC 381.

INFORMATION TECHNOLOGY

MISSION STATEMENT

1. The mission of the La Salle's Information Technology (IT) program extends the University's mission with an emphasis on the success of its students. IT students establish a foundation aware of theoretical IT paradigms coupled with current IT practices. This groundwork will provide a basis of continued learning in this dynamic, emerging field. Students analyze technological problems, design team-based solutions to real-world problems, and develop communication plans for both IT experts and non-experts. Students are encouraged to complete internships as well as participate in industry-based research opportunities to understand the broad application of technology within society. Students completing this program are prepared to continue as IT industry professionals and researchers.

PROGRAM GOALS

- a. Prepare students to participate ethically and professionally in IT departments.
- b. Prepare students to evaluate technology problems and solutions to support organizational needs.
- c. Prepare students to be IT leaders and researchers

STUDENT LEARNING OUTCOMES

At the end of the program, the learner will be able to:

1. manage and administer computer and network systems
2. devise plans and processes to evaluate IT solutions
3. execute processes and procedures to help end-users with technology problems
4. execute procedures to secure corporate data and networks
5. effectively communicate IT-related information to others within an organization
6. formulate plans and procedures to manage computer hardware and software
7. evaluate and select computer usage and tools in support of IT organizations and needs
8. devise and implement IT policies, procedures, and standards to meet organizational strategic plans

REQUIREMENTS

■ REQUIRED FOR B.S. IN INFORMATION TECHNOLOGY: 17 COURSES

- CSIT 220
- CSIT 301
- CSIT 320
- CSIT 321
- CSIT 327 or CSC 349
- CSIT 360
- CSIT 380 or CSC 381
- CSIT 422
- CSC 230
- CSC 240
- CSC 310
- CSC 340 or CSC 341
- CSC 343
- BUS 203 or one CSIT/CSC elective numbered 280 or higher
- One CSIT/CSC elective numbered 280 or higher
- MTH 260
- PHY 201

■ REQUIREMENTS FOR A MINOR IN INFORMATION TECHNOLOGY: 6 COURSES

- CSIT 220
- CSC 230
- CSC 240
- Three additional CSIT courses numbered 300 or greater.

COURSE DESCRIPTIONS

CSIT 220 (F, S)

DATA COMMUNICATION NETWORKS

3 credits

This course will address current methods and practices in the use of computer networks to enable communication; physical layers, architectural layers, design, operation, management, and the ISO standards.

Local, cloud and wide area networks are examined. Student projects may include introductory LAN design, implementation and administration.

CSIT 301

COMPUTER ARCHITECTURE

3 credits

This course is an introduction to computer architecture and hardware; underlying structures needed to accomplish tasks electronically; and hardware and software architecture components relative to memory management, I/O control, and processing capabilities. Prerequisite: .CSIT 220.

CSIT 320

LANS AND NETWORK ADMINISTRATION

3 credits

This course provides a practical approach to network administration methodology using current technologies; network hardware; Network Operating System installation; account management; file sharing; network printing; protocol and services configuration; client connectivity and troubleshooting; network application support; server maintenance; and cross-platform integration. One hour of lecture and two hours of laboratory are scheduled per week. Prerequisite: CSIT 220.

CSIT 321

CLIENT SUPPORT

3 credits

Topics in this course include installation, maintenance, and customization of a PC client operating system (OS), additional system and application software and hardware installation. The course will also provide a survey of OS utilities, services, and settings, including command-line instructions, menus, start-up processes, purposes of essential OS files, browser options, the task manager, the registry, firewall, etc. Prerequisite: CSIT 220.

CSIT 327

ADMINISTRATIVE SCRIPTING

3 credits

Production environments use scripts because of the rapid deployment and their "hands-off" nature, which is lacking in GUIs. The main focus is the use of scripts to automate installation, maintenance, and analysis of operating systems, networks, and applications. This course will examine popular scripting languages that are used in Windows and Linux environments. Prerequisites: CSC 230 and CSIT 320.

CSIT 360

INTERNSHIP

3 credits

Part-time, paid or non-paid employment in a cooperating site will provide practical experience in the discipline. Working under professional supervision for at least 20 hours per week, students learn how to apply their education to the everyday demands of the world of work. Students will meet regularly with a faculty member and will be encouraged to reflect on the relationship between course work and their internship experience. Required: junior or senior standing, 2.5 G.P.A. overall and in the major, and recommendation of the internship coordinator.

CSIT 370-379

SELECTED TOPICS IN INFORMATION TECHNOLOGY

3 credits

This course is an introduction to specialized research in computers and computing, concentrating on one particular aspect of information technology. The subject matter will vary from term to term. Prerequisite: junior or senior standing.

CSIT 380

APPLIED TECHNOLOGY SYSTEMS

3 credits

This course will provide an overview of software systems used in a business environment. The course will discuss the network architecture needed to support these environments, including specific issues related to licensing, metrics, infrastructure, and environmental requirements. Prerequisites: CSIT 220 and CSC 240.

CSIT 422

INFORMATION SECURITY

3 credits

Topics in this course include basic computer security concepts, terminology, and issues, including network security, Windows security, and Linux security; hardening, TCP/IP, scanning, sniffing, IPSec, public key infrastructure, Kerberos, certificates, cryptography, firewalls, intrusion detection systems, security policies, and processes. Prerequisites: CSIT 320 or CSIT 321.

CSIT 450, 451

COOPERATIVE EDUCATION

3-6 credits

This experience will involve a full-time, paid, six-month assignment in a cooperating firm that engages the student in job-related learning under faculty and on-site supervision. Students will meet regularly with a faculty member and will be encouraged to reflect on the relationship between coursework and their co-op experience. The position is arranged through the Chair of the Department or director of the program. Required: junior or senior standing, 2.5 GPA overall and in the major, and recommendation of the co-op coordinator.

DIGITAL ARTS AND MULTIMEDIA DESIGN (DART)

Conrad Gleber, Ph.D., Director

The digital arts and multimedia design major (DART) is a multidisciplinary program incorporating courses from computer science, English, and studio and media arts. Ten courses make up the core requirement for the major and provide the foundation for a student's program of study.

Seven additional courses from one of three tracks:

- Multimedia design
- Electronic publishing
- Technical development

satisfy the remaining requirements for the major.

Students complete a capstone senior project management seminar and a senior portfolio. DART majors are strongly encouraged to participate in an internship or co-op to fulfill part of the program requirements.

MISSION STATEMENT

Teaching is regarded as the highest priority within the Digital Arts and Media Design program. The commitment to meeting this priority requires the faculty to continually develop their personal research, scholarship and teaching methods. The standard is set by the constantly changing technology of digital arts and media design and its relatively new impact on university curriculums. Our goals in teaching include helping our students to observe reality with precision, to think logically, and to communicate effectively in order to actively contribute to designing a better social world. Since the ultimate goal of developing all of our students is to make them life-long learners, our faculty strives to research and implement teaching strategies that address students' different learning styles and needs. DART faculty are committed to empowering our students, majors and minors inclusive, with traditional discipline studies coupled with new digital mediums to expand their collegiate and professional careers.

For the Digital Arts and Media Design majors, our primary mission is to introduce current technology trends with an emphasis on underlying theory that develops the technology. DART majors couple their creative talents with new technologies. DART majors create liaisons that merge traditional studies with current and emerging trends. They are expected to know how, but more importantly WHY, specific designs will work. DART strives to promote an understanding of the social and ethical implications of computing and digital cultures. Our majors are taught to adapt their skills enabling them to succeed in changing social environments. Finally, our mission as part of the La Salle community is to work with all departments to ensure that course content includes the changing digital media design needs of any university department. As a high level multi-disciplinary program, our curriculum is an intertwined mix of content from art, technology, science and cultural studies. We are committed to providing the traditional broad liberal arts foundation to prepare students to meet the learning challenges of a global 21st century information-age environment.

PROGRAM GOALS

1. To graduate Digital Arts and Media Design majors prepared to begin professional careers and/or to pursue graduate studies. The program curriculum strives to mesh traditional discipline with emerging technologies, including current theories, research areas, and technologies involving established and emerging digital technology. The program demonstrates the balance that links a traditional liberal arts program and to evolving digital cultures in a globalizing world.
2. To research, teach and publish augmented reality media.
3. To research, teach and produce 3D printed objects.
4. To revise and implement digital audio technology into the DART audio courses.
5. Expand the senior capstone to include more outside clients and offer video and locative media design.

STUDENT LEARNING OUTCOMES

1. Create visual design solutions to problems employing critical and creative methods
2. Communicate effectively with colleagues, clients and manager/directors
3. Contextualize problems from a multi-disciplinary and multi-cultural perspective
4. Identify and maintain an awareness of the role digital technology plays in society

5. Demonstrate a willingness to lead, collaborate, and cooperate as a method of facilitating team cohesion and efficiency

REQUIREMENTS

■ REQUIRED FOR B.A. IN DIGITAL ARTS AND MULTIMEDIA DESIGN: 17 COURSES

- BUS 100
- ART 102
- CSC 240
- DART 230
- DART 430
- DART 480
- DART 481
- CSD 210
- CSD 340
- ENG 218

- In addition to the courses listed above, students select one concentration track:

Multimedia and Creative Design Track (7 courses: 4 required and 3 electives)

Required

- ART 215
- ART 220
- MUS 220
- CSD 310

Electives

- **DART 200** Theory and History of Digital Art
- **DART 212** Visual Design
- **DART 280/281/282** Undergraduate Seminar
- **DART 300** Digital Figure Drawing
- **DART 301** Typography for Print and Web
- **DART 309** Digital Storytelling Design
- **MUS 320** Computer Music Composition
- **DART 450** Co-op Ed
- **DART 461 AND 462** Internship 1 and 2
- Special topics have included: 3D modeling, 2D and 3D game design, and virtual space design

Professional Electronic Publishing Track (7 courses: 3 required and 4 electives)

Required

- ENG 310
- ENG 409
- ENG 410

Electives

- **DART 450**
- **DART 461**
- **ENG 303**
- **ENG 308**
- **ENG/COM 402**
- **COM 302**
- **COM 303**
- **COM 337**
- **COM 357**
- Special Topics

Technical Development Track (7 courses: 4 required and 3 electives)

Required

- **CSD 342**
- **CSIT 220**
- **CSC 230, 340**

Electives

- **DART 450**
- **DART 461**
- **CSC 280**
- **CSIT 320**
- **CSIT 321**
- **CSIT 322**
- Special Topics in CSC/IT

■ REQUIRED FOR MINOR IN DIGITAL ARTS AND MULTIMEDIA DESIGN 6 COURSES

- **ART 102**
- **CSD 210**
- **DART 230**
- **ART 220 or CSD 340**
- Two courses from the following list (note that the selected courses may not be from the student's major program of study and one course must be at the 300-400 level): **DART 200, DART 280, DART 301, DART 309, ENG 218, ENG 310, ENG 409, ENG 410, CSC 240, CSD 310, CSD 342, CSIT 220, CSC 230, CSC 340, BUS 204, MKT 302, MKT 305, DART 430, ART 215, MUS 220.**

Special topics courses in the DArt program may be added to the list of electives with the approval of the Program Director.

COURSE DESCRIPTIONS

CSD 210 (F) CREATING MULTIMEDIA 3 credits

This course addresses the fundamental principles and techniques associated with planning, designing, and creating multimedia content (interactive graphics, animation, digital audio); integration into Web publications; standard multimedia formats; multimedia development tools; Web authoring tools; high-performance Web playback. Students will specify, design, and develop Web-based projects. This course does not satisfy Computer Science major requirements. Prerequisite: CSIT 153 or permission of director.

CSD 310 ADVANCED ANIMATION 3 credits

This course examines transformation of frame-based animation with fixed run-time behavior using scripted animation; focusing on interactivity, changing appearance, motion, and sound via scripting to control movies/Web sites in response to execution state and user events; script syntax, logic, controlling targeted objects, timelines; variables, conditional statements, and loops. Prerequisite: CSD 210.

CSD 340 WEB SCRIPTING 3 credits

This course is an introduction to basic programming concepts: variables, arrays, control structures (ifs and loops), and functions, as well as an

introduction to basic interface concepts such as forms, elements, events, etc. Use of these concepts in the creation of dynamic and interactive documents for the Internet. This course is mainly client-side scripting, in particular JavaScript, but may also include some server-side scripting and XML. Prerequisite: DArt 230 or permission of the Program Director.

CSD 342
SERVER SIDE SCRIPTING
3 credits

This course provides application development using different server-based technologies. Technologies will focus on current industry standards such as CGI/BIN, .Net and PHP; new technologies, use of the technologies and current research efforts. The course will develop basic interaction with current database technologies. Prerequisite: CSD 340.

DART 200 (F)
HISTORY AND THEORY OF DIGITAL ART
3 credits/patterns

This course will focus on the newly emerging and continually expanding field of digital art and the relation of new media art practices to earlier moments in which art and technology have intersected. Topics to be addressed include: the art historical receptions of digital works; display strategies for new media; and significant developments in the areas of digital sculpture, photo manipulation, interactive installations, and digital printmaking.

DART 212 (F, S)
VISUAL DESIGN
3 credits

This course provides an overview of visual design practices, including editing and formatting text and preparing materials for publication. Topics include design principles, color theory, typography, digital manipulation of images and photographs, printing processes, color reproduction, and page design for print. Students will be introduced to software for image and graphics production (i.e. Adobe Photoshop, Illustrator, InDesign).

DART 230 (S)
WEB DEVELOPMENT
3 credits

This course focuses on preparation, design, development, and maintenance of Web documents. Creating, revising, editing, and critiquing Web sites using “hard code” and applications-based layout and editing, and the use of style sheets. This course emphasizes site architecture and mastery of Web authoring tools, including Web document deployment and debugging. (Note: Credit will not be given for both DART 230 and ENG 330.) Prerequisite: CSC 153 or permission of director.

DART 280-281-282 (S)
DIGITAL ARTS SEMINAR I - II - III
1 credit

Freshmen, sophomore, and junior DArt majors meet one hour a week to hear and discuss current issues, research, and trends in digital art and design. Discussions focus on students' interest and professional direction, the presentations by visiting lecturers, their evaluation of the program, and their role as a future professional. Each semester is 1 credit.

DART 300
DIGITAL FIGURE DRAWING
3 credits/Elective

This course is designed for students who have previous digital media experience. Traditional drawing concepts and exercises will be applied using an electronic drawing tablet and computer software. While basic elements of drawing will be reviewed, the concentration of the course will focus on drawing the figure. Classical through contemporary figure painting and drawing will be studied as a means of exploring concept and personal style.

DART 301 (S)
TYPOGRAPHY FOR PRINT AND WEB
3 credits/Elective

This course emphasizes formal, compositional, and abstract methodologies that contribute to communication through visual language. The basic skills involve the process of manipulating type and images to discover the basis of their interaction as methods for creating meaningful graphic messages. Assignments and exercises use computer software to develop typographic designs for static, motion, and Internet graphics.

DART 309 (F)
DIGITAL STORYTELLING DESIGN
3 credits

The course will introduce students to the basic concepts of video production including storyboarding, audio recording, non-linear editing, and DVD production. The design of projects will begin with the goal of developing a compelling video story from the experiences of the student, friends, family, or strangers. The focus is on first-person narratives and students will craft the stories into videos that elevate the value of the events by enabling others to share the experience.

DART 430 (F)
ADVANCED AUTHORING
3 credits

This course focuses on methods to blend graphics, design, content, and multimedia components into a single digital medium; methods for merging these components; advanced and emerging technologies involving digital authoring, including advanced layout and multimedia designs, and current technology trends including server-side; the impact of emerging technologies on digital media designs. Prerequisite: CSD 340.

DART 450
COOPERATIVE EDUCATION
3 credits

This experience involves full-time, paid assignment in a cooperating firm involving job-related learning under faculty and on-site supervision. Students will meet regularly with a faculty member and will be required to reflect on the relationship between their course work and their co-op experience. Position is arranged through the director of the program.

Prerequisites:

- A cumulative G.P.A. of at least 2.75
- Junior or senior standing
- A satisfactory review of student portfolio
- Approval of the DArt Program Director

DART 461-462

INTERNSHIP

3-6 credits

This experience is normally part-time, paid or non-paid employment in a cooperating site to provide practical experience in the discipline. Working under professional supervision for 10 to 15 hours per week, students learn how to apply their education to the everyday demands of the world of work. Students will meet regularly with a faculty member and will be required to reflect on the relationship between their course work and their internship experience.

Prerequisites:

- A cumulative G.P.A. of at least 2.75
- Junior or senior standing
- A satisfactory review of student portfolio
- Approval of the DArt Program Director

DART 480

SENIOR PROJECT MANAGEMENT SEMINAR

2 credits

Students in this course will plan, manage, and complete a digital media project. The students will participate in leadership roles, develop and manage a project budget, and participate in group exercises. The students will plan and maintain a time chart for the project. Each student will be assigned to one large project for the entire semester. Peer assessment will be incorporated into the course. This course is taken simultaneously with DART 481. Prerequisite: DART 430.

Dart 481 (S)

SENIOR DIGITAL ARTS PORTFOLIO

1 credit

Each student will design and develop an individual portfolio showcasing the creative work he or she developed and the techniques used to achieve them. The portfolio will be presented to a faculty panel for evaluation. This portfolio course is taken simultaneously with DART 480, during the student's final semester. Prerequisite: DART 430 or permission of the program director.

MILITARY SCIENCE

All students enrolled in Military Science courses will participate in a weekly leadership laboratory (held at Drexel University), one weekend field training exercise per semester, and a physical training program as part of each Military Science course. This training augments the classroom instruction and is included with classroom instruction in determining the final grade.

COURSE DESCRIPTIONS

MSC 101 (F)

INTRODUCTION TO MILITARY SCIENCE I
1 CREDIT

This course is an introduction to the Army ROTC program. Course material includes an introduction to the organization and functions of the U.S. Army. The course focuses on the customs and traditions of the Army, oral presentations, and basic military skills. In addition, students will be introduced to leadership and management theories to prepare them to work with and lead others effectively and efficiently.

MSC 102 (S)

INTRODUCTION TO MILITARY SCIENCE II
1 credit

This course is a continuation of MSC 101. Provides additional instruction in military-related subjects of general student interest. This course includes an introduction to time management, writing and preparing effective presentations, administering physical fitness programs, and practical experience in military leadership.

MSC 201 (F)

FUNDAMENTALS OF LEADERSHIP
2 credits

This course is designed to examine the basic leadership and management functions in relationship to individual and group behavior. Orientation is toward the application of basic leadership and management theory and the analysis of factors that provide the foundation for organizational success. This course also introduces the student to advanced individual military skills and applied leadership techniques necessary to be an effective junior leader in the U.S. Army.

MSC 202 (S)

FUNDAMENTALS OF LEADERSHIP II
2 credits

This course expands on the topics addressed the previous semester, focusing on preparing students to enter the advanced course in their junior year.

MSC 301 (F)

LEADERSHIP AND MANAGEMENT I
3 credits

This course is designed to expose the student to tactical operations and teach the duties and responsibilities of small unit leaders. Course work includes planning, coordinating, and controlling small unit operations and preparation of oral and written operation orders. Prerequisites: Must have completed MSC 101, 102, 201, and 202 or ROTC Leaders Training Course. Note: This class is held at Drexel University.

MSC 302 (S)

LEADERSHIP AND MANAGEMENT II
3 credits

This course is designed to build on the technical and tactical operations taught in MSC 301. Emphasis is on developing and supervising small unit missions. All course work supports and prepares the student for the ROTC Warrior Forge in the summer. Prerequisite: Must have completed MSC 301. Note: This class is held at Drexel University.

MSC 401 (F)

LEADERSHIP DIMENSIONS AND PRACTICE
3 credits

This course is designed to introduce the student to the Army training philosophy and mission-focused planning process. The student will learn how to prepare for and conduct training, how to evaluate training, and how to conduct an after-action review of a training session. The second portion of the course deals with leadership counseling and the ethical aspects of leadership, including the ethical decision-making model and the ethical challenges facing the military leader. Prerequisites: Completion of MSC 301 and 302, or special permission of the Professor of Military Science. Note: This course is held at Drexel University.

MSC 402 (S)

CONTEMPORARY MILITARY POLICY
3 credits

The course will present the full range of the judicial system used in the military, and the Army personnel, logistic, and resource management systems; personal financial management; and the various support agencies and activities available to assist military units and individuals. The aim of the course is the final preparation of the student for his or her initial assignment as a Second Lieutenant in the U.S. Army. Prerequisite: Completion of MSC 401. Note: This course is held at Drexel University.

MUSIC

(See Fine Arts)

PHILOSOPHY

FACULTY

Robert J. Dobie, Ph.D., Chair

Professors: Van Fleteren

Associate Professors: Dobie, Hymers, Tsakiridou

Assistant Professors: Garver, Howell, Moreau, Volpe

Associate Faculty: Sullivan

PROGRAM GOALS

1. To provide a comprehensive and appropriately detailed knowledge and understanding of the history of philosophy.
 2. To develop among the philosophy majors an appreciation for and understanding of the varying approaches to philosophy.
 3. To promote clear thinking, careful reading, and good writing among philosophy majors.
-

PATTERNS COURSES

- **PHL 151, 152**
-

PATTERNS II COURSES

■ GENERAL TOPICS

- **PHL 201, 206, 212, 264, 267, 269.**

■ SPECIAL INTEREST

- **PHL 270, 303, 305, 308, 309, 310, 311, 313, 323, 325, 326, 327, 328, 329, 330-336, 338, 341, 350, 370, 470.** You may take one or two courses in Philosophy to fulfill your Core IA requirement.
-

REQUIREMENTS

■ REQUIRED FOR MAJOR IN PHILOSOPHY: 12 COURSES

- Patterns course
- **PHL 311, 313** or **323**
- **PHL 264** or **325**
- **PHL 326**
- **PHL 327**
- **PHL 328**
- **PHL 329**
- **PHL 309 OR 330-336**
- **PHL 480**
- Three other courses beyond the Patterns 1 level.

■ REQUIRED FOR MINOR IN PHILOSOPHY: 6 COURSES

- **PHL 151** or **152**
- Five other courses beyond the Patterns 1 level

COURSE DESCRIPTIONS

PHL 151

THE HUMAN PERSON

3 credits/Patterns

This course is a study of the human person that integrates the biological, social, and religious dimensions of human life. Possible topics include freedom and determinism, body and soul, the individual and society, and mortality and immortality.

PHL 152

MORAL INQUIRY AND MORAL CHOICE

3 credits/Patterns

This course is an investigation of classic moral theories. Possible topics include virtue and happiness, social justice, moral relativism, and moral obligation. General principles will be applied to concrete moral issues.

PHL 206

SOCIAL AND POLITICAL PHILOSOPHY

3 credits/Patterns 2 or Concentration Option

This course is a critical examination of the nature of society through the reading and discussion of primary philosophical texts. Themes include: person and society, the foundation of the political order, human rights and law, justice and society, and the natural and the social sciences. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 212

CURRENT ETHICAL ISSUES

3 credits/Patterns 2 or Concentration Option

This course presents an application of ethical principles to present-day moral problems and controversies. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 222

LOVE AND HUMAN SEXUALITY

3 credits/Patterns 2 or Concentration Option

This course offers a philosophical exploration of human love and sexuality. Classical and contemporary writings will be used. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 223

PERSPECTIVES ON DEATH

3 credits/Patterns 2 or Concentration Option

This course is a study of various philosophical strategies for coming to terms with human death. Philosophical views on death applied to problems such as aging and dying, suicide and euthanasia, the medical conquest of death, and definitions of death are topics to be addressed. This course is of particular value for students choosing careers in the health professions. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 264

CRITICAL THINKING

3 credits/Patterns 2 or Concentration Option

This course aims at developing the skill of analyzing, interpreting, and criticizing arguments from a variety of disciplines. Topics include: clarification of concepts, distinguishing between conclusions and reasons for conclusions, evaluation of arguments, and the recognition of fallacies.

Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 265

PHILOSOPHY OF ART

3 credits/Patterns 2 or Concentration Option

This course is an introduction to the philosophy of art with emphasis on the metaphysics of beauty and on art's role in politics and society. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair

PHL 266

PHILOSOPHY LOOKS AT FILM

3 credits/Patterns 2 or Concentration Option

This course is an application of philosophical perspectives to the study of film, with special attention to international cinema. The course will approach film either as a unique form of art or as a unique medium for engaging traditional philosophical questions. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

**PHL 267 (F, S)**

PHILOSOPHICAL APPROACHES TO GOD

3 credits/Patterns 2 or Concentration Option

This course is a study of philosophical positions about the existence and nature of God. Themes discussed include various concepts of God; the possibility of proof for the existence of God; and the philosophical dimensions of the religious experience. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 268

TOPICS IN EASTERN PHILOSOPHY

3 credits/Patterns 2 or Concentration Option

This course will study the major philosophers and philosophies of the East through a focus on one or more of the following philosophical traditions: Indian, Chinese, Japanese, Buddhist, or Islamic. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 270

SPECIAL TOPICS

3 credits/Patterns 2 or Concentration Option

Some recent topics have included:

- Harry Potter and Philosophy
- J.R.R. Tolkien as Philosopher
- Tao and Zen
- Art and Fascism

Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 303 (F, S)

AMERICAN PHILOSOPHY

3 credits/Patterns 2 or Concentration Option

This course presents a critical history of thought in North America, tracing its gradual transformation from 17th-century Puritanism to 20th-century pragmatism. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

**PHL 306**

ENVIRONMENTAL PHILOSOPHY

3 credits/Patterns 2 or Concentration Option

The course is designed to provide the student with an introduction to a wide range of philosophical issues and problems that are attached to the attribution of moral concern for the environment. Topics may include deep ecology, ecofeminism, social ecology, social action, and the moral standing of animals as well as other living beings. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 308

THE PHILOSOPHY OF HISTORY

3 credits/Patterns 2 or Concentration Option

This course is a study of some of the principal viewpoints about historical knowledge and historical development. Problems discussed include: subjectivity and objectivity, causality and explanation, and perspective and relativity in history. The great schemes of historical interpretation are also considered. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 309

THE PHILOSOPHY OF THOMAS AQUINAS

3 credits/Patterns 2 or Concentration Option

This course is a study of the philosophical problems that arose in the Middle Ages and of the solutions proposed by Thomas Aquinas. Texts principally from the *Summa Theologiae*. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair

PHL 310

EXISTENTIALISM

3 credits/Patterns 2 or Concentration Option

This course provides a critical study of existentialist thinkers and themes from the 19th and 20th centuries. Topics may include absurdity, nihilism, subjectivity, freedom, authenticity, and the Other. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 311

PROBLEMS OF KNOWLEDGE

3 credits/Patterns 2 or Concentration Option

This course offers a systematic investigation into the sources, limits, and nature of knowledge. Topics include: meaning and its relation to truth of statements; nature and criteria of truth; and the role of observation, perspective, and conceptualization in the justification of knowledge claims. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 313

METAPHYSICS

3 credits/Patterns 2 or Concentration Option

This course is a study of the ways in which major philosophers have answered questions about the basic nature of reality. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 323

PHILOSOPHY OF SCIENCE

3 credits/Patterns 2 or Concentration Option

The course looks at the practice of science, its aims, its methods, and its relation to society. Possible topics include the justification of scientific findings, the nature of scientific progress, the various branches of science, morally responsible scientific practice, and science and religion.

Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 325

SYMBOLIC LOGIC

3 credits/Patterns 2 or Concentration Option

This course is an introduction to formal logic, including truth-functional and quantificational logic. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 326

HISTORY OF WESTERN PHILOSOPHY: THE ANCIENT WORLD

3 credits/Patterns 2 or Concentration Option

This course focuses on Ancient Greek and Roman philosophy from the pre-Socratics through Plotinus. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 327

HISTORY OF WESTERN PHILOSOPHY: LATE ANTIQUITY AND THE MIDDLE AGES

3 credits/Patterns 2 or Concentration Option

This course examines late antique and medieval philosophy, concentrating on St. Augustine and St. Thomas Aquinas. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 328

HISTORY OF WESTERN PHILOSOPHY: EARLY MODERN WORLD

3 credits/Patterns 2 or Concentration Option

This course examines 17th- and 18th-century philosophy as studied with a concentration on the rationalists, the empiricists, and Kant. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 329

HISTORY OF WESTERN PHILOSOPHY: CONTEMPORARY PHILOSOPHY

This course is a comparative study of trends in continental and Anglo-American philosophy. These may include linguistic analysis, phenomenology, deconstruction, post-modernism, neo-pragmatism, and critical theory.

Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 330-336

THE GREAT PHILOSOPHERS

3 credits/Patterns 2 or Concentration Option

This course is an in-depth study of a single major thinker from the philosophical tradition. Emphasis is on the critical reading of texts, although attention will be given to the historical setting of the thinker's work. Previous thinkers have included St. Augustine, Karl Marx, Simone de Beauvoir, Martin Heidegger, Ludwig Wittgenstein, Hannah Arendt, and Michel Foucault. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 339

GENDER, BODY, AND CULTURE

3 credits/Patterns 2 or Concentration Option

This course provides a philosophical analysis of social and cultural practices that construct gender identity. Strategies of resistance to dominant

modes of embodiment and concepts of sexual difference will also be explored. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 341

MINDS, BRAINS, AND ZOMBIES

3 credits/Patterns 2 or Concentration Option

This course examines human consciousness. Topics include the relation between the mind and the brain, the possibility of building conscious machines, the mental life of animals, and conceptual puzzles posed by zombies. Prerequisites: PHL 151, PHL 152, HON 131, or permission of the Department Chair.

PHL 350

BUSINESS ETHICS

3 credits/Patterns 2 or Concentration Option

Business practices are evaluated in the light of ethical principles. Special concern is given to moral dimensions of management decision making and to the ethical problems of consumerism and government control. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 370

SPECIAL TOPICS

3 credits/Patterns 2 or Concentration Option

Recent topics have included:

- Revolution to Romanticism
- Philosophy of Islam
- Memory, Identity, and the Self
- Evolution and Creation

Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 470

SPECIAL TOPICS

3 credits

PHL 480 (S)

SEMINAR

3 credits

This course is an investigation of a philosophical theme chosen each year by the department. Students will write a paper on the theme and present their work to the seminar. The seminar has for its purpose the integration of previous philosophical study. Required of philosophy majors; open to others with approval of the Department Chair.

PHYSICS

(See Geology, Environmental Science, and Physics)

POLITICAL SCIENCE

FACULTY

Michael Dillon, J.D., Ph.D., Chair

Professors: Dillon, Marbach

Assistant Professors: Balchunis, Boyle, Glatzer, Hill

MISSION STATEMENT

The Political Science Department is committed to providing its majors a rigorous and relevant education in the fundamentals of political inquiry necessary to informed citizenship. The Department provides its students with a strong grounding in each of the major sub-fields of Political Science – American Politics, Comparative Politics, International Relations and Political Thought – as well as with the analytic tools and theoretical approaches needed to be successful in their careers.

The approach of the Department reflects not only our Lasallian mission to provide a distinctive value laden liberal education but also our commitment to giving students the kind of education that will benefit them in graduate school, law school and throughout their career.

We believe that it is important to equip students not only to understand the world, but also to help students think critically to make choices in pursuit of “the good life.” Therefore, we emphasize high academic standards and encourage students to grapple with original texts and data to improve their analytic ability.

We educate our students to express themselves through a variety of formats, but particularly through the written word. For this reason, all Political Science major required courses have a minimum academic writing requirement. And we encourage our students to become independent thinkers and to pursue their own lines of research, especially through their capstone Senior Seminar course. Each year the Department retains electronic copies of the best seminar papers as models for subsequent classes. And each spring the author of the “best” seminar paper receives a trophy as the Joseph V. Brogan Senior Seminar Award and has her/his name engraved on a plaque in the main hallway. (See Welcome page of Political Science Department web site.)

PROGRAM GOALS

1. The Program will strive to maintain and enhance the collegial scholarly environment created by the Department.
2. As a result of the Program, majors will be able to read and think critically about both domestic and global political and policy issues.
3. As a result of the Program, majors will be able to participate as engaged citizens in service of their community and the world.
4. As a result of the Program, majors will be able to organize and present data, evidence and/or argument in clear, thoughtful and persuasive writing.

STUDENT LEARNING OUTCOMES

1. Students will possess a basic knowledge in all four sub-areas of political science: American Politics, Comparative Politics, International Relations and Political Theory.
2. Students will develop academic writing skills including thesis formation, literature review, presentation of data, evidence and argument in all required courses.

3. Students will demonstrate the ability to read and think critically about either a domestic or global political or policy issue in Senior Seminar POL 481.

4. Students will demonstrate the ability to organize and present data, evidence and argue in clear, thoughtful and persuasive writing in Senior Seminar Pol 481.

FRAMEWORKS COURSE

■ SOCIAL SCIENCE

- POL 151

REQUIREMENTS

■ REQUIRED FOR MAJOR IN POLITICAL SCIENCE: 14 COURSES

- American Government: **POL 151, 171**
- Comparative Government: **POL 120, 221**
- International Politics: **POL 240, 341**
- Political Theory: **POL 260, 361**
- Four electives in Political Science (excludes **POL 461**)
- Senior Seminar: **POL 480,481**

All Political Science courses except 460, 461, 480, and 481 are open to all students.

Accommodation for Dual Majors: Up to two of the required political science requirements can be waived. In addition, the seminar requirement is waived for those whose second major is political science, if a seminar is required in the other major.

■ REQUIRED FOR MINOR IN POLITICAL SCIENCE: 6 COURSES

■ REQUIRED FOR AMERICAN POLITICS MINOR

- **POL 151** American Federal Government
- **POL 304** Congress and the Legislative process
- **POL 305** President and the Executive Branch
- **POL 302** American Constitutional Law I
- **POL 310** Political Parties and Elections
- **POL 342** U.S. Foreign Relations

■ REQUIRED FOR INTERNATIONAL RELATIONS/ GLOBAL POLITICS MINOR

- **POL 120** Governments of Western Europe
- **POL 240** International Relations
- **POL 341** Globalization and International Decision-Making
- **POL 322** Governments of Eastern Europe and Russia
- **POL 344** The Middle East and the World
- **POL 348** 21st-Century Terrorism

■ REQUIRED FOR LAW AND POLITICS MINOR

- **POL 151** American Federal Government
- **POL 302** American Constitutional Law I
- **POL 303** American Constitutional Law II
- **POL 304** Congress and the Legislative Process
- **POL 316** Environmental Law and Policy
- **POL 319** Courts, Judges, and Judging

■ REQUIRED FOR PRACTICAL POLITICS MINOR

- **POL 151** American Federal Government
- **POL 215** Managing Public and Nonprofit Sectors
- **POL 301** State and Local Government
- **POL 310** Political Parties and Elections
- **POL 314** Mass Media and Politics
- **POL 385** Ethics in Government

Students may continue to take the traditional POL minor, which includes POL 151, American Government, and any other five POL courses except for POL 460, 461, 480, and 481. The Department strongly encourages students to consider choosing minor concentrations of grouped upper-division courses to enhance their individual career objectives and bolster their resumes. Individual adjustments to these concentrated minors can be arranged with approval of the Department Chair.

COURSE DESCRIPTIONS

POL 151 (F, S)

PRINCIPLES OF AMERICAN GOVERNMENT

3 credits / Core: Frameworks of Scientific Understanding

This course provides an overview of the principles, institutions, and decision-making processes of American government. The course focuses on the foundations of the American constitutional order and the development of contemporary American government at the national level. Topics are approached in a critical and analytical way, seeking to understand the trade-offs inherent in particular democratic choices. Historical, comparative, and analytical methods are employed. This course is required of all political science majors and minors. The course requirements include a minimum of 10 to 12 pages of academic writing.

American Government

POL 215 (F, S)

MANAGING THE PUBLIC AND NON-PROFIT SECTORS

3 credits

This course is an introduction to different concepts and aspects of public administration from a variety of theoretical viewpoints. Topics include: bureaucratic organization and leadership styles, program evaluation and productivity, budgeting, civil service, and public policy making. (Formerly titled "Public Administration.")

POL 301 (S)

STATE AND LOCAL GOVERNMENT

3 credits

This course is a study of the state as a partner in the federal system; the states' constitutional development; and principles underlying state governmental organization, reorganization, and functions.

POL 302 (F)

AMERICAN CONSTITUTIONAL LAW I

3 credits

A case study approach utilizing Supreme Court decisions provides an analysis of the governmental structure of the United States. Principal topics include: judicial review, separation of powers, federalism, extent and limit of Congressional and Presidential authority, and the commerce and fiscal clauses of the Constitution.

POL 303 (S)

AMERICAN CONSTITUTIONAL LAW II

3 credits

A case study approach utilizing Supreme Court decisions provides an analysis of the individual's relationship to the government under our Constitution. Principal topics include rights under the early Constitution, the incorporating process, First Amendment rights, procedural rights of the accused, and equal protection and political rights. (Strongly recommended: Constitutional Law I)

POL 304 (S)

CONGRESS AND THE LEGISLATIVE PROCESS

3 credits

Topics of this course address the role of Congress in the legislative process; its internal operations and external political relations, especially with the President. Comparison of the characteristics of Congress with those of state legislatures and European legislative bodies.

POL 305 (S)

THE PRESIDENT AND THE EXECUTIVE BRANCH

3 credits

This course examines the growth, both in size and power, of the Executive Branch of the national government. Topics covered include: the mechanics and significance of presidential elections, the institution of the presidency, presidential-congressional relations, and the limits of presidential power.

POL 310 (F)

POLITICAL PARTIES AND ELECTIONS

3 credits

This course provides a view of the political problems of the United States as revealed in the major and minor political parties that have arisen during the country's history.

POL 311 (S)

WOMEN IN POLITICS

3 credits

This course is an introduction to the history and issues associated with the movement for women's political equality. Topics include: women's suffrage, equal protection and the ERA, job discrimination, and women in political campaigns and elected offices.

POL 314 (F)

MASS MEDIA AND POLITICS

3 credits

This course examines the influence of the mass media upon the American political process. Emphasis is on the role of the media in campaigns and elections.

POL 316 (F)

ENVIRONMENTAL LAW AND POLICY

3 credits

This course offers an introduction to the rise of environmentalism in the United States. Addresses the major environmental statutes from the Clean Air and Clean Water Acts to the Endangered Species Act, RCRA and Superfund, and also integrates case studies and collaborative learning to evaluate the impact of scientific uncertainty on environmental planning while emphasizing the difficult choices faced in developing environmental policy.



POL 319 (S)
COURTS, JUDGES, AND JUDGING
3 credits

This course offers an introduction to the development of the Common Law, tracing the rise of courts and the expanding role of judges in England and the United States from Magna Carta to the Constitution of 1789, discussing the rise of Judicial Review in the United States, and concluding with an exploration of the competing ways in which current Supreme Court Justices (Scalia, Roberts, Breyer, Ginsburg) view their role and their power in a democratic society.

POL 385 (S)
ETHICS IN GOVERNMENT
3 credits

The purpose of this course is to examine the role of ethics and the problems caused by a lack of ethics at the federal, state, and local government levels. This course will underscore the importance of ethics in government by looking at a variety of sources, ranging from Codes of Ethics to the U.S. Constitution and state constitutions, and reviewing various case studies, including Watergate and Interngate. Required of all Public Administration majors.

Comparative Government

POL 120 (F) →
EUROPEAN POLITICS
3 credits

This course is an introduction to European politics, with a focus on the political, social and economic changes over the past 200 years. While focusing on a select number of countries, including Britain, France and Germany, the course also examines the development of the European Union and the challenges of regional economic integration. It is required of all political science majors. The requirements include a minimum of 10 to 12 pages of academic writing.

POL 221 (S)
COMPARATIVE GOVERNMENTAL SYSTEMS
3 credits

This course addresses an introduction to non-traditional and non-Western political systems. Content will vary from year to year and may include topics such as Asian political systems, Latin American systems, the political structures of ancient imperial organizations, pre-colonial African tribal organizations, etc. This course is required of all political science majors. A course requirement includes 12 to 15 pages of academic writing.

POL 322 (F) →
THE GOVERNMENTS OF EASTERN EUROPE AND RUSSIA
3 credits

This course is a study of the politics and government in the former Soviet Union and Warsaw Pact nations of Eastern Europe, including the rise and fall of totalitarian communism and the prospects for democratic development.

POL 334 (F) →
THE POLITICAL ECONOMY OF LATIN AMERICA
3 credits

This course begins by examining aspects of the indigenous societies prior to the arrival of Europeans in what has come to be called "Latin America." Throughout, it considers issues such as colonialism, militarism, race, gender relations, and religion that have shaped the societies, polities,

and economies of nations from Mexico and the Caribbean to those of the Southern Cone. The goal of the course is to afford class members the opportunity to better understand Latin America's history as a basis for comprehending its likely future.

Cross-listed with ECN 334 and HIS 334.

International Politics

POL 240 (F) →
INTERNATIONAL RELATIONS
3 credits

This course provides an analysis of the basic patterns and major factors underlying international politics. Consideration of current international problems will be addressed. The course is required of all political science majors. In addition, the course requires a minimum of 12 to 15 pages of academic writing.

POL 341 (S) →
GLOBALIZATION AND INTERNATIONAL DECISION MAKING
3 credits

This course offers an analysis of the increasing functional obsolescence of the nation state under the pressures of transnational problems such as drugs, AIDS, and the environment. The emergence of regional and international organizations such as the European Community, the Organization of African States, and the Association of South East Asian Nations to meet these challenges are also addressed. The course is required of all political science majors. Prerequisite: POL 240 is recommended. (Formerly titled "Global Village.") In addition, the course requires a minimum of 15 to 20 pages of academic writing.

POL 342 (F)
U.S. FOREIGN RELATIONS
3 credits

This course is a study of the diplomatic and military instruments of American foreign relations, the formal and informal powers and processes by which policy is made, and the basic patterns of national interest and policy, both prior to World War II and into the present.

POL 344 (F) →
THE MIDDLE EAST AND THE WORLD
3 credits

This course offers a study of modern Middle Eastern politics, with emphasis on the origins, issues, and present stage of the Arab-Israeli conflict; an analysis of Western and Soviet foreign policies in the area, with the emphasis on America's mideast diplomacy.

POL 348 (F)
21ST-CENTURY TERRORISM: UNDERSTANDING THE GLOBAL THREAT
3 credits

This course will define basic concepts related to terrorism, trace the history of terrorism since 1945, and compare and contrast various terrorist groups and their tactics, with particular emphasis on Islamic terrorist organizations, to equip students with tools for understanding and analyzing modern terrorism. Depending upon the semesters this course is taught, it may focus on different geographic areas as well as on the many variants of terrorism, including those developed since the 1979 Iranian revolution, with emphasis on state-supported terrorism and specific terrorist groups as well as the goals and tactics of terrorism and the causes of terrorism.

Political Theory
POL 171

POLITICAL ANALYSIS
3 credits

This course surveys the theoretical foundations, approaches, and methodologies of political analysis, introducing students to the “science of politics” and providing a basic grounding in the social scientific study of political behavior and phenomena. The course equips students with the tools of inquiry (such as the description and analysis of quantitative data and the systematic use of case studies) most commonly used in the discipline of political science.

POL 260 (F)

SURVEY OF POLITICAL THOUGHT I: THE FOUNDATIONS
3 credits

This course focuses on an analysis of the major political writers from Plato to approximately 1550. Emphasis on each author’s concept of the state and its function and end, as well as their solution to the problem of the reconciliation of the common good with individual freedom will be addressed. The course is required of all political science majors. In addition, the course requires a minimum of 12 to 15 pages of academic writing.

POL 361 (S)

SURVEY OF POLITICAL THOUGHT II: LIBERAL DEMOCRACY AND ITS CRITICS
3 credits

This course is an analysis of modern liberal democratic thought and the various criticisms of it from both the left and the right are topics to be addressed in this course. Emphasis is on the reading of original sources by Machiavelli, Hobbes, Locke, J.S. Mill, Rousseau, Burke, Marx, Nietzsche, etc. This course is required of all political science majors. Prerequisite: POL 260 is recommended. The course requires a minimum of 15 to 20 pages of academic writing.

POL 363 (S)

THE AMERICAN POLITICAL TRADITION
3 credits

This course provides an inquiry into various religious and philosophical threads, from the Puritan “city on a hill” to the 1960s counter-culture, which combine to form the fabric of American political thought. Analysis of original source material is stressed.

Other Courses
POL 270, 370, 470 (F, S)

SPECIAL TOPICS AND INDEPENDENT STUDY
3 credits

As interests indicate, special programs may be introduced into the curriculum discussing highly specialized problems for group or independent study.

ECN/HIS/POL 332 (S, Odd Years)

POLITICAL ECONOMY OF AFRICA
3 credits

This course examines the political and economic conditions in Sub-Saharan Africa and provides a historical perspective on these conditions. Issues examined include the political and economic consequences of colonialism, post-independence political forces and economic policies, and U.S. foreign policy toward Africa. Prerequisite: ECN 150.

POL 460 (F, S)

POLITICAL SCIENCE INTERNSHIP I
3 credits

This course is designed to give students the opportunity to apply their academic interest to relevant positions in the community. Placements will be provided and the students will be expected to give a comprehensive report on their experiences. Required of all public administration majors. Does not count toward the minor in political science. Permission of the Chair and/or a GPA of 3.0 or better are required.

POL 461 (F, S)

POLITICAL SCIENCE INTERNSHIP II
3 credits

With the permission of the Chair, a second semester involving a different experience may be undertaken. Does not count toward the major or minor in political science.

POL 480 (F)

SEMINAR I
3 credits

This course involves a study of methods of research and scholarly writing. Directed research and reports on individual assignments are expected. The course is open to political science majors only and constitutes a requirement for them. In addition, the course requires a minimum of 25 pages of academic writing.

POL 481 (S)

SEMINAR II
3 credits

This course involves supervised research and writing on a major topic. Weekly presentations and group discussion discussions of individual papers are expected. Submission of A written thesis is to be submitted. The course is open to political science majors only and is a requirement for them. Prerequisite: POL 480. This course requires a minimum of 25 pages of academic writing.

POLITICAL SCIENCE, PHILOSOPHY, AND ECONOMICS

(Administered by the Chair, Political Science Department)

The Politics, Philosophy, and Economics (PPE) program is an interdisciplinary major designed to give students a broad training in preparation for a career in public affairs and the legal profession. This program is designed for students with a strong interest in political and economic theory. It requires students to select a concentration of one of the three disciplines (Politics, Philosophy, or Economics) surveyed and write a directed research project (PPE 480) in that concentration. 14 courses are required for the PPE major, nine of which are specifically required courses, three each in Political Science, Philosophy, and Economics.

REQUIREMENTS

■ **REQUIRED FOR MAJOR IN POLITICAL SCIENCE, PHILOSOPHY, AND ECONOMICS: 14 COURSES**

Required PPE Foundation Courses:

- **ECN 150** Introduction to Macroeconomics
- **ECN 201** Introduction to Microeconomics
- **PHL 264** Critical Thinking
- **PHL 303** American Philosophy
- **POL 171** Political Analysis
- **POL 221** Politics of the Developing World

Required PPE Reading Courses:

- **PPE 200** Readings in PPE Classics / PHL 206 Social and Political Philosophy
- **PPE 300** Readings in PPE Classics / POL 361 Democracy and its Critics
- **PPE 400** Readings in PPE Classics / ECN 441 History of Economic Thought

Required Concentration in one of the three fields (PHL, ECN, POL):ng

- Four electives in one of the three PPE fields
- **PPE 480** Directed Research Project in field of concentration

Concentration electives will generally all come from only one of the three PPE fields. Occasionally, and with written permission of the appropriate Chairs, concentration electives may be selected from two PPE departments.

The PPE 480 course is a cross-disciplinary capstone course in which a PPE major works one-on-one with a faculty member in their concentration area for a directed research project.

■ **REQUIRED FOR MINOR IN POLITICAL SCIENCE, PHILOSOPHY, AND ECONOMICS: 6 COURSES**

- **ECN 150**
- **PHL 264**
- **POL 171**
- **PHL 206**
- **POL 361**
- **ECN 441**

PSYCHOLOGY

FACULTY

Joseph F. Burke, F.S.C., Ph.D., Chair

Professors: Burke

Associate Professors: Armstrong, Cardaciotto, Collins, Falcone, Fingerhut, McClure, Montague, Moon, Spokas, Williams, Wilson, Zelikovsky

Assistant Professors: Goldbacher, Jacob, McMonigle, Sude

Professors Emeriti: McCarthy, Rooney

MISSION STATEMENT

As part of the School of Arts and Sciences of La Salle University, the Department of Psychology seeks to educate the whole person intellectually, morally, and spiritually through a challenging curriculum and a nurturing environment that promotes self-understanding and meaningful scholarship. At the undergraduate level, the Department seeks to provide students with a firm foundation in the science of psychology, as well as providing knowledge and experience relative to the professional applications of psychology. At the graduate level, the Department of Psychology seeks to impart the specialized skills and knowledge necessary for students to have a positive impact on society. At all levels, the Department of Psychology seeks to continuously build students' awareness of society's needs, the role that research plays in enriching our understanding of life, and the way in which the profession of psychology serves to improve the human condition.

PROGRAM GOALS

The Department of Psychology is committed to a liberal education informed by the discipline of Psychology. It wants its students to liberate themselves from narrow interests and prejudices and to learn to observe reality with precision, judge events and opinions critically, think logically, communicate effectively, and sharpen aesthetics perception. The curriculum involves a body of knowledge about the nature, behavior, and experience of lower and higher organisms. It also provides an opportunity to gain specialized knowledge as a preparation for graduate study or entry into professional life. Beyond this breadth and depth of knowledge, the department encourages students to seek wisdom; that is, to develop the skills, sensitivities and understandings which can give order, purpose and meaning to one's life making a rewarding life possible.

STUDENT LEARNING OUTCOMES

1. Students will understand psychology as a scientific and human endeavor that seeks to illuminate all aspects of human life.
2. Students will understand and appreciate a variety of psychological research methods, with particular attention to experimental and quasi-experimental methods.
3. Student will be aware of ethical considerations in psychological research and psychological practice.
4. Students will have opportunities to participate in research.
5. Students will be able to incorporate their academic knowledge into real-world experiences.
6. Students will be familiar with the major areas of psychological inquiry, including but not limited to, developmental psychology, psychopathology, cognitive psychology, learning, psychophysiology, social/personality, and clinical/counseling psychology.
7. Students will be able to participate in a continual advising process that seeks to help students make good curricular decisions in the light of the students' career goals.
8. Students, through classroom and service experiences, will gain an appreciation of society's needs and the roles they can play in meeting those needs.
9. Students will be provided with opportunities to participate in the life of Psychology Department through social and educational activities sponsored by the Psychology Department, Psi Chi, and the Psychology Club.

FRAMEWORKS COURSE

Social Science

- PSY 155

REQUIREMENTS

■ REQUIRED FOR MAJOR IN PSYCHOLOGY: 12 COURSES

- PSY 155
- PSY 310
- PSY 311
- PSY 330
- Seven electives in psychology, including three of the following: PSY 410, 415, 420, 425, 430
- MTH 150 or higher

NB: PSY 331 is strongly recommended as an elective for students planning doctoral studies in psychology.

■ REQUIRED FOR MINOR IN PSYCHOLOGY: 6 COURSES

- PSY 155
- Five electives, two of which are at the 300 or 400 level

COURSE DESCRIPTIONS

PSY 155 (F, S)

INTRODUCTION TO PSYCHOLOGY

3 Credits/Frameworks

This course provides a general introduction to the discipline of psychology. Emphasis is given to the methods, theories, and findings of psychological research. Areas covered may include biological bases of behavior, learning, perception, thinking, development, personality, abnormality, and social behavior.

PSY 210 (F, S)

DEVELOPMENTAL PSYCHOLOGY

3 credits

This course provides a study of the theories and research relevant to understanding human development from conception through adulthood, with special emphasis on childhood and adolescence. Biological, cognitive, and socioemotional processes will be examined.

PSY 215 (F)

ADULT DEVELOPMENT AND AGING

3 credits

This course is an introduction to the scientific study of adulthood, with a special emphasis on gerontology. Focuses on the theories, principles,



and research related to cognitive change and on social development, particularly in the context of intergenerational relationships.

PSY 220 (F, S)

PSYCHOPATHOLOGY

3 credits

This course is an introductory course surveying the principal forms of mental disorders, with emphasis on causes, symptoms, and treatment. An analysis of the problem of maladaptive behavior and the study of certain personality and behavior patterns.

PSY 225 (F, S)

SOCIAL PSYCHOLOGY

3 credits

This course provides a study of the research findings and theories dealing with the phenomena of social behavior. Focuses on individual behavior as it affects and is affected by the behavior of others.

PSY 230 (S)

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

3 credits

This course offers a study of the application of psychological principles and theories to organizational settings. Topics examined include research methodology, employee selection and assessment, leadership, motivation, job satisfaction, and characteristics of the workplace that affect employee and organizational well-being.

PSY 242 (F)

INTRODUCTION TO LANGUAGE AND COMMUNICATION

3 credits

This course is an introduction to the study of the grammar and sound systems of natural language with an emphasis on English. Historical and present-day controversies on linguistic theories and the nature of language are emphasized. This class is cross-listed with SLH 100.

PSY 245 (F)

FORENSIC PSYCHOLOGY

3 credits/Elective

This course addresses selected topics in the area of forensic psychology. The focus of the course will center on the theory, science, applications, and practices of psychology in the criminal justice system. Topics will include police and investigative psychology, family forensic psychology, psychology of crime and delinquency, legal psychology, expert witness testimony, and issues related to corrections.

PSY 250 (S)

HUMAN SEXUALITY

3 credits

This course is a survey of the theory, research, and issues related to sexuality from a psychological perspective. Topics will include the biological, psychological, and social foundations of human sexuality, human reproduction, cross-cultural perspectives on social behavior and contemporary society, gender roles and stereotypes, the expression of human sexuality, sexual deviancy, and violence.

PSY 255 (S)

PSYCHOLOGY OF WOMEN

3 credits/Elective

This course provides an overview of psychological theory and research related to the study of women, including research on gender, gender socialization, and sex differences. It will evaluate traditional views and feminist perspectives. Students will learn how gender and sexism interact with ethnicity, class, and age across the lifespan to influence women's lives and understandings.

PSY 260 (F)

SPORT PSYCHOLOGY

3 credits/Elective

Students will be introduced to concepts in sport psychology. Issues of individual athletes, athletic teams, and sport psychology interventions are discussed. Students are introduced to conceptualizing and presenting sport psychology issues and interventions.

PSY 310 (F)

STATISTICS I

3 credits

This course is the first semester of a two semester sequence in statistics covering descriptive and inferential statistics and the logic of hypothesis testing. Emphasis in this course is on understanding the statistical technique and its meaning in making research decisions. Prerequisites: PSY 155 and MTH 150 or higher.

PSY 311 (S)

STATISTICS II

3 credits

This course is the second part of a two semester sequence in statistics focusing on the use of SPSS as a tool to assist in describing data, hypothesis testing, and making data supported decisions. Emphasis in this course is on the analysis of data and the communication of statistically supported findings. Prerequisite: PSY 310.

PSY 330 (F)

RESEARCH DESIGN I

4 credits

This laboratory course focuses on introducing students to the techniques and methods of descriptive and inferential research as they are applied to psychological science. Prerequisites: PSY 155 and 311. Three hours lecture, two hours laboratory.

PSY 331 (S)

RESEARCH DESIGN II

4 credits

This course offers lectures and discussions on modern psychological science. For laboratory work, the student plans, designs, and performs an original research experiment. Prerequisite: PSY 330. Three hours lecture, two hours laboratory.

PSY 340 (S)

PSYCHOLOGICAL ASSESSMENT

3 credits

This course examines the selection, administration, and interpretation of psychological tests used in the measurement of aptitudes, achievement, interest, and personality. Prerequisites: PSY 155 and 310.

PSY 342 (S)

SPEECH AND LANGUAGE DEVELOPMENT
3 credits

This course explores the specific nature, sequence, and patterns of language development from birth through adolescence and its relation to other aspects of child development. Conditions that place infants and children at risk for speech and language disorders are explored. Patterns of normal language development are discussed as guide for the evaluation and treatment of children with developmental language disorders. Prerequisite: SLH 100 or PSY 242, or permission of instructor. This course is cross-listed with SLH 203.

PSY 350 (F, S)

COUNSELING THEORIES AND PRINCIPLES
3 credits

This course addresses theories and principles of the counseling process. The dynamics of human change. The objectives, work, and continuing problems of counseling. Prerequisite: PSY 155.

PSY 360 (F)

HEALTH PSYCHOLOGY
3 credits

This course is an overview of key topics, theories, and issues in Health Psychology. Topics include stress, eating, exercise, coping, and the effect of individual traits and psychological/social processes on health. Previously, this special topics course focused exclusively on stress. It has been extended to reflect trends in the fields of psychology and managed care. The intent is to help students become more prepared for entry into graduate school, medical school, or a professional setting. Prerequisite: PSY 155.

PSY 410 (S)

THEORIES OF LEARNING
3 credits

This course is an analysis of the principal theories of learning in light of recent experiments in animal and human learning. Prerequisite: PSY 155.

PSY 415 (F)

COGNITIVE PSYCHOLOGY
3 credits

How do we acquire, store, retrieve, and use knowledge? This course investigates how we make sense of our experience by examining classic and contemporary theory and research in human information processing, the representation and organization of knowledge, and the use of higher cognitive skills. Topics may include attention, perception, memory, imagery, language, problem solving, creativity, reasoning, and decision making. Prerequisite: PSY 155.

PSY 420 (F)

BIOLOGICAL PSYCHOLOGY
3 credits

This course is an introduction to the neurological and endocrinological bases of behavior. Consideration is given to sensory and motor processes, motivation and emotion, and learning and memory. Prerequisite: PSY 155.

PSY 425 (F)

THEORIES OF PERSONALITY
3 credits

This course is a systematic study of the principal theories of personality with particular emphasis on recent trends, research methodology, and personality measurement. Prerequisite: PSY 155.

PSY 430 (S)

HISTORY AND SYSTEMS OF PSYCHOLOGY
3 credits

This course examines of the beginnings and development of psychology as a science and profession; psychology's historical roots in philosophy, biology, and national culture. Prerequisite: PSY 155.

PSY 480-481 (F, S)

SEMINAR
3-6 credits

This course provides readings, discussion, and analysis of contemporary psychological theories and research; individual student research and presentation of paper. Prerequisite: Junior or senior standing as psychology major.

PSY 490-491 (F, S)

PSYCHOLOGICAL RESEARCH
3 credits

This course provides the student with an opportunity to do research with a faculty member. The student and the faculty member must agree on the research project before the student signs up for the course. Prerequisite: Junior or Senior standing as a psychology major. May be taken either or both terms.

PSY 495-496 (F, S)

INTERNSHIP
3 credits

This course provides students with off-campus opportunities to work in clinics, schools, businesses, or the criminal justice system. It may be taken either or both semesters. Prerequisite: junior or senior standing as a psychology major.

PSY 270, 271, 370, 371, 470, 471

SPECIAL TOPICS IN PSYCHOLOGY
3-6 credits

This course examines contemporary issues in psychology (e.g., psychology of women, drug abuse, forensic psychology, sports psychology, or prejudice). Prerequisite: varies with topics.

PUBLIC ADMINISTRATION

(Administered by the Chair, Political Science Department)

POWERS COURSE

■ NUMBERS

- ECN 213

REQUIREMENTS

■ REQUIRED FOR MAJOR IN POLITICAL SCIENCE/PUBLIC ADMINISTRATION: 14 COURSES

- POL 151
- POL 215
- POL 260
- POL 301
- POL 302
- POL 385
- POL 460
- POL 480
- POL 481
- One additional course in American Government (from 303, 304, 305, 310, 311, 314, 316)
- ECN 150
- ECN 201
- BUS 101
- BUS 207

RELIGION

FACULTY

Maureen O'Connell, Ph.D., Chair
 Rev. Francis Berna OFM, Director of Graduate Religion
 Professors: McGinniss F.S.C., McGuinness
 Associate Professors: Angeles, Copeland, O'Connell, Pastis
 Assistant Professors: Crawford F.S.C., Dougherty, Downey, Regan, Smith
 Lecturers: Cleveland, Conway, Dolan, Hallahan, Janicki, Johnson, Kinzler, Klose, McGowan, McMullan, Monaco
 Professors *Emeriti*: Kelly

MISSION STATEMENT

The Department of Religion plays an integral role in promoting the Catholic Lasallian mission of the University, while providing students with a solid foundation for the academic study of religion. We strive to offer a wide variety of courses that reflect the ways religion have influenced our social, political, cultural, and moral worlds. Although the Department focuses primarily on those religions that constitute the Catholic Christian tradition, we believe the study of non-Christian religious traditions is crucial to understanding and interacting with the world of the twenty-first century.

PROGRAM GOALS

1. Equip all LaSalle undergraduate students with a foundational religious literacy or the abilities to: examine the central questions and frameworks of the world's religious traditions through critical engagement with sacred texts, doctrines, ideas, and practices; and explain and evaluate how religious ways of knowing and being affect contemporary social, cultural, and ethical life, particularly issues of social justice.
2. Prepare Religion majors and minors for continued engagement with the discipline, whether in academic, practical, or pastoral contexts by cultivating skills of critical inquiry in the classroom, and encourage an ethos of "progressive leadership" in their communities.
3. Support faculty in their respective intellectual inquiries, pedagogical practices, contributions to the discipline, and service to the University and academy.
4. Promote the Catholic LaSallian mission of the University to "integrate ethics and principles of social justice" into the curriculum through interdisciplinary engagement across departments, programs, and schools of the university as well as co-curricular initiatives, around questions of ultimate meaning and the demands of social justice.

STUDENT LEARNING OUTCOMES

Christianity Tract

1. explain the central mysteries of Christianity, and trace the Christian community's engagement of them from origins to contemporary context
2. describe the Christian churches' teachings on justice, identify their sources in Scripture and the lived practices of the Christian community, and apply them to contemporary issues

Biblical Literature Tract

1. describe the historical contexts in which sacred texts were written and initially received and explain and compare various hermeneutical approaches
2. identify central symbol systems and articulate their initial and ongoing meanings

World Religions Tract

1. describe the historical and cultural contexts in which the tradition emerged and subsequently developed
2. identify central symbol systems, articulate their initial and ongoing meanings, and demonstrate how such concepts are distinctive

PATTERNS COURSES

- RELIGION
- REL 150 OR 153

Approved for "Patterns of Meaning" Requirements

REQUIREMENTS

■ REQUIRED FOR MAJOR IN RELIGION: 13 COURSES

- One from REL 150 or 153.
- REL 400

Majors will take courses from each of the following areas:

A. Bible (two courses)

- REL 210 Hebrew Bible/Old Testament
- REL 211 The New Testament
- REL 212 The Prophets of Ancient Israel
- REL 214 The Gospels
- REL 315 St. Paul
- REL 316 Women in the Bible

B. Christianity (two courses)

- REL 220 Catholicism and the Modern World
- REL 223 Jesus and His Mission
- REL 224 Christian Spirituality: Visionaries, Mystics, and Saints
- REL 225 The Sacraments
- REL 226 Christian Worship
- REL 244 Religion in America
- REL 245 Catholicism in the U.S.
- REL 246 Encountering Evil
- REL 247 Theologies of Suffering
- REL 324 La Salle and His Legacy
- REL 345 Religion and Philadelphia
- REL 360 Religious History of Ireland

C. Other World Religions (one course)

- REL 231 Buddhism in Asia and Beyond
- REL 232 Judaism, Islam, and Other Religions of the Near East
- REL 233 Islam in America
- REL 270 Special Topics

D. Religion, Ethics, and Culture (two courses)

- REL 240 Contemporary Religious Thought
- REL 241 Women and Religion
- REL 250 Contemporary Moral Problems
- REL 251 Peace, Justice, and the Christian Tradition

- **REL 352** Playing God: Religion, Ethics, and the Life Sciences
- **REL 353** Social Justice and Community Service
- **REL 354** Love, Sex, and Friendship: Religious Perspectives on Human Relationships
- **REL 370** Special Topics

■ REQUIRED FOR DUAL MAJORS

- One from **REL 150** or **153**
- 9 electives
- **REL 400**

■ REQUIRED FOR MINOR IN RELIGION

- One from **REL 150** or **153**
- Five **REL** electives

Religion majors may choose the major program as described above or:

Religion-Education:

- **REL 150/153**; two courses in non-Christian religions;
- two courses in Bible (one at the 200 level; one at the 300 level);
- **REL 220**
- **REL 225**
- **REL 250** or **251**

Four REL electives (chosen in consultation with REL and EDC advisors)

- Plus **EDC 103, 104, 224, 225, 304, 306, 401, 470.**

All upper-division courses, except REL 242, qualify for Patterns 2 status; REL 242 has elective status only.

COURSE DESCRIPTIONS

REL 150 (F, S)

EXPLORING CHRISTIANITY

3 credits/Patterns 1

This course is a study of Christianity. Students will be introduced to four major topics: the biblical origins of Christianity, the development of the doctrine concerning Christ, key distinctions among the churches worldwide, and contemporary beliefs and practices.

REL 153 (F, S)

EXPLORING RELIGION

3 credits/Patterns 1

This course is a study of religion that introduces students to religious symbols and rituals, as well as ideas about God and gods, salvation, death, evil, human suffering, and myths. This course also explores how religion affects social values, ethics, economics, and politics, as well as the positive impact that religions can exert to encourage people to work for justice and the common good.

REL 210 (F)

THE HEBREW BIBLE/OLD TESTAMENT

3 credits/Patterns 2 or Concentration Option

This course examines the Jewish canonical writings in their historical and cultural contexts, introduces the scholarly tools employed to discover the meaning(s) of the documents, and investigates the rich and complex development of the religion of ancient Israel and biblical Judaism(s). The deuterocanonical writings, those not included in the Jewish canon, will also be discussed.

REL 211 (S)

THE NEW TESTAMENT

3 credits/Patterns 2 or Concentration Option

This course examines the Christian canonical writings in their historical and cultural contexts, introduces the scholarly tools employed to discover the meaning(s) of the documents, and investigates the continuities and the transformations of Christianity from a Jewish movement to an independent religion.

REL 212 (S)

THE PROPHETS OF ANCIENT ISRAEL

3 credits/Patterns 2 or Concentration Option

With an emphasis on the study of prophecy and prophetic literature in the Bible, this course explores prophecy as an institution in the Near East and its unique development in Israel in connection with the theological message of the biblical prophets.

REL 214 (F)

THE GOSPELS

3 credits/Patterns 2 or Concentration Option

This course is an introduction to the four New Testament gospels. While these texts agree on major events in the life of Jesus, they individually offer unique perspectives on who Jesus was. The synoptic gospels: Mark, Matthew, and Luke will be studied first, with special attention given to the question of literary relationships between these three texts, what scholars identify as the "Synoptic Problem." Next, we will study the Gospel of John, the most unique of the four gospels. Finally, we will briefly explore apocryphal (extra-biblical) gospel traditions about the life and teachings of Jesus.

REL 220 (F)

CATHOLICISM IN THE MODERN WORLD

3 credits/Patterns 2 or Concentration Option

This course is a historical and theological introduction to the study of Catholicism as it shapes and is shaped by the social, economic, political, and religious contexts of the 21st century. Catholicism will be studied in light of the history of the issues and current theological thought.

REL 221 (S)

CHRISTIAN ORIGINS

3 credits/Patterns 2 or Concentration Option

This course is an introduction to the development of Christianity from a fringe, Jewish apocalyptic movement to the state religion of the Roman Empire. The course objectives are as follows: (1) to familiarize students with the history and literature of formative Christianity in its Greco-Roman context; (2) to explore Jesus traditions in the New Testament and later Christian writings; (3) to discuss the diversities of "heretical" and "orthodox" Christianity in the first four centuries; and (4) to explore the roles of women in the earliest Christian communities.

REL 223 (S)

JESUS AND HIS MISSION

3 credits/Patterns 2 or Concentration Option

This course includes a careful study of the images of Jesus presented in the Christian Scriptures and reflected in the lived practices of communities of faith from the earliest Christians to today. The course examines how Jesus' challenge to the social and religious structures of his day stands as a challenge to Christians in the contemporary world and may consider how women, people of color, and those of diverse cultures, religious beliefs, and economic status continue to engage him and his mes-

sage. The course may also include an examination of beliefs of incarnation, salvation, and Trinity.

REL 224 (S)

CHRISTIAN SPIRITUALITY: VISIONARIES, MYSTICS, AND SAINTS
3 credits/Patterns 2 or Concentration Option

This course explores the ways in which Christians, both Eastern and Western, have striven to express and deepen love of God and others. The course will analyze the origins and development of their various movements in spirituality and the means used to embody Christian discipleship.

REL 225 (F)

THE SACRAMENTS
3 credits/Patterns 2 or Concentration Option


This course inquires into the origins and developments of, as well as the current theological issues concerning, Christian rites and symbols. This course also studies some of the problems of contemporary sacramental theology.

REL 226 (S)

CHRISTIAN WORSHIP
3 credits/Patterns 2 or Concentration Option


This course is a study of the shape and practice of worship, especially in Western Christian Sunday liturgy. The course understands worship as lying between art and life, and examines both symbol and ritual, and surveys the development of Sunday worship and contemporary issues.

REL 231 (F, S)

BUDDHISM IN ASIA AND BEYOND 
3 credits/Patterns 2 or Concentration Option

This course examines how the Buddha's question of how to end suffering developed out of the historical, religious, and cultural context of his time as well as how his insights spread and were adapted throughout Asia and into the modern world. It investigates the source of such practices as yoga, meditation, and mindfulness, which have become influential in the West, and considers ways of thinking about the self, death and dying, and the mind—all of which have challenged and expanded approaches to psychology, the hospice movement, and neuroscience in the world today.

REL 232 (F)

JUDAISM, ISLAM, AND OTHER RELIGIONS FROM THE NEAR EAST 
3 credits/Patterns 2 or Concentration Option

This course examines Judaism and Islam within the framework of comparative study of religions. It investigates the historical origins, roots, and developments of Judaism and Islam, their sacred texts as the bases of their laws, rituals, values and material culture. It explores interactions among the traditions, as well as with other religions and considers how such interactions influence the ways Jews and Muslims live in contemporary times. Secondary attention will be paid to Middle Eastern Christianity, Zoroastrianism, Ba'hai, or other aspects of the religious life of Israel, North Africa, and the Middle East.

REL 233

ISLAM IN AMERICA
3 credits

How do American Muslims live and interpret Islam in a Western, secular society? Students will learn about the teachings of Islam, its historical development in the United States from the antebellum period to the

emergence of local and diasporic Muslim communities in contemporary times. Various dimensions of Islam are examined, along with the social-political-economic contexts and issues that helped shape these communities. Topics may include Qur'an as interpreted in the American environment, women and gender, religion and race, American Muslim politics and civic engagement after 9/11, visual expressions of Islam, as well as expressions of Islam in American popular culture. Site visits to local Mosques and Islamic centers are usually integrated into the course.

REL 240 (F)

CONTEMPORARY RELIGIOUS THOUGHT
3 credits/Patterns 2 or Concentration Option


This course offers a critical study of contemporary writers and thinkers who continue to shape and challenge our understanding of the relationship between religion and culture. Drawing upon the works of these figures, each section of the course is structured around a significant theme or questions. Themes may include the relationship between religion and politics, the challenges of secularism, the place of the individual in society, diaspora communities, amongst others.

REL 241 (F)

WOMEN AND WESTERN RELIGION 
3 credits/Patterns 2 or Concentration Option

Are religions necessarily patriarchal? This course introduces students to the diversity of women's experiences of and contributions to religious belief and practice in at least one of the world's religious traditions. Topics may include feminist understandings of the divine, the role of women in the origins and development of religious traditions, feminist interpretations of sacred texts, feminist spiritualities, historical and contemporary efforts by women to reform religious traditions.

REL 242

SPORTS AND SPIRITUALITY 
3 credits/Patterns 2 or Concentration Option

This course explores contemporary spirituality in relation to the phenomena of sports. Students study how human beings encounter the Holy in the midst of everyday life with emphasis on how experiences associated with sports, either as an athlete participant or as identifying with athletes and teams, impact on developing a critical assessment of one's personal values system. This assessment, in turn, becomes a focus on the ways in which one relates to the Holy or the Transcendent in the course of one's life.

REL 243 (F)

RELIGION AND CONTEMPORARY LITERATURE
3 credits/Patterns 2 or Concentration Option

The course explores the intersection between themes from the world's religions and contemporary literature. Works studied cross religious and geographic boundaries, as well as literary genres, and provide the opportunity for both literary critical and religious analyses highlighting themes such as identity, suffering, mystery, doubt, evil, the supernatural and reconciliation. Students do independent reading and research in this class. This course is cross-listed as ENG 243.

REL 244 (F, S)

RELIGION IN THE UNITED STATES 
3 credits/Patterns 2 or Concentration Option

This course will examine the formation and development of the US national identity—the religious and secular roots that have nourished it, the myths that have informed its sense of self, especially concepts of being a chosen people, of progress and unlimited freedom. Areas of focus will include dominant expressions of Protestantism, along with

conventional “outsiders,” such as Islam, Catholicism, Judaism, Native traditions, the Black Church, Hinduism, and Buddhism. Underlying this approach is a tension between narratives of the United States as a messianic “Christian” nation, while also being a haven for pluralism and Church-State separation.

REL 245 (S)**CATHOLICISM IN THE UNITED STATES**

3 credits/Patterns 2 or Concentration Option

Is it possible to be a good Catholic and American at the same time? The answer often depends on who is asking the question. This course examines the history and place of the Roman Catholic community in the United States from the colonial period until the present. Some topics and central figures may include ethnicity, devotional life, John F. Kennedy, and the sexual abuse crisis.

REL 246**ENCOUNTERING EVIL**

3 credits

This course uses an interdisciplinary approach to offer a wide range of perspectives on the topic of evil. Students will explore the following themes: religious accounts of and explanations for evil; the philosophical problem of evil; the use of evil as a moral category for evaluating human behaviors and history; the science of evil; and representations of evil in contemporary popular culture (e.g. art, literature, and film).

REL 247**THEOLOGIES OF SUFFERING**

3 credits

This course examines one of the most profound experiences in all of creation, as well as one of the most vexing theological problems. Sources include sacred texts and ongoing responses to them from Christian, Jewish and Muslim thinkers.

REL 250 (F)**RELIGION AND ETHICS IN CONTEMPORARY CULTURE**

3 credits/ Patterns 2 or Concentration Option

This course introduces students to foundational approaches to ethical reasoning informed by religious traditions, and examines a variety of moral and religious perspectives on selected contemporary issues. Examples may include world hunger and poverty; the causes and symptoms of social inequality; sexism and sexual violence; the death penalty and incarceration; and the degradation of the environment.

REL 251 (S)**PEACE AND JUSTICE IN THE CHRISTIAN TRADITION**

3 credits/Patterns 2 or Concentration Option

This course explores fundamental principles that have influenced religious considerations the social imperative to work for peace and justice. Although the principal focus is on Western Christian thought and action other traditions, both religious and secular, may also be included. Particular subtopics that may be investigated include militarism, socio-economic inequality, race, gender, class, sexuality, environmentalism, liberation theologies, and nonviolent struggle.

REL 315 (S)**ST. PAUL**

3 credits/Patterns 2 or Concentration Option

This course is a study of the 13 New Testament letters associated with Paul. These letters bear witness to a diversity of belief and practice in

the earliest Christian communities. This course will examine the following: the first century historical and political context, Paul's Jewish background, authorship of the letters, Jesus according to Paul, Paul and women, and primitive Christianity as described in his letters.

REL 316 (S)**WOMEN IN THE BIBLE**

3 credits/Patterns 2 or Concentration Option

This course is a select survey of “women” in the Hebrew Bible (Old Testament) and New Testament, this course examines biblical stories about women; biblical attitudes about femaleness; women's religious and social roles in their respective historical settings; and recent feminist biblical interpretation.

REL 324 (F)**LA SALLE AND HIS LEGACY**

3 credits/Patterns 2 or Concentration Option

John Baptist de La Salle (1651-1719), saint, scholar, priest, founder, educational innovator, spiritual guide, and universal patron of teachers, initiated a spiritual and educational legacy that drew upon the religious currents of his times and has endured into the present. This course will explore the life experiences, spiritual insights, educational innovations, and lasting influences of St. La Salle, with particular attention to how his legacy continues to inspire and guide Lasallians worldwide today. As participants in an upper division course, students will engage in theological discourse, read and analyze foundational texts, and research and write about course topics with an appropriate level of skill.

REL 345 (F, S)**RELIGION IN PHILADELPHIA**

3 credits/Patterns 2 or Concentration Option

This course explores the changing religious landscape of Philadelphia from William Penn's “Holy Experiment”, ensuring freedom of religious expression, to contemporary diversity brought about by transitional migration, new religious movements, and conversion. It examines the intersections of race, gender, ethnicity and religion through the prism of significant moments in this historic city, including the abolitionist movement and establishment of the African Methodist Episcopal Church, the adoption of Islam by African American Philadelphians, the increasing influence of Hinduism and Buddhism in both immigrant and convert communities, and the social activism that has resulted in the first ordinations of women and support of gay marriage in some religious communities. Sources include primary and secondary readings and films, as well as active dialogue with communities on the ground, today, through visits to historic and contemporary religious sites.

REL 352 (F)**PLAYING GOD: RELIGION, ETHICS, AND THE LIFE SCIENCES**

3 credits/Patterns 2 or Concentration Option

This course will examine the dilemmas and debates related to many of today's most controversial issues in the life sciences, as well as the role of religion as a frame for understanding and evaluating the ethical dimensions of these controversies. Topics will include: the American health-care system, stem cell research, genetic engineering, cloning, drug development, pollution, global warming, euthanasia, plastic surgery, and reproductive technology.

REL 353 (S)**SOCIAL JUSTICE AND COMMUNITY SERVICE**

3 credits/Patterns 2 or Concentration Option



This course is designed for students who would like to become involved in community outreach activities or who have already demonstrated an ongoing commitment to such activities. This course will integrate community service with issues of justice from the perspective of theology. Its purpose is to provide not only analysis, but also a deeper appreciation and respect for the disadvantaged, and a more long-lasting commitment to enter into solidarity with them in their struggle for justice. Through readings, reflection, a community service project, and discussion, this course will allow students to gain a more comprehensive understanding of the social, political, spiritual, and economic causes of injustice and how their service influences the cause of social justice.

REL 354 (F, S)**LOVE, SEX, AND FRIENDSHIP: RELIGIOUS PERSPECTIVES ON HUMAN RELATIONSHIPS**

3 credits/Patterns 2 or Concentration Option

What is the nature of love and desire? What role does friendship play in our happiness? Can sex be a religious experience? This course will explore how different religious and secular traditions have shaped our ideas of love, sexuality, gender and relationships, and how our changing understanding of these dimensions of the human experience inform and/or challenge religious traditions today.

REL 360 (S)**THE RELIGIOUS HISTORY OF IRELAND (TRAVEL STUDY)**

3 credits/ Patterns 2 or Concentration Option



This course explores the foundations of Ireland's religious history from its foundations in Celtic-Druidic religious practices to its Christianization under the missionary ingenuity of Patrick and the subsequent influence on Irish Catholicism, political conflicts, and cultural development. Students focus on how the more democratic monastic movement entered into conflict with the hierarchical Roman Church and what role Irish monasteries played as centers of culture and education from the Dark Ages to the medieval period. Students also examine the ways a powerful Roman Catholicism served the people in periods of persecution following the Reformation and in the struggle for independence from Great Britain in the 19th and 20th centuries. The course addresses the struggles of the Irish peoples to survive penal laws and the Great Famines and looks at Ireland's Declaration of Independence from Great Britain, the war that followed, and how that conflict led to Ireland's civil war. Finally, the course examines the "Troubles," The Republic of Ireland's conflict with Northern Ireland, the "Peace Process" that ensued, and the problems Roman Catholicism faces in modern Ireland. As a travel/study course, students journey to Ireland to see first-hand the various sites that illustrate Ireland's impressive and diverse religious history and culture.

SPECIAL TO MAJORS**REL 400 (F)****CAPSTONE WRITING COLLOQUIUM FOR MAJORS**

3 credits/Patterns 2 or Concentration Option



As the capstone or culminating course in the Religion major, this course oversees the process of researching, writing and presenting a paper that integrates students' areas of focus in the undergraduate curriculum. As both a workshop and a forum for ongoing discussion, the colloquium provides both training in the skills needed to undertake such a project and a community of learning for critical engagement and mutual encouragement. The colloquium begins with honing a research question

and concludes with a defense/discussion with other majors and Religion faculty.

REL 410**INTERNSHIP**

3 credits

This course is designed to provide students with the opportunity to apply their knowledge to relevant positions in religious, charitable, or other nonprofit organizations. Prerequisites: Permission of the Chair, GPA of 2.67.

SPECIAL TOPICS**REL 270, 271, 272, 273, 274, 276, 278, 279, 370, 371**

Special topics are offered in accord with student and faculty interest on an ad hoc basis. These courses are assigned the numbers listed above.

REL 271 Islam in the Contemporary World

REL 272 Women in Islam

REL 273 Jesus in Film

REL 274 Contemporary Feminist Religious Thought

REL 276 Economic Justice for All

REL 277 Christian Muslim Relations

REL 278 Moral Decisions in Health Care

REL 279 Hinduism: Yoga, Dharma and Devotion

REL 370 Religion & Racism in America

REL 371 Religion & Popular Culture

SOCIAL WORK

FACULTY

Donna R. Fiedler, Ph.D., LCSW, Program Director and Chair
 Rosemary A. Barbera, PhD, MSS, Field Practicum Coordinator
 Janine Mariscotti, MSW, LCSW, Coordinator,
 Accelerated BSW Program

Lecturers: Cummings, Harmon, Hartman, Hudson-Small, Mooney,
 Myrick, Oleksiak, Pollichem, Villegas, Wysor Nguema, Young

PROGRAM INFORMATION

The Social Work Program provides a rigorous curriculum that builds on a liberal arts foundation. Courses address the knowledge, skills, and values associated with professional social work practice. Students integrate theory and practice during 600 hours of field practicum across three semesters.

The Social Work Program is offered in full-time, part-time, and accelerated formats.

The full-time program format is offered during the day in fall and spring semesters on Main Campus. Students take a minimum of four courses to maintain full-time status.

The part-time program format is offered during fall, spring and summer semesters on Main Campus. Students typically take 2-3 courses each semester.

The accelerated program format is designed as a degree completion program for students who have completed a significant number of general education courses. Courses in this 16-month program are offered primarily in 4-6 week modules in a hybrid format over the calendar year. The accelerated program takes place at the Montgomery County Campus in Plymouth Meeting, PA.

Some course offerings in the program are online or hybrid; most courses are offered face-to-face.

Both full and part-time faculty teach in all program formats.

PROGRAM GOALS AND STUDENT COMPETENCIES

PROGRAM GOALS

1. To develop competent social work professionals grounded in knowledge, values, and skills necessary for entry-level generalist practice with individuals, families, groups, organizations, and communities primarily within the urban community.
2. To prepare students for social work practice with diverse populations.
3. To prepare students for social work practice with vulnerable populations and to orient students to local, national, and international issues of social and economic justice so that they are empowered to be agents of change.
4. To provide a curriculum that challenges students to integrate and act upon the values and ethics of the social work profession.
5. To motivate students to know the importance of and exhibit a commitment to the ongoing development and care of the personal and professional self.
6. To prepare students for graduate studies in social work.

COMPETENCIES

Competency 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Competency 2.1.2—Apply social work ethical principles to guide professional practice

Competency 2.1.3— Apply critical thinking to inform and communicate professional judgments

Competency 2.1.4— Engage diversity and difference in practice

Competency 2.1.5— Advance human rights and social and economic justice

Competency 2.1.6 – Engage in research informed practice and practice informed research

Competency 2.1.7—Apply knowledge of human behavior and the social environment

Competency 2.1.8 – Engage in policy practice to advance well-being and deliver services

Competency 2.1.9— Respond to contexts that shape practice

Competency 2.1.10a— Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (ENGAGEMENT)

Competency 2.1.10b— Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (ASSESSMENT)

Competency 2.1.10c— Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (INTERVENTION)

Competency 2.1.10d— Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (EVALUATION)

COURSE REQUIREMENTS

The following courses are required for the social work major:

- SWK 160
- SWK 280
- SWK 281
- SWK 291
- SWK 340
- SWK 341
- SWK 365
- SWK 381
- SWK 440
- SWK 441
- SWK 480
- SWK 481
- SWK 495
- SWK ELECTIVE
- SWK ELECTIVE
- BIO 158
- POL 151
- PSY 220
- SOC 150
- SOC 301*

SOC 301, Social Statistics I, satisfies the "Numbers" component of the core requirements for Social Work majors.

GENERALIST SOCIAL WORK PRACTICE: DEFINITION

Strengths-based generalist social work practice is a collaborative process that employs a professional helping relationship directed toward individual, family, group, organizational, and/or community empowerment and the promotion of social and economic justice. (Poulin, J. and Contributors. (2000). Collaborative social work: Strengths-based generalist practice. Itasca: Peacock. P. 4).

COUNCIL ON SOCIAL WORK EDUCATION ACCREDITED BACCALAUREATE PROGRAM

The Social Work Department at La Salle University offers the Bachelor of Social Work and is accredited by the Council on Social Work Education (CSWE), the national accrediting body for baccalaureate and masters social work programs.

CSWE Commission on Accreditation establishes the Educational Policy and Accreditation Standards (2008) to assure that social work programs are meeting accreditation standards. The standards to which accredited social work programs are held can be viewed at www.cswe.org/epas or by accessing the link on the La Salle University Social Work Program website. The curriculum is based on student mastery of 10 competencies and accompanying practice behaviors.

ADMISSION TO THE SOCIAL WORK PROGRAM AT LA SALLE UNIVERSITY

Social work students must formally apply to the Social Work Program for admission to the major. This is a separate process in addition to general admission to the University.

The application for admission to the La Salle University Social Work Department must be submitted during the semester the student is enrolled in SWK 340: Preparation for Professional Practice, and no later than October 15.

A student can declare social work as a major upon admission to the University; however, the student is only formally accepted into the Social Work Program with the successful application process described below.

The student must meet the following criteria for admission into the Social Work Program:

1. An overall GPA of 2.30 (Students with a GPA below 2.30 may apply for conditional acceptance to the program)
2. A final grade of C or better in all Social Work courses
3. An affinity with and commitment to the values and ethics of the social work profession as set forth in the National Association of Social Workers (NASW) Code of Ethics
4. Two letters of recommendation. One recommendation should be from a person associated with a community service experience in which the student has participated. The second recommendation will be an academic reference from a University faculty member other than La Salle University Social Work Department full-time faculty. A second recommendation from a person associated with a community service experience may be substituted for the academic reference with permission from the Social Work Department Chair.
5. Autobiographical statement. The student will complete a personal statement (maximum of four pages, typewritten and double-spaced) discussing the motivations for choosing social work as a profession and describing significant people and life events that have been instrumental in the decision to seek a degree in social work. The student will address areas of special interest or concern relevant to social work. Note: The autobiography statement completed in SWK160 will be accepted, with appropriate revisions in content and form, to fulfill this requirement.

6. Copy of current college/university transcript.
7. Copy of current criminal clearance.* (Date of clearance must be within one year from date of submission to Social Work Department.)
8. Copy of current child abuse clearance.* (Date of clearance must be within one year from date of submission to Social Work Department.)
9. Review of the NASW Code of Ethics and signed application form.**
10. The student will submit the completed application to the Social Work Department Chair.
11. The full-time Social Work Department faculty will review your application, and each will vote on the student's candidacy.
12. The student will be notified of the Department faculty's decision in writing. The admission decisions include:
 1. full admission
 2. conditional admission
 3. no admission

* A history of criminal conviction and/or child abuse does not automatically preclude admission to the Social Work Department. However, the student will be required to share this information with the field practicum supervisor in the agency.

The student is responsible for informing the Social Work Department of any changes in criminal and/or child abuse status.

** In the event of a violation of the NASW Code of Ethics, the student may not be granted admission to or continuation in the Social Work Program.

CONTINUATION POLICY

Continuation in the Social Work Program requires that a student majoring in social work receive a grade of C or better in all SWK courses. A student is permitted to take a course a maximum of three times to achieve a grade of C or better.

In some cases, a student may not proceed to an upper-level course without first receiving a C or better in a lower-level course.

A student must have an overall GPA of 2.5 and a GPA of 2.5 in the social work major to graduate with the BSW degree.

MINOR IN HUMAN SERVICES

Students who complete the Human Services Minor will:

- Learn the values and ethics that serve as a foundation for professional social work practice.
- Be introduced to the importance of social justice as a foundation for social work and social welfare.
- Be exposed to the role of biological, social, psychological, spiritual, and cultural contexts in the lives of individuals and families, groups and communities.
- Understand the unique impact of these contexts on special population groups including racial and ethnic minority groups, women, gay, lesbian, bisexual and transgender persons, children, older adults, and people with disabilities.
- Be introduced to the broad array of human services and populations served

■ REQUIRED COURSES FOR THE MINOR IN HUMAN SERVICES:

- SWK 160
- SWK 280
- SWK 340
- SWK 341
- SWK 281, 291, 365 OR A SWK ELECTIVE
- SWK ELECTIVE

ACCELERATED BACHELOR OF SOCIAL WORK

The Social Work Department is now offering an Accelerated Bachelor of Social Work program. This innovative cohort program can be completed in as little as 15 months. Courses are in a hybrid format, with some classes meeting at La Salle's Montgomery County Campus in Plymouth Meeting, and some online. Students will meet one night a week at the Plymouth Meeting campus from 5:30 to 9:30 p.m. for the duration of the program, and will also meet on four Saturdays for their first semester. The Accelerated BSW program is perfect for adult learners who want a fast-track program, and for students coming from community college who have completed their core.

COURSE DESCRIPTIONS

SWK 160 (F: Day; S: Evening; Summer)

INTRODUCTION TO SOCIAL WORK

3 credits

This survey course provides an overview of the social work profession, the social welfare system, social work methods, and fields of practice. The student is introduced to the competencies and practice behaviors he/she must demonstrate before graduation. A basic understanding of values and ethics, human needs, diverse populations, vulnerable populations, and the social service delivery system is provided. The student is introduced to advocacy as a basic component of social work. This course includes a 20-hour service-learning component.

SWK 240 (S, Summer)

RELATIONSHIPS AND SEXUALITY

3 credits/Elective only

This course is designed for social work and other undergraduate students to explore issues in relationships and human sexuality. This course examines human sexuality from a bio-psycho-socio-spiritual perspective within a developmental framework. The student examines and clarifies personal and societal values regarding human sexuality, assesses the relationship between personal and professional social work values, and develops fundamental skills for social work practice with issues of relationships and sexuality.

SWK 270, 370, 470 (F, S, Summer)

SPECIAL TOPICS

3 credits/Elective only

This course is designed to address contemporary issues in generalist social work practice. Topics include gerontology, mental health, child welfare, family violence, drug and alcohol intervention, trauma and social and economic justice. Students are advised to check with the Department Chair about current offerings and to provide suggestions for future topics.

SWK 280 (F)

HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I

3 credits

This course is the first of a two-part sequence that examines the development of the person-in-environment. The course focuses on the theories and development of individuals and families in the context of biological, social, psychological, spiritual, and cultural components. The student completes a 20-hour service-learning experience.

Prerequisites or concurrent with SOC 150, BIO 158. Students who have not completed the prerequisites may take the course only with prior written permission of the instructor.

SWK 281 (F: Accelerated; S: Day and Evening)

HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II

3 credits

This course provides an examination of theories of group, organization, and community development. The reciprocal relationship between the individual, environment, and these systems is emphasized. The student completes a 20-hour service-learning experience. Advocacy within the context of organizations is presented.

Prerequisite: SWK 280 or written permission of the instructor.

SWK 291 (F: Accelerated; S: Day; Summer: Evening)

SOCIAL WELFARE POLICY II

3 credits

This course will provide an examination of the historical roots of the United States' response to human needs through social welfare policy, including the distribution of power, status, and resources. The experience of oppression and discrimination of vulnerable groups will be stressed. Contemporary social welfare policy in the United States is examined, with emphasis on the reciprocal processes between social work practice and social policy development. A systematic framework for policy analysis will be presented and applied to contemporary social welfare policies, stressing critical thinking in how these policies can be improved to better serve individuals, especially those who have historically experienced oppression and discrimination. Approaches for advancing social and economic justice and human rights will be employed. Ethical issues associated with the allocation of resources will be highlighted. Global interconnections of oppression also are explored.

Prerequisite or concurrent with POL 151

SWK 340 (F)

PREPARATION FOR PROFESSIONAL PRACTICE

3 credits

This course is designed to prepare the student for the practicum in social work. The course will familiarize the student with the roles of the student intern and will guide the student in developing skills for the social work relationship, as well as an understanding of the concept of a profession. The course will assist the student in identifying diverse and vulnerable populations that pose the most challenge for students so that they can gain understanding of, comfort and experience interacting with various social groups. The course will also introduce interviewing and empathic listening skills and give the students opportunities to practice these skills.

Prerequisite: SWK 160, SWK 280 (SWK 280 may be taken concurrently)

SWK 341 (S)GENERALIST SOCIAL WORK PRACTICE I
3 credits

The first of three courses in the Social Work Practice sequence, this course focuses on the processes of ethical engagement, assessment, intervention, and evaluation in generalist social work practice with individuals. Skills are developed in initiating the social work relationship, assessing individual client strengths and challenges, advocating for individuals, developing intervention plans with individuals, evaluating the outcomes, and making appropriate adjustments.

Prerequisites: SWK 160, SWK 340. Prerequisite or concurrent with SWK 280, SWK 281. Taken concurrently with SWK 381. Open to social work majors or human service minors only. Social work majors must be formally accepted into the Social Work Department in order to enroll in this course.

SWK 350 (F: Day; S: Evening; Summer)LOSS AND GRIEF
3 credits/Elective only

This course investigates the processes of attachment, loss, and grieving. The course explores loss, in life and in preparation for death, and addresses both acceptable and disenfranchised loss and grief. Theories of bereavement and basic counseling and companionship skills are presented.

SWK 365 (S: Day, Accelerated; Summer)SOCIAL WORK RESEARCH METHODS
3 credits

This course prepares the BSW student to understand the research process, learn the process of a research project including design, ethical concerns, and survey development. Students will also engage in a critique of research articles, particularly as they relate to social welfare policy and social work practice.

The student will be exposed to a variety of social research processes and methods, including qualitative and quantitative methodologies; program evaluation; large-scale databases; research software; and needs assessment research. Emphasis on understanding and applying social work values to research will be included. Students will be asked to examine ethical dilemmas which face researchers and those studying research, especially as this relates to work with vulnerable populations.

SWK 381 (S)PROFESSIONAL PRACTICUM I
3 credits

This course provides an educationally directed practicum introducing the student to agency social work practice. The student completes 200 hours throughout the semester in a social service setting engaging in direct practice with the guidance of a professional social worker. The student begins to integrate theory and practice and demonstrate beginning social work skills.

Taken concurrently with SWK 341. Open to social work majors only. Social work majors must be formally accepted into the Social Work Program in order to enroll in this course.

SWK 440 (F: Day, Evening; Summer: Accelerated)GENERALIST SOCIAL WORK PRACTICE II
3 credits

This course focuses on social work engagement, assessment, intervention, and evaluation in generalist social work practice with families and with groups. It provides an investigation of and skill development in direct engagement, assessment, intervention, evaluation, and advocacy

strategies for effective and ethical generalist social work practice with families and groups.

Prerequisites: SWK 341, SWK 381. Open to social work majors only. Concurrent with this course is SWK 480 – Professional Practicum II, an educationally-directed field practicum which helps the students integrate and utilize the skills from SWK 440 with client systems.

SWK 441 (F: Accelerated; S: Day, Evening)GENERALIST SOCIAL WORK PRACTICE III
3 credits

This course is the third in a three-part sequence in generalist social work practice. This course specifically focuses on engagement, assessment, and interventions/collaborations/evaluation with organizations and communities. However, as in the other courses in this sequence, there will be a focus on the integration of micro, mezzo, and macro skills for effective generalist practice. Social work values and ethics, as in all other social work courses, provide a foundation for this course.

Students will acquire knowledge and skills for engagement, assessment and interventions/ collaboration/evaluation with organizations and communities utilizing a systems framework within the empowerment tradition in social work. In this course students will be introduced to a variety of approaches to macro social work practice so that they will gain the necessary skills and knowledge for engagement, assessment, and intervention/collaboration/evaluation on a macro level.

Concurrent with this course is SWK 481 – Professional Practicum III, an educationally-directed field practicum which helps the students integrate and utilize the skills from SWK 441 with client systems.

SWK 480 (F: Day, Evening; Summer: Accelerated)PROFESSIONAL PRACTICUM II
3 credits

An educationally directed practicum during which the student completes 200 hours throughout the semester in a social service setting. The student has opportunities to integrate social work theory and practice and to demonstrate specified practice behaviors.

Prerequisites: SWK 341, SWK 381. This course is taken concurrently with SWK 440. Open to social work majors only.

SWK 481 (F: Accelerated; S: Day, Evening)PROFESSIONAL PRACTICUM III
3 credits

A continuation of SWK 480: Professional Practicum II, this course provides a social work practice experience in which students integrate the social work theory, skills, and values they are learning in the classroom. Students complete 200 hours throughout the semester.

Prerequisites: SWK 440 and SWK 480. This course is taken concurrently with SWK 441. The course is open to social work majors only.

SWK 495 (F: Accelerated; S: Day, Evening)PROFESSIONAL CONSIDERATIONS IN SOCIAL WORK
3 credits/Capstone

This course strengthens the student's emerging identity within the social work profession. Students review and critique theoretical frameworks and practice situations studied in the social work curriculum, with an emphasis on social work values and ethics. As the capstone course, students have the final opportunity to demonstrate mastery of the 10 competencies and accompanying practice behaviors.

Prerequisites: SWK 440, SWK 480. Taken concurrently with or following the completion of SWK 441 and SWK 481. Open to social work majors only.

SOCIOLOGY AND CRIMINAL JUSTICE

FACULTY

Charles A. Gallagher, Ph.D., Chair

Professor: Gallagher

Associate Professors: Nguyen, Stull

Assistant Professors: Bogle, Butler, Fiedler, Mariscotti, Wyant

FRAMEWORKS COURSE

■ SOCIAL SCIENCE

- SOC 150

SOCIOLOGY PROGRAM

MISSION STATEMENT

The Sociology Program's mission is to provide majors with an understanding of the scientific study of human groups in modern societies and the social and cultural forces that affect them. The sociological perspective is central to grasping the social and cultural forces that remake our lives on a daily basis.

PROGRAM GOALS

Our program goals, consistent with our mission above, is that our students develop skills in social research design, statistics, data analysis and the ability to communicate through clear, succinct and concise writing.

STUDENT LEARNING OUTCOMES

1. Awareness how systems of oppression (poverty, racism, sexism, classism) shape society
2. Provide the intellectual toolbox that allows students to understand the social hierarchies in here in the US and globally.
3. Provide student with the training that they are both thoroughly literate in data analysis, research method and writing.

REQUIREMENTS

■ REQUIRED FOR MAJOR IN SOCIOLOGY: 12 COURSES

Sociology Core: (8 courses)

- **SOC 150** Principles of Sociology (SOC 150 is a prerequisite for all upper level SOC courses)
- **SOC 151** Social Problems
- **SOC 231** Love, Relations, Family
or
SOC 260 Men and Woman in Cont. Society
- **SOC 262** Dynamics of Race and Ethnicity
- **SOC 301** Stat 1
- **SOC 302** Stat 2
- **SOC 310** Social Theory
- **SOC 480** Methods (Cross listed with CRJ 480)

Sociology majors must take at least four of these courses:

- **SOC 233** Work and Occupations

- **SOC 238** Environment and Society
- **SOC 265** Sociology of Law
- **SOC 237** The City: Conflict and Change
- **SOC 270** Sociology of Education
- **SOC 306** Complex Organizations
- **SOC 308** Social Inequality in Contemporary Society
- **SOC 312** Social Movements in Contemporary Society
- **CRJ 161** Intro to Criminology
- **CRJ 340** Crimes of the Powerful
- **CRJ 350** Violence in Society
- **CRJ 387** Gender, Crime and Justice
- **SOC 481** Research Methods (Cross listed with CRJ 483)
- **SOC 340** Internship—Students who meet the GPA requirements, have junior standing, and can be recommended by the chair should be strongly encouraged to take an internship.

*Internship Opportunities: Students completing any of the five Focus areas are strongly advised to engage in relevant public, community, business, or corporate activities through SOC 340: Sociological Internship and Practice.

Dual Major: In general, students completing a dual major take eight sociology courses in consultation with the department chair, in accordance with guidelines put forth by the School of Arts and Sciences.

■ MINOR IN SOCIOLOGY:

Students take six courses in consultation with the director of the Sociology Program.

COURSE DESCRIPTIONS

SOC 150 (F, S)

PRINCIPLES OF SOCIOLOGY

3 credits/Frameworks

SOC 150 introduces students to the ways human groups cooperate and conflict with one another and the expected and unanticipated consequences of these relations in American society as well as in the worldwide community. The overarching goal of the course is to help students understand how individual human development is a group experience from infancy to old age, how the social world impacts their lives, and how they, in turn, affect the lives of others in this social world.

SOC 151

Cross-listed with SWK/CRJ 201

SOCIAL PROBLEMS AND SOCIAL POLICY

3 credits

This course is an exploration of how social conflict and social organization affect human and societal well-being. Topics: mental health, personal safety, economic well-being, and intergroup relations in an industrial society and a developing nation.

SOC 231 (F, S)

LOVE, INTERPERSONAL RELATIONSHIPS, AND FAMILY

3 credits

This course examines the myths, trends, and the reasons behind these trends in the changing world of interpersonal relations. Topics include mate selection, marriage and its alternatives, parenting, parting by divorce or death, and trying again.

SOC 233 (F)

WORK AND OCCUPATIONS

3 credits



This course is an analysis of the social organization of work in modern societies, including the concept of career, the development of professionalization, the nature of work-satisfaction, and the impact of bureaucratization. Special attention is given to occupational subcultures such as law, medicine, public service, the military, and education.

SOC 237 (257) (S)

THE CITY: CONFLICT AND CHANGE

3 credits



This course provides a study of world cities; their growth and influence on personality; urban violence and its control; neighborhood development and metropolitan planning; and the effects of national and international economic forces on cities in developing and industrial nations.

SOC 238 (258) (F)

ENVIRONMENT AND SOCIETY

3 credits



This course is an analysis of the human and social structural causes of modern environmental problems and a presentation of a systematic approach toward environmental protection reforms.

SOC 260 (S)

MEN AND WOMEN IN CONTEMPORARY SOCIETY

3 credits



This course explores male and female gender roles in the contemporary United States and in the world. An examination of socialization in childhood and adulthood, sexual politics, and power structures and dynamics within the family and the workplace. Special attention to the effects of class and race on gender role formation.

SOC 262 (F, S)

DYNAMICS OF RACE AND ETHNICITY IN CONTEMPORARY SOCIETIES

3 credits



This course is an analysis of the dynamics of race and ethnic relations and of the intersection of race, gender, and class in historical and contemporary contexts. An inquiry into the issues of pluralism and diversity in unity.

SOC 263 (F)

ANTHROPOLOGY

3 credits



This course explores the spread of humans on earth; racial variations and their significance; cultures in less complex societies and industrial societies across the world; and the impact of these cultures and societies on one another.

SOC 265 (S)

SOCIOLOGY OF LAW

3 credits



This course analyzes the law as a social process in historical and comparative perspectives, in particular historical legal traditions such as the British common law, the Napoleonic code, and some other legal systems.

SOC 270, 370, 470 (F, S)

SPECIAL TOPICS IN SOCIOLOGY

3 credits

These are courses designed to cover special or emerging interests in sociology. Topics have included: sociology of conflict, the Holocaust and its causes, computers and society, sociology of sports, and social gerontology. Special permission needed to be used to meet major requirements.

SOC 301 (F)

PRINCIPLES OF STATISTICS

3 credits/Powers: Numbers

This course introduces students to statistical analysis for social sciences: Presentation and interpretation of data, descriptive statistics, theory of probability and basic sampling distribution, statistical inference including principles of estimation and tests of hypotheses, introduction to correlation and regression, and first principles in the construction and critique of quantitative arguments for research questions in the social and behavioral sciences and public policy.

SOC 302 (S)

STATISTICAL ANALYSIS AND DATA BASE DESIGN

3 credits

In this course, students learn about the principles of data analysis using statistics, with emphasis on developing critical thinking skills and performing analyses on real data sets. After completing this course, students will be able to design and analyze basic statistical studies, to understand and criticize statistical methods in research projects and the media, and to appreciate the power and utility of statistical thinking. Examples and methods are drawn primarily from the behavioral, natural, and social sciences, and from public policy. The course will cover the following topics: database design, survey and experimental design, exploratory data analysis, and modeling. (Prerequisite: SOC 301 or permission of instructor)

SOC 305 (F)

SOCIETY AND THE INDIVIDUAL

3 credits

This course is a study of the influence of society and culture, as mediated by the social group, on the social, cultural, and personal behavior of the individual.

SOC 306 (S)

COMPLEX ORGANIZATIONS IN CONTEMPORARY SOCIETY

3 credits



This course is a study of the founding, transformation, and disbanding of organizations, the pace of organizational evolution in modern societies as well as the sources of change and stability in contemporary organizations in the U.S. and in other societies, particularly organizational structures, processes, environments, culture, innovation, and effectiveness.

SOC 308 (S)

SOCIAL INEQUALITY IN CONTEMPORARY SOCIETY

3 credits



This course analyzes the structure of social stratification and the impact of globalization and economic restructuring on structured inequality in the United States and in the world, using the structural perspective and the world system theory.

SOC 309 (F)HEALTH, HEALING, AND HEALTH CARE
3 credits

This course provides an introduction to the sociology of health, healing and health care, and to social epidemiology. Examines the relationship between health-care providers and their patients, with special attention to alternative health-care providers and bioethics. Analyzes the health-care systems in the United States and in some developed and developing countries.

SOC 310 (F, S)SOCIOLOGICAL THEORY
3 credits

This course is a study of the basics of contemporary sociological theory and its classical roots, with an emphasis on helping students apply theoretical thinking to everyday life events. Prerequisite: SOC 150.

SOC 312SOCIAL MOVEMENTS IN CONTEMPORARY SOCIETY
3 credits

This course examines the dynamics of social change and of specific social movements, such as the environmental justice movement, the civil rights movement, the women's movement, the health movement, and others.

SOC 320 (S)**Cross-listed with CRJ/SWK 320**
(formerly CRJ 220)
DELINQUENCY AND JUVENILE JUSTICE
3 credits

This course addresses a comparative and historical survey of juvenile delinquency and juvenile justice. Study of the nature, magnitude, and social location of youth crime; analysis of causal theories; and overview of programs aimed at delinquency prevention and control.

SOC 340 (F, S)SOCIOLOGICAL INTERNSHIP AND PRACTICE
3 credits

Sociological practice provides students the opportunity to undertake internships. Students have academically structured learning experiences in work settings related to their career interests and academic programs. Prerequisites: junior or senior status, G.P.A. greater than 2.5, and permission of the internship coordinator.

SOC 385 (S)**Crosslisted with CRJ 385**
THEORIES OF DEVIANCE
3 credits

This course is an intensive analysis of contemporary theories of deviant behavior. Theories examined through seminar discussions of primary materials and critiqued by consideration of research findings. Social policy implications discussed and specific criminal justice programs considered in the light of these theories.

SOC 480 (F)RESEARCH METHODS
3 credits

This course is an introduction to the social research processes, using both quantitative and qualitative approaches. Construction of a research proposal. Prerequisite or taken concurrently: SOC 301.

SOC 481 (S)RESEARCH SEMINAR
3 credits

This experience provides an opportunity to conduct original research in one area of social reality employing a research method of the student's choosing. Prerequisite: SOC 302 (or taken concurrently); SOC 480.

CRIMINAL JUSTICE

MISSION STATEMENT

The Criminal Justice Program seeks to provide students with the knowledge, skills and critical thinking capabilities necessary for successful careers in the criminal justice field.

PROGRAM GOALS

1. To develop competent criminal justice professionals grounded in theoretical and empirical knowledge, values, and skills necessary for work as practitioners or as a foundation for further study
2. To sensitize students to the human impacts of crime policy, particularly ethical issues, and including differential impacts by race/ethnicity, social class, and gender
3. To cultivate understanding of how theoretical aspects of criminal justice are applied in practice, including via classroom learning and field experience
4. To enable students to appreciate the basic human dignity of persons deemed criminal or delinquent
5. To instill in students an appreciation for the breadth of social science approaches to social problems, thereby fostering creative and critical thinking
6. To provide an environment that motivates students to explore and reflect on the theory, organization, and functions of criminal justice processes

STUDENT LEARNING OUTCOMES

1. Awareness how various social factors (race, poverty, discrimination, gender) shape the criminal justice system.
2. Students will have a theoretical grounding in the theories that explain criminal justice outcomes.
3. Students will understand how qualitative and quantitative types of research are used in the study of criminal justice and students will develop writing proficiencies.

REQUIREMENTS**■ REQUIRED FOR CRIMINAL JUSTICE MAJORS:**

- A. Criminal Justice majors must take all of these seven courses:
- **CRJ 161** Intro to Criminal Justice
 - **CRJ 261** Criminology
 - **CRJ 480** Research Methods (Cross listed with SOC 480)
 - **CRJ 495** Ethics/Senior Seminar
 - **SOC 262** Dynamics of Race and Ethnicity
 - **SOC 301** Stat 1
 - **SOC 302** Stat 2

B. Criminal Justice majors must take at least ONE of these three courses before moving to section C. The other two courses offered in section "B" may be taken as an elective.

- **CRJ 324** Policing: Theory and Dynamics
- **CRJ 325** Criminal Courts
- **CRJ 326** Institutional and Community Corrections

C. majors must take at least Four of these courses THREE of which must be CJ:

- **CRJ 201** Social Problems)
- **CRJ 280** Criminal Law
- **CRJ 320** Delinquency and Juvenile Justice
- **CRJ 324** Policing: Theory and Dynamics
- **CRJ 325** Criminal Courts
- **CRJ 326** Institutional and Community Corrections
- **CRJ 340** Crimes of the Powerful
- **CRJ 350** Violence in Society
- **CRJ 370** Crime, Space and Place
- **CRJ 387** Gender Crime and Justice
- **CRJ 483** Criminal Justice Research (Cross Listed with SOC 481)
- **SOC 265** Sociology of Law
- **ENG 308** Legal Writing
- **SWK 280** Human Behavior in the Social Environment)

CRJ 481-482 Students who meet the 2.75 GPA requirements, have junior standing, and can be recommended by a faculty member and the department chair are strongly encouraged to take an Internship (CRJ 481-482)

■ REQUIRED FOR MINOR IN CRIMINAL JUSTICE

- any 6 courses

■ REQUIRED FOR DUAL SOCIOLOGY/CRIMINAL JUSTICE DEGREE:

A. Dual Sociology and Criminal Justice Majors must take these TEN classes:

- **CRJ 161** Intro
 - **CRJ 261** Theory
 - **CRJ 480** Methods (Cross listed with SOC 480)
 - **CRJ 495** Ethics/Senior Seminar
- or SOC 481 **RESEARCH METHODS (COUNTS AS CRJ 483)**
- **SOC 150** Principles of Sociology
 - **SOC 151** Social Problems (Counts as CRJ 201)
 - **SOC 262** Dynamics of Race and Ethnicity
 - **SOC 231** Love, Relations, Family) or SOC 260 (Men and Women in Cont. Society)
 - **SOC 301** Stat 1
 - **SOC 302** Stat 2
 - **SOC 310** Social Theory

B. Dual majors must take at least FOUR of these Sociology courses:

- **SOC 238** Environment and Society
- **SOC 265** Sociology of Law(CJ Elective)
- **SOC 270** Sociology of Education
- **SOC 306** Complex Organizations
- **SOC 308** Social Inequality in Contemporary Society
- **SOC 312** Social Movements in Contemporary Society

C. Dual majors must take least FOUR of these Criminal Justice courses:

- **CRJ 161** Intro to Criminology
- **CRJ 340** Crimes of the Powerful
- **CRJ 350** Violence in Society
- **CRJ 387** Gender, Crime and Justice
- **CRJ 201** Social Problems (Counts as SOC 151)
- **CRJ 280** Criminal Law
- **CRJ 320** Delinquency and Juvenile Justice (Cross listed with SOC 320)

- **CRJ 324** Policing
- **CRJ 325** Courts
- **CRJ 326** Corrections
- **CRJ 483** Criminal Justice Research
- **SOC 265** Sociology of Law
- **SOC 340** Crimes of the Powerful
- **ENG 308** Legal Writing

(SOC 340) or CJ Internship (CRJ 481-482) Students who meet the 2.75 GPA requirements, have junior standing, and can be recommended by faculty and the department chair are strongly encouraged to take a Sociology (SOC 340) or CJ Internship (CRJ 481-482)

Business Administration Minor appropriate for Criminal Justice Majors

Criminal Justice majors who plan to work for a criminal justice agency (e.g., police department, probation/parole department, court administration, corrections management) may benefit from a background in business, especially when seeking supervisory or management positions. Therefore, criminal justice majors are encouraged to take a minor in business administration (see page 121). A substitution for one of the required six courses will be made for criminal justice majors so that the minor provides them the ideal background. Interested students should contact the Assistant Dean in the School of Business.

CONTINUATION POLICY

Continuation for majors in the Criminal Justice Program requires that a student receive at least a C- in every CRJ course. Failure to receive a C- or higher means that the student must repeat the course. A student may take a course up to three times.

A student can request an exception to this policy in writing, addressed to the Criminal Justice Program Director. A department faculty member can provide written material to support a policy exception for a student. In the case of sequential or prerequisite courses, the Criminal Justice Program will have discretion regarding the application of this policy as it pertains to student progression in the major.

COURSE DESCRIPTIONS

CRJ 161 (F, S)

(formerly CRJ 222)

INTRODUCTION TO CRIMINAL JUSTICE

3 credits

This course is a survey of the discipline, including its use of social sciences and law in understanding the phenomena of crime and justice and how the two relate. Explores criminal justice theory and processes, as well as the roles of ideology, politics, and mass media in shaping crime policy. Seeks to foster deeper perspectives on how justice—for individuals as well as for society—relates to intensely human experiences like freedom and suffering.

CRJ 261 (S)

(formerly CRJ 221)

CRIMINOLOGY

3 credits

This is an exploration of major theories of deviance as they apply to behavior viewed as criminal or delinquent. Draws on a variety of academic perspectives to help understand and explain varied manifestations of crime and criminal behavior. Focus is on classical, positivist, and critical approaches, as well as the social policy implications of various theoretical frames of reference.



CRJ 201**Crosslisted with SOC/SWK 201**

SOCIAL PROBLEMS AND SOCIAL JUSTICE

3 credits

This course is an exploration of how social conflict and social organization affect human and societal well-being. Topics: mental health, personal safety, economic well-being, and intergroup relations in an industrial society and a developing nation.

CRJ 280 (F, S)**(formerly CRJ 223)**

CRIMINAL LAW

3 credits

This course provides a journey into the legal principles that underlie substantive criminal law in the United States, including limits on the power of government to define crimes. Consideration of general principles of criminal liability and criminal defenses and legal requirements for specific crimes, including homicide. Appellate court decisions are a major part of the expedition to facilitate understanding of how criminal law is applied in particular fact situations, how it evolves, and how it is influenced by socio-political factors.

CRJ 320 (S)**(formerly CRJ 220)****Crosslisted with SOC/SWK 320**

DELINQUENCY AND JUVENILE JUSTICE

3 credits

This elective course involves a study of why youth become delinquent and the social responses to such behavior, both historically and currently. Includes consideration of definitions, measurement, and theories of delinquency. Also examines the role of socio-demographic factors and juvenile court processing and juvenile corrections. Implications for policy and practice are emphasized.

CRJ 324 (F)

POLICING: THEORY & DYNAMICS

3 credits

This course offers an analysis of police roles, including evolution, public perceptions, administration, culture, and police deviance. Social and political contexts are emphasized through incorporation of social science research related to policing and organizations. Encourages integration of concepts of police on a micro level (the police occupation) with a macro level (the context in which social action occurs), facilitating understanding of the complex relationships between a society and its police.

CRJ 325 (F)

CRIMINAL COURTS

3 credits

This course addresses the state and federal criminal courts in the United States. Consideration of social science and legal scholarship with regard to major court actors (especially judges, prosecutors, and defenders) and processes (including bail, plea bargaining, and trials). Also examines non-traditional approaches, such as treatment courts. An important theme is the degree to which the courts effectuate the noble goal of “justice.”

CRJ 326 (S)

INSTITUTIONAL AND COMMUNITY CORRECTIONS

3 credits

This course examines the philosophy and history underlying attempts to deal with persons who commit crime. Emphasizes social science scholarship in corrections, including implications related to social justice. Topics include: philosophies of punishment, prisons, jails, probation, parole, intermediate punishments, capital punishment, and transformative approaches. The social worlds of prisoners are a major focus of the course. Attendance at multiple sessions at one or more corrections sites may be required.

CRJ 330 (F)**(formerly CRJ 225)**

CONSTITUTIONAL PROCEDURES IN POLICING

3 credits

This course provides exposure to the legal rules that are supposed to be followed by law enforcement actors when they investigate crime (conduct searches, make arrests, interrogate suspects). Also, the social contexts of those rules are examined, including issues such as breadth of police powers, individual privacy, unequal enforcement, and political influences. State and federal appellate court decisions are the major means through which legal principles are examined.

CRJ 340 (F, S)

CRIMES OF THE POWERFUL

3 credits/Elective

This course offers a study of social harms perpetrated by persons of power and influence. Theoretical approaches for understanding elite deviance and legal issues in definition, investigation, prosecution, and sentencing will be considered. Specific crimes of the powerful will be explored, including through case studies.

CRJ 350 (F, S)

VIOLENCE IN SOCIETY

3 credits/Elective

This course provides a study of traditional “street” violence as well as “intimate” violence. A variety of theoretical approaches to understanding violence are explored. A parallel theme is the role of the mass media in shaping how we think about violence.

CRJ 370, 470 (F, S)

SPECIAL TOPICS IN CRIMINAL JUSTICE

3 credits/Elective only

This is a course that addresses intensively a particular area of criminal justice. Topics vary from semester to semester.

CRJ 385 (F)**Crosslisted with SOC 385**

THEORIES OF DEVIANCE

3 credits

This course focuses on an intensive analysis of contemporary theories of deviant behavior. Theories examined through seminar discussions of primary materials and critiqued by consideration of research findings. Social policy implications discussed and specific criminal justice programs considered in the light of these theories.

CRJ 387 (F)

GENDER, CRIME, AND JUSTICE

3 credits/Elective only

This course is a study of the gendered nature of criminal justice theory, policy, and practice. Among the major themes are: gender differences in criminal behavior, criminal victimization, and criminal processing. Includes consideration of the contributions of feminist criminologies.

**CRJ 480 (F)**

RESEARCH METHODS

3 credits

This course examines the methodology of social research is performed, including through studying examples of criminal justice research. Focus is on becoming a more informed consumer of research information. Topics include: research ethics, sampling, field research, experimental designs, survey research, research using available data, and evaluative research. Prerequisites: CRJ 161, 261, and junior or senior status.

CRJ 481-2 (F, S)**(formerly CRJ 485-6)**

CRIMINAL JUSTICE INTERNSHIP

3-6 credits/Elective only

This elective course requires 15 hours per week (for three credits) or 30 hours per week (for six credits) of supervised internship in an approved criminal justice setting. Participation in one-hour periodic campus integration seminars also is required. Students may take a maximum of two internship courses, either concurrently or sequentially across two semesters. Prerequisites: CRJ 161, 261, senior status, and minimum overall GPA of 2.5

**CRJ 483 (F, S)**

CRIMINAL JUSTICE RESEARCH

3 credits/Elective only

Each student works on a particular research project in conjunction with a faculty member. Includes preparation of literature review, collection and analysis of data, and preparation of findings in a paper of publishable quality. Faculty authorization required for registration. Prerequisites: CRJ 161, 261, 480, senior status, and minimum overall G.P.A. of 3.0

CRJ 495 (S)

SENIOR SEMINAR: ETHICAL ISSUES IN CRIMINAL JUSTICE

3 credits

This course is an exploration of the interaction between ethics and criminal justice practice, including application of ethical theory to criminal justice issues. Focus is primarily on normative ethics (both deontological and teleological views), including major theorists. The course helps to integrate knowledge gained from previous courses through the overarching theme of the pursuit of justice as an ethical ideal. Prerequisites: CRJ 161 and 261; at least two of the following: CRJ 324, 325, and 326; and senior status.

THEMATIC MINORS

ASIAN STUDIES MINOR

Directed by: Charles Desnoyers, Ph.D., History Department

REQUIREMENTS

- **REQUIRED FOR MINOR IN ASIAN STUDIES: SIX COURSES, INCLUDING A TWO-COURSE SEQUENCE OF AN ASIAN LANGUAGE.**

ECONOMICS

- **ECN 330**
- Senior Seminar: Economics of the Pacific Rim

FINE ARTS

- **ART 325**

FOREIGN LANGUAGES

- **JPN 101-102**
- **JPN 150**
- **JPN 260**

(Please Note: In order to fulfill the language requirement, students must take either 101-102, 101-260, 102-260, or 150-260.)

HISTORY

- **HIS 346**
- **HIS 350**
- **HIS 351**
- **HIS 352**
- **HIS 353**
- **HIS 370-371***
- **HIS 447**
- Seminar in Modern Chinese History

*For Asian Special Topics only

HONORS

- **HON 245**
- **HON 443**
- **HON 458**

(Please Note: Students taking **HON 245, 443, 458** must obtain permission from the Honors Director.)

LITERATURE (in translation)

- **LIT 270**

MANAGEMENT

- **MGT 371**

RELIGION

- **REL 231**
- **REL 232**

BILINGUAL/BICULTURAL STUDIES

- **VIETNAMESE 531**
- **KHMER 541**

(Please Note: **531** and **541** require the permission of the Director of Bilingual/Bicultural Studies.)

CATHOLIC STUDIES MINOR

Coordinated by Jack Downey, Ph.D., Religion Department

REQUIREMENTS

Minors must take a minimum of six courses - no more than two may be at the introductory (100) level; at least two must be at the advanced (300 or 400) level; the rest may be at the intermediate (200) level.

At least one course must be chosen from among those listed by the Religion Department, and one course must be chosen from those listed by the Philosophy Department. Two other courses must be chosen from two other, separate disciplines, such as political science and art.

The final requirement is enrollment in the Capstone Course. This independent study under the guidance of one member of the faculty may be research, a report on experience, or artistic work, and it may be a significant enhancement to an extant course. Students and their faculty mentors will meet occasionally throughout the semester. This course earns three credits.

Usual courses for this minor include the following; others may be added in consultation with the coordinator:

ART

- **ART 151**
- **ART 201**
- **ART 202**
- **ART 311**
- **ART 312**
- **ART 313**

HISTORY

- **HIS 310**
- **HIS 338**
- **HIS 339**
- **HIS 440**

PHILOSOPHY

- **PHL 267**
- **PHL 309**
- **PHL 327**

POLITICAL SCIENCE

- **POL 260**

RELIGION

- **REL 214**
- **REL 220**
- **REL 223**
- **REL 224**
- **REL 225**
- **REL 226**
- **REL 250**
- **REL 251**
- **REL 333**

SOCIAL WORK

- **SWK 290**

CENTRAL AND EASTERN EUROPEAN STUDIES MINOR

Directed by: Leo Rudnytzky, Ph.D., L.H.D., Foreign Languages and Literatures Department

REQUIREMENTS

Six (6) courses are required for the minor.

Component I Foreign Language Competency

A student may demonstrate this competency and fulfill the requirements through one of the following:

- Fulfillment of the University's core option in either German or Russian. (This student is required to roster four field courses.)
- Participation in the German or Russian major programs. (This student is required to roster six field courses.)
- Native fluency in a Central or Eastern European language (This student is required to roster six field courses.)

Component II Field Information

To complete the minor, a student must select the appropriate number of courses (two of which must be at the 300 or 400 level) from the following list:

- **ECN 331, 333**
- **GER 311-312, 320, 321**
- **HIS 343, 345, 348, 452**
- **POL 240, 322, 341**
- **RUS 401, 402**
- **SLA 320**
- **LIT 150, 250**
- Special Topics (as approved by the Director)

ENTREPRENEURSHIP MINOR

This is an interdisciplinary minor available to all undergraduate students in the University, regardless of their major. Please see the full description in the School of Business section of this catalog.

ENVIRONMENTAL SCIENCE MINOR

Directed by: H. A. Bart, Ph.D., Geology and Environmental Science Department

1. The major goal of this minor is to provide experiences in environmental issues for students majoring in programs other than environmental science. It is important that we graduate students who are literate in environmental and global issues, including such diverse areas as policy, economic, philosophic, as well as scientific perspectives.
2. To prepare students for work in agencies related to environmental policy such as the Peace Corps, AmeriCorps and non-profit agencies and companies that place an emphasis on helping people around the planet.
3. To provide some experiences for students thinking about graduate studies dealing with policy issues, environmental law, city planning, resource management, and teaching.

REQUIREMENTS

■ REQUIRED FOR THE ENVIRONMENTAL SCIENCE MINOR: 6 COURSES

Students take the following two courses:

Students choose two courses from the following:

Six (6) courses are required for the minor.

- **GEO 150 or GEO 153 (REQUIRED)**

- **BIO 157 (REQUIRED)**

Students choose four courses from the following:

- **GEO 151** Environmental Geology
- **GEO 155** Earth Science
- **GEO 202** Mineralogy
- **GEO 203** Petrology
- **ECN 351** Environmental Economics
- **BIO 230** Divers - Evolution & Ecology
- **BIO 319** The Plant Kingdom
- **BIO 400** Marine Biology
- **CHM 161** Chemistry Of Life Science
- **PHL 306** Environmental Philosophy
- **BUS 303** Legal & Ethic Environ Bus
- Additionally, Political Science, Psychology, Sociology. Economics classes that have an environmental theme.

ENVIRONMENTAL STUDIES MINOR

Directed by: H. A. Bart, Ph.D., Geology and Environmental Science Department

REQUIREMENTS

For non-science majors: A total of six courses are required, two of which must be from the 300 or 400 level.

- Required: **BIO 157, CHM 150, GEO 151 or 153**
- Optional Courses: At least two from **ECN 351, POL 341, SOC 258, or RMI 370***, and no more than one additional course from **PHL 206, POL 370*, PSY 225, or SOC 257.**

For biology majors: A total of six courses are required, two from the 200 level and two from the 300 or 400 level.

- Required: **GEO 151 or 153**
- Optional Courses: At least three from **ECN 351, GEO 306, POL 341, RMI 370***, or **SOC 258**, and one or two courses from **PHL 206, POL 370*, PSY 225, or SOC 257.**

For chemistry majors: A total of six courses are required, two from the 200 level and two from the 300 or 400 level.

- Required: **GEO 151 or 153**
- Optional Courses: At least three from **ECN 351, GEO 306, POL 341, RMI 370***, or **SOC 258**, and one or two courses from **BIO 157, PHL 206, POL 370*, PSY 225, or SOC 257.**

For geology majors: A total of six courses are required, two from the 200 level and two from the 300 or 400 level.

- Required: **BIO 403**
- Optional Courses: At least three from **ECN 351, GEO 306, POL 341, RMI 370***, or **SOC 258**, and one or two courses from **PHL 206, POL 370*, PSY 225, or SOC 257.**

* Special Topics courses

HEALTH CARE ADMINISTRATION MINOR (THIS MINOR IS NOT CURRENTLY AVAILABLE)

Designated as a minor available to all students regardless of major.

REQUIREMENTS

Health Care Administration is an interdisciplinary minor available to students in the School of Arts and Sciences, School of Business and School of Nursing. Six courses are required for the minor in health administration.

Students should enroll in the following four core courses for the minor in Health Administration:

- **HCA 370** Introduction to Health Care Organization and Management
- **HCA 459** Health Care Planning and Policy Analysis
- **HCA 460** Seminar in Health Administration
- **Ethics Course:** Students may select one ethics or social responsibility course from the following course list: **REL 250, REL 251, REL 352, REL 353, PHL 212, PHL 223, PHL 350.**

Students should also select two elective courses for the minor. One additional ethics or social responsibility course may be taken, or students may choose two elective courses focused on social, economic, or organizational issues from the following course list: Internship Course (Please Refer to your Departmental List for Course Number), Nursing 174, Nursing 476, Sociology 309.

COURSE DESCRIPTIONS**HCA 370 (S)**

INTRODUCTION TO HEALTH CARE ORGANIZATION AND MANAGEMENT
3 credits

This course focuses on an analysis of the health care system in the United States including trends in multi-hospital systems, behavioral health care, and managed care. Managerial approaches to system integration, financing, and total quality management are also examined.

HCA 459 (F)

HEALTH PLANNING AND POLICY ANALYSIS
3 credits

This course provides a strategic analysis of the various external, competitive, and internal variables which influence health care management are discussed. Students rely upon case analysis to examine issues involved in strategy formulation and strategy implementation. Prerequisite: HCA 370 (or taken concurrently).

HCA 460 (S)

SEMINAR IN HEALTH ADMINISTRATION
3 credits

This Seminar course is designed as a virtual case analysis experience. Students will select a regional firm and confer with executives on strategic issues affecting their organization. Cases may include acute care organizations, managed care firms, non profits, and pharmaceutical firms in the region. Prerequisite: HCA 459

LATIN AMERICAN STUDIES MINOR

The minor in Latin American Studies can complement any major with a series of six courses that emphasize the history, politics, economics, literature, language and art of the region. Latin America comprises more than twenty countries in the Western Hemisphere and is an area with deep and complex ties to the United States. A student can expect to develop a broad perspective on the Americas through comparative and interdisciplinary study that will also lend itself to professional preparation for many fields.

REQUIREMENTS

Six three-credit courses distributed as follows. As course offerings change frequently, please see Director for other approved courses on a semester-to-semester basis.

TWO Spanish language courses: 100 through 400-level

- **SPN 101, 102** Elementary Spanish
- **SPN 201, 202** Intermediate Spanish
- **SPN 203, 204** Spanish for Heritage Speakers
- **SPN 301, 302** Spanish Conversation and Composition
- **SPN 307** Commercial Spanish
- **SPN 401** History of the Spanish Language

FOUR courses drawn from at least THREE of the following departments:

History (HIS 307, HIS 308, special topics)

- **HIS 307** Colonial Latin America
- **HIS 308** Latin America in Revolution

Political Science / Economics (POL/ECN 334, special topics)

- **POL / ECN 334** Political Economy of Latin America

Art and Art History (MUS 270, ARTH 224, special topics)

- **MUS 270** Latin American Music
- **ARTH 224** Introduction to Latin American Art History

Spanish (SPN 313, 322, 350, 351, 442, 443, 448, special topics)

- **SPN 350-351** Introduction to Bilingual-Bicultural Studies (in Spanish)
- **SPN 313** Survey of Spanish American Literature (in Spanish)
- **SPN 322** Survey of Spanish American Culture (in Spanish)
- **SPN 442** Romanticism (in Spanish)
- **SPN 443** 19th and 20th century poetry (in Spanish)
- **SPN 448** The Spanish American Novel (in Spanish)

Travel Study Course to a country in Latin America (multiple departments)

LIFE SCIENCE MINOR

Directed by: Norbert F. Belzer, Ph.D., Biology Department

REQUIREMENTS■ **REQUIRED FOR MINOR IN LIFE SCIENCE: 6 COURSES**

- **CHM 111** or **CHM 161**
- **BIO 210**
- Four additional biology courses from the 160/200/300/400 level with at least two from the 300/400 level (these courses must be approved by the Biology Department Chair)

(Please note: BIO 210 is a prerequisite for all higher numbered BIO courses; college chemistry is a prerequisite for 300- and 400-level BIO courses.)

URBAN STUDIES MINOR**REQUIREMENTS**

Three courses from the following:

- **SOC 237**
- **SOC 238**
- **HIS 329**
- **HIS 333**
- **ECN 351**
- **ECN 455**
- **POL 240**

- POL 241
- EDC 330

Three courses from the following:

- ECN 340
- HIS 324
- HIS 337
- SOC 306

**SCHOOL OF
BUSINESS**



The mission of the School of Business is to offer educational programs that prepare students for a purposeful life by integrating Lasallian values with current business management skills.

Through its faculty, curricular environment, and linkages with the business community, the School of Business creates a value-centered educational community as the setting for its educational programs.

Within this context, it seeks to provide an appropriate blend of contemporary business theory and practice, placing paramount importance on teaching and learning enriched by scholarly research and professional activity.

The primary purpose of the School of Business' undergraduate program is to prepare students to lead an enriched personal life and to enter upon a successful professional career through exposure to traditional liberal arts and a contemporary business education.

The School of Business strives to fulfill its mission by requiring students to develop communication, analytic, and decision-making skills by nurturing in students the ability to define and synthesize, by helping students to form independent, well-reasoned judgments, and by introducing students to common business research methods and practices.

Teaching and learning are of paramount importance. We believe we should:

- know each student as an individual;
- challenge each student to work toward attaining his or her best performance level;
- utilize the curriculum to help students identify the ethical dimensions embedded in business management; and
- immerse students in a learning environment that blends current business theory and practice.

Continuous quality-improvement processes ensure that the many offerings of the School of Business are of the highest quality. The program is accredited by the Association to Advance Collegiate Schools of Business (AACSB International), which establishes standards designed to ensure excellence. Less than 5 percent of the world's business schools are accredited by AACSB. In addition, programs are regularly evaluated in terms of standards established by various professional bodies such as the American Institute of Certified Public Accountants, the American Management Association, and the American Marketing Association, and through an ongoing dialogue and review with business executives and professionals.

Since 1996, La Salle has inducted the top 10 percent of its undergraduate seniors and 7 percent of its juniors into Beta Gamma Sigma (BGS), the international honor society for students enrolled in AACSB-accredited schools. In twelve of the last thirteen years, the La Salle chapter of BGS has been chosen as one of the top five from more than 500 chapters worldwide, named in recent years as the Silver Chapter in 2010, 2012 and 2013 and the Gold Chapter in 2004, 2011 and 2014.

The School of Business prepares students to develop the skills and experience to move from the University into management/professional positions in business, government, and nonprofit organizations. The Accounting Department offers a Four-Year Dual BS/MBA Program that could meet the 150-hour requirement for CPA certification. Experiential education programs—the internship and Business Scholars Co-op programs—provide hands-on experience in business organizations. Recent participants have included the Big Four accounting firms, Johnson & Johnson, Comcast, AstraZeneca, DuPont, Citizens Bank, UBS Financial Services, KYW News Radio, Radio Disney, the FBI, the Environmental Protection Agency, Cigna, and Tasty Baking Co. The Center for Entrepreneurship provides classroom and experiential learning, mentoring, and public seminars for students whose career interests are in start-up ventures, nonprofits, or climbing the corporate ladder.

In addition, the Business Advisory Board, which is composed of senior executives from companies throughout the Delaware Valley, advises the

Dean of the School of Business on contemporary developments in business practice and how to help students prepare for professional careers.

Opportunities to enhance a student's international exposure are offered through study abroad and travel/study options. La Salle has strong ties with the American University of Rome in Italy, Universidad La Salle in Mexico City, Deakin University in Melbourne, Australia, and the National University of Ireland in Galway, where students have the opportunity to have semester-long learning experiences. Students may also gain acceptance to semester-long programs in Brazil, China, England, France, Mexico, South Africa, and Spain through the Lasallian International Programs Consortium, as well as to a summer program in Switzerland. In addition, La Salle provides various levels of support for students wanting to study at other destinations. In travel/study courses offered by the School of Business, students study international aspects of various business disciplines in a semester-long course and travel for approximately 10 days to other locations in the world, where they study related business practices and the culture of that area. Previous trips have taken students to France, Germany, Canada, Bermuda, London, and China. Additional travel/study opportunities related to liberal arts areas of study are offered by the University. Opportunities for students to do an internship abroad are being developed.

In short, when you are a La Salle University business major, you have a number of competitive advantages. Your "real world" experiences and academic preparation put you on the right path toward success.

THE CURRICULUM

The program leading to a Bachelor of Science degree in business consists of 120 credits (minimum of 39 courses) for business administration, business systems and analytics, finance, international business, management and leadership, and marketing majors, and 128 credits (minimum of 41 courses) for accounting majors. The liberal arts and science studies and business foundation courses tend to be concentrated in the first two years, and the professional studies in the last two years.

THE LIBERAL ARTS CORE CURRICULUM (17 COURSES)

Offering sustained study in a broad range of disciplines, the Core Curriculum provides students with an opportunity to build a strong educational foundation for the future. Guided by La Salle's heritage as a Catholic university, the Core Curriculum reflects La Salle's strong commitment to the interdependence of intellectual and spiritual growth.

The aim of the Core Curriculum is to help students find an engaging living as part of an engaged life. As future competitors in a rapidly reforming world, students need intellectual resources that keep pace with current innovations; as future innovators, students need spiritual resources that guide human beings toward humane reforms.

While the Core allows you some freedom of choice, it includes guidelines that should provide coherence in your college education. The Core Curriculum clusters course requirements into areas defined by educational objectives: "Powers," "Frameworks of Scientific Understanding," "Patterns of Meaning," the "First-Year Odyssey," and "Understanding at Home and Abroad." A maximum of 17 courses are required of School of Business majors.

"Powers" refers to competencies that enable students to learn, to think, and to communicate. With this coursework, students will emerge from the Core Curriculum possessing a strong set of skills in reading, writing, oral communication, and mathematics. They also will learn how to use computer technology to aid their work in each of these areas. These competencies will be integrated into courses in all areas of the Core, but they will be

taught directly in courses in writing, oral communication, mathematics, and information literacy.

“Frameworks of Scientific Understanding” refers to concepts and methods learned in courses in the natural and social sciences. In these courses, students will become familiar with the scientific method and sharpen their understanding of the natural processes and the social developments that shape the world in which we live.

“Patterns of Meaning” refers to a set of capacities students must acquire to engage the moral, aesthetic, and spiritual significance of human events and achievements. Courses in the humanities will enable students to develop these capacities.

The “First-Year Odyssey” (FYO) refers to the one-credit, graded, one-hour-a-week program that introduces students to La Salle and the city of Philadelphia. It has a variety of aims designed to help first-semester freshmen to:

- create a community—both within and outside of the School of Business—in which students can form bonds with fellow students, faculty, and campus staff;
- be introduced to University resources and traditions;
- imagine their future as members of a profession and as members of a civil society;
- enjoy the rich offerings of urban life—the music, art, architecture, history, ethnic traditions, religious life, and geology of a city;
- generate a broad assortment of campus activities that can enrich campus life for all members of the community; and
- explore majors and careers in business.

“Understanding at Home and Abroad” refers to fostering the Christian Brothers’ ideals of community, social justice, and compassionate understanding across barriers dividing human beings. Students will be required to enroll in one of the courses designated in the course catalog by the symbol of a house (🏠 **Understanding at Home**) and one of the courses designated by the symbol of a plane (✈️ **Understanding Abroad**). Alternatively, students may fulfill these requirements through independent projects with the approval of the Department Chair and the Core Director. Faculty and staff will mentor a limited number of independent projects.

POWERS COURSES (5 COURSES)

- English 110
- English 210
- Mathematics 114
- Business 150
- Computer Science 155

FRAMEWORKS OF SCIENTIFIC UNDERSTANDING COURSES (4 COURSES)

- Natural Science (Biology, Chemistry, Geology, or Physics)
- Macroeconomics
- Microeconomics
- Psychology or Sociology

PATTERNS OF MEANING COURSES (8 COURSES)

- 2 Religion
- 2 Philosophy
- 1 Literature
- 1 History
- 1 Fine Arts or Foreign Languages
- 1 more Literature, History, Fine Arts or Foreign Language

Some courses in the Core may be counted towards a minor or second major as determined by the department.

BUSINESS CORE (18 COURSES)

Business education at La Salle University exists within the context of a strong liberal arts base. The key two purposes of business education at La Salle University are:

- Preparation of students for careers in business – the primary purpose of the business core.
- Preparation of students in specialized areas of business – the primary purpose of the business major.

In order to accomplish the purpose of preparation of students for business, the business core at La Salle has the following learning goals:

SELF ASSESSMENT AND DEVELOPMENT

- Self knowledge and awareness
- Professional direction and determination to succeed
- An ability to critically assess oneself
- Intellectual curiosity
- An ability to accept and implement change

JOB-RELATED SKILL DEVELOPMENT

- Networking
- Interviewing
- Resume writing

CRITICAL THINKING AND PROBLEM SOLVING

- Problem solving and decision making skills
- An understanding of elements of sound research
- Development of the ability to conduct research
- Critical thinking skills
- An ability to evaluate, identify, and understand different perspectives, positive and negatives, and strengths and weaknesses
- An ability to integrate and synthesize diverse information or skills

COMMUNICATION SKILLS

- Oral communication skills
- Written communication skills
- Interpersonal communication skills

USING DATA AND TECHNOLOGY

- An understanding of, and ability to utilize, qualitative and quantitative data
- Technical skills to solve business problems and make decisions

CORE BUSINESS KNOWLEDGE

- Knowledge in key business disciplines
- Knowledge of specific businesses, business practices, and opportunities

ETHICS, SOCIAL RESPONSIBILITY, AND SOCIAL FORCES

- Knowledge of and ability to examine ethical considerations in business
- An understanding of contemporary social forces affecting business, including environmental issues, demographic diversity, technology, global/international issues, cultural forces, and the political and legal environments
- Motivation to contribute to society

The Business Core courses provide the student with integrative approaches to understanding business processes while at the same time focused attention on the various business disciplines. In addition, the core focuses energy on linking theory and practice.

The following courses constitute the Business Core:

- **BUS 100** Business Perspectives
- **BUS 101** Introduction to Financial Accounting
- **BUS 202** Descriptive and Predictive Analytics
- **BUS 203** Organizational Behavior and Skill Development
- **BUS 204** Principles of Marketing with Applications
- **BUS 205** Business Systems for Analytics
- **BUS 206** Financial Markets and Institutions: Principles and Applications
- **BUS 207** Managerial Accounting
- **BUS 208** Fundamentals of Financial Management
- **BUS 303** Legal and Ethical Environment of Business
- **BUS 304** Prescriptive Analytics
- **BUS 400** Strategy Formulation and Implementation
- International Business Course/Experience

- Risk Management and Insurance

*These minors are not available to students who major in business.

Other minors are offered by the School of Arts and Sciences.

FREE ELECTIVES (4-7 COURSES)

You may choose to concentrate free electives in a particular field for a second major, minor, internship, or co-op, or you may use these to diversify your background or broaden your interests.

MAJOR COURSES (5, 6, OR 8 COURSES)

These courses provide an intensive learning experience in one (or more than one for the business administration major) facet of business and serve as a basis for future career development.

Professional specializations are offered in the following disciplines:

- Accounting
- Business Administration
- Business Systems and Analytics
- Finance
- International Business
- Management and Leadership
- Marketing

The professional studies consist of five courses (six for the business administration and eight for the accounting major) in one (or several for the business administration major) functional area beyond those courses required in the business core. The purpose of requiring eight courses for accounting majors is to help them to be better prepared to pass the Certified Public Accounting (CPA) examinations or to embark on an accounting career in industry. Management and leadership majors and international business majors must have a second major or a minor (in risk management and insurance for the international business major; in accounting or risk management and insurance for the management and leadership major). The professional option may be chosen upon matriculation or prior to starting major courses. Except for the business administration majors, students who wish to do so have the option to pursue dual majors.

PROFESSIONAL MINORS

Students who wish to do so have the option to pursue minors. Permission of the Chair or Director of the minor must be obtained. Professional minors are offered in the following disciplines:

Professional minors are offered in:

- Accounting
- Business Administration*
- Business Systems and Analytics
- Entrepreneurship
- Finance Minor for Accounting Majors
- Health-Care Administration (not currently available)
- International Studies
- Management and Leadership*
- Marketing*

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION PROGRESS RECORD

I. Powers (5 courses)

- A. Writing I
- **ENG 110** College Writing I: Persuasion
- B. Writing II
- **ENG 210** College Writing II: Research
- C. Speech
- **BUS 150** Presentation Skills for Business (2 cr.)
- D. Single-Variable Calculus
- **MTH 114** Applied Business Calculus (4 cr.)
- E. Information Technology
- **CSC 155** Computer Applications for Business

II. Frameworks of Scientific Understanding (4 courses)

- A. Natural Science
- **BIO, CHM, GEO, or PHY 150s**
- B. Psychology or Sociology
- any **PSY** or **SOC**
- C. Macroeconomics
- **ECN 150** Introductory Macroeconomics
- D. Microeconomics
- **ECN 201** Introductory Microeconomics

III. Patterns of Meaning (8 courses)

- A. Religion
1. **REL 150** Exploring Christianity or **REL 153** Exploring Religion
 2. **REL** REL 200 or 300-Level
- B. Philosophy
1. **PHL 151** The Human Person or **PHL 152** Moral Choice
 2. **PHL** PHL 200 or 300-Level
- C. Literature
- **ENG 150** Introduction to Literature or **LIT 150** Modern European and Latin American Writers
- D. History
- **HIS 151** Global History to 1500 or **HIS 155** Themes in American History
- E. Fine Arts or Language (one of the following three)
- **ARTH 150** Introduction to Art
 - **MUS 150** The Art of Listening
 - **Foreign Language**
- F. One of the following:
- **ENG 250** Literature and Culture
 - **LIT 250** Topics in World Literature
 - **HIS 251** Global History 1500 to Present
 - Another course in what was taken in category E: Fine Arts (200 or 300-level) or Foreign Language

IV. Business Core (13 courses for ACC, BSA, BUS, FIN—*Investment/Financial Analysis or Risk Management tracks*, MGTL and MKT majors; 12 for INT and FIN—*Managerial Finance track or Non-track majors*)

1. **BUS 100** Business Perspectives
2. **BUS 101** Financial Accounting
3. **BUS 202** Descriptive and Predictive Analytics
4. **BUS 203** Organizational Behavior and Skill Development
5. **BUS 204** Principles of Marketing with Applications

6. **BUS 205** Business Systems for Analytics
7. **BUS 206** Financial Markets and Institutions: Principles and Applications
8. **BUS 207** Managerial Accounting (2 cr.)
9. **BUS 208** Fundamentals of Financial Management (2 cr.)
10. **BUS 303** Legal and Ethical Environment of Business
11. **BUS 304** Prescriptive Analytics
12. **BUS 400** Strategy Formulation
13. International Business Course/Experience^{1, 2}

V. Major Courses (5,6 or 8 courses)³

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

VI. Electives (4 plus 1 credit for ACCOUNTING and BUSINESS ADMINISTRATION MAJORS; 5 plus 1 credit for BUSINESS SYSTEMS AND ANALYTICS, FINANCE--*Investment/Financial Analysis or Risk Management tracks*, MANAGEMENT AND LEADERSHIP, AND MARKETING MAJORS⁴; 6 plus 1 credit for FINANCE--*Managerial Finance track* and for INTERNATIONAL BUSINESS MAJORS⁴)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Additional Liberal Arts Core Requirements are: Freshman Year Odyssey (FYO); Understanding at Home Course; Understanding Abroad Course (met by ECN 150)

1. Options to fulfill this requirement are: BUS 300, ECN 331 or 335, FIN 403, MGT 356, MKT 305, any School of Business travel study course.

2. Finance majors who are Managerial track waive this requirement since they take FIN 403 as one of their "major courses." International Business majors waive this requirement since they take at least 3 of these course options as part of their "major courses." Marketing and Management and Leadership majors who elect the international course in their major may waive this requirement and thereby gain one more elective.

3. The Accounting (ACC) major requires eight major courses; Business Administration (BUS) requires six; Business Systems & Analytics, Finance and Marketing require five. Management & Leadership (MGTL) and International Business (INT) majors must also complete requirements of a second major or a minor; for MGTL majors, the minor can be in ACC or Risk Management and Insurance (RMI), and for INT majors, the minor can be in RMI. MGTL majors take 4 MGT courses and 5 (8 if Accounting) courses in the other major or 5 MGT and 4 RMI or ACC courses. INT majors take 4 INT courses and 5 (8 if Accounting) in their other major or 5 INT and 4 RMI.

4. MGTL and INT majors use four of their electives for major courses since they must complete requirements of a second major or minor.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION MODEL ROSTER

Freshman Year

Fall	Spring
Business 101	Business 100
Frameworks or Patterns	Math 114
English 110 or Frameworks or Patterns	Frameworks or Patterns
Computer Science 155 or Patterns	English 110 or Frameworks or Patterns
Frameworks or Patterns	Computer Science 155 or Patterns

ACCOUNTING MAJOR

Sophomore Year

Fall	Spring
Accounting 201	Accounting 202
Economics 150	Economics 201
Business 150	Business 205
Business 207	Business 202
Business 208	ENG 210 or Frameworks or Patterns
ENG 210 or Frameworks or Patterns	

Junior Year

Fall ¹	Spring ¹
Accounting 303	Accounting 304
Accounting 307	Business Core
Business 304	Business Core
Frameworks or Patterns	Business Core
Frameworks or Patterns	Frameworks or Patterns
Elective	Frameworks or Patterns

Senior Year

Fall	Spring
Accounting 405	Accounting 400-level
Accounting 400-level or Elective	Accounting 400-level or Elective
Business Core	Business 400 or Elective
Business 400 or Elective	Business Core
Elective	Elective

BUSINESS ADMINISTRATION, BUSINESS SYSTEMS AND ANALYTICS, FINANCE, INTERNATIONAL BUSINESS, MANAGEMENT AND LEADERSHIP, OR MARKETING MAJOR

Sophomore Year

Fall	Spring
Economics 150	Economics 201
Business 202	Business 207
Business 205 or Business Core	Business 208
Business Core	Business 150
Frameworks or Patterns	Business 205 or Business Core
	Frameworks or Patterns

Junior Year

Fall	Spring
Major Course	Major Course
Business 304 or Business Core	Business 304 or Business Core
Business Core	Business Core
Frameworks or Patterns	Frameworks or Patterns
Elective ²	Elective ²

Senior Year

Fall	Spring
Major Course	Major Course
Business 400 or Elective	Business 400 or Elective
Frameworks or Patterns	Major Course
Frameworks or Patterns	Elective ²
Elective ²	Elective

¹ Alternatively, one of six courses may be taken in summer.

² For Management and Leadership and International Business majors, four electives are used for "Major courses" since these majors require a second major or minor.

FOUR-YEAR BS (ACCOUNTING)/MBA DUAL DEGREE

The Accounting Department offers a four-year dual B.S. in Accounting/MBA degree program. The purpose of the program is to allow high-ability students to meet the 150 hours of education required by most states for CPA certification in four years, while earning both an undergraduate and graduate degree. Students move through the traditional undergraduate program at an accelerated pace by taking undergraduate summer classes for two summers following their first and second year, and then completing MBA requirements during their fourth year.

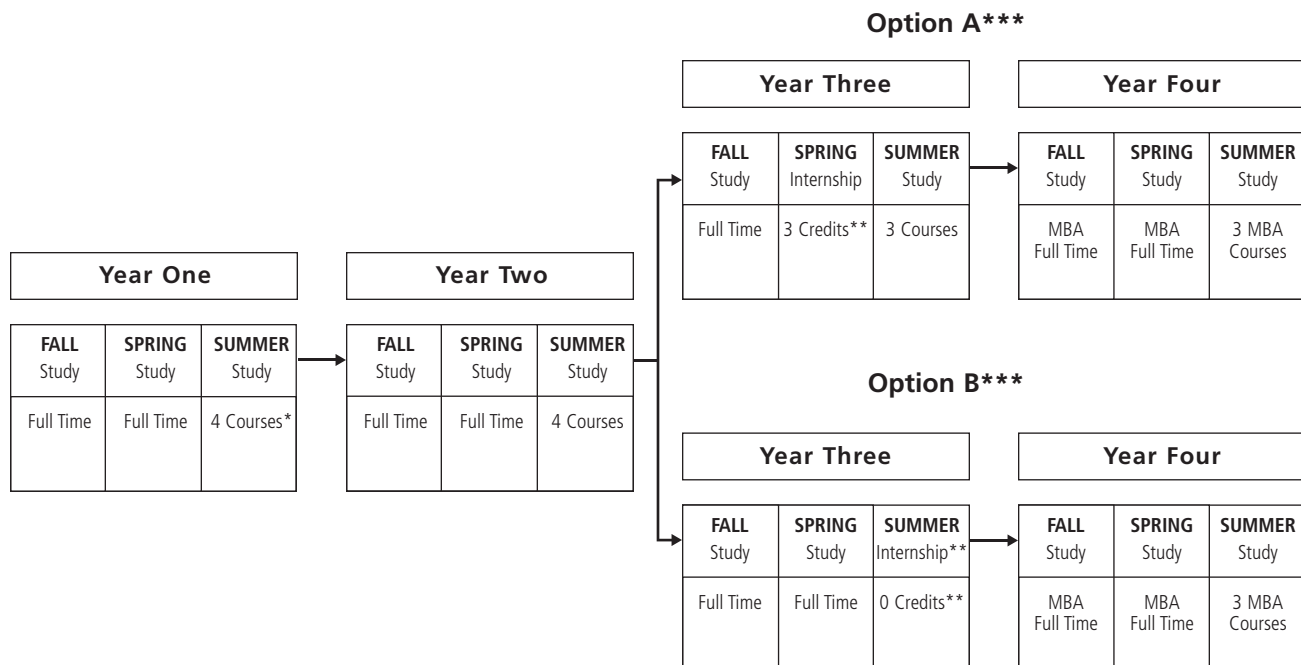
Students electing to pursue the dual degree are required to have only 120 credits for the B.S. degree, rather than the 128 credits required for the four-year B.S. in accounting. The remaining 30 credits are graduate MBA credits and include graduate accounting courses. With careful planning, a student in the dual-degree program can participate in the Business Scholars Co-op Program or complete a single full-time internship.

Students admitted to the dual-degree program as entering freshmen generally must have an SAT score of 1200 or higher on the Critical Reading and Mathematics sections. Currently enrolled students are eligible to join the program no later than the end of their sophomore year if they maintain a GPA of 3.4 or higher. Students must maintain a cumulative GPA of at least 3.4 to remain in the program. Students who decide not to complete the MBA or who do not qualify for acceptance to the MBA program have the option to leave the program with a B.S. after completing two additional accounting electives to meet the 128-credit requirement.

For more information, contact Mary Jeanne Welsh, Chair, Department of Accounting.

La Salle School of Business
1900 W. Olney Ave.
Philadelphia, PA 19141
Phone: 215.951.1883
E-mail: welsh@lasalle.edu

MODEL ROSTER – BSMBA PROCESS DIAGRAM



* Fewer courses are required in this first summer for students who have brought in AP or transfer credits

** Year three internships are optional, but highly recommended

*** See Course Sequencing Charts

EXPERIENTIAL EDUCATION PROGRAMS

Experiential education programs are designed to give students hands-on work experience related to their majors. Participation provides an opportunity to link the theory and practice of the discipline. Research shows that students who intern or co-op generally have greater success in finding their first jobs after graduation and earn higher starting salaries. The Internship/Co-op Program and Business Scholars Co-op Program are the experiential education program options for students.

INTERNSHIP/CO-OP PROGRAM

Internships and co-ops are available throughout the year (most are taken during the fall or spring semesters) and range from three to six months. Students generally participate during their junior or senior years. Internships may be full time or part time, paid or non-paid. They count as free electives and not as major courses. Students earn three credits for internships and co-ops. As with other courses, they must be rostered prior to the end of the first week of the semester. Co-ops and full-time internships are up to six months long. They are paid positions. A student taking a co-op or full-time internship may graduate in four years by following the model roster on the following page. (For additional information, see Page 17). Part-time internships are one semester long and generally are non-paid. The student ordinarily carries a full academic schedule along with the part-time internship. Up to three co-ops or internships may be taken over the course of a student's years at La Salle. Contact the Associate Director for Experiential Education in the Career Planning Office at 215.951.1075 for more information.

BUSINESS SCHOLARS CO-OP PROGRAM

The highly selective Business Scholars Co-op Program (BSCP) was designed to meet the academic and introductory work experience needs of achievement-oriented, academically talented students. Similar to traditional applied-learning programs, the BSCP prepares students through classroom theory, provides career exploration counseling, develops professional skills through workshops, and enables students to gain practical work experience for successful job placement upon graduation. BSCP students graduate in just four years because of the accelerated curriculum (See model roster on page 121).

Students selected for the Business Scholars Co-op Program have proven themselves as highly motivated academic achievers and have demonstrated themselves as leaders both in and out of the classroom. Students generally possess the following:

- An SAT score of 1200 or higher on the Critical Reading and Mathematics section or an ACT score of 27
- A cumulative GPA of 3.5 or higher
- A ranking in the first quintile of their high school graduating class
- Strong leadership qualities
- A high level of co-curricular activities

The candidate application process may include an interview with members of the BSCP's Selection Committee.

Co-ops complete multiple work assignments during which they are paid competitive wages by employers and receive academic credit for each of the two assignments. The first work assignment is four months long and occurs during the summer after sophomore year. The second work assignment is six to eight months long and occurs either during the spring of junior year and the following summer (Schedule A) or during the summer before senior year and the fall of senior year (Schedule B). Students follow Schedule A or B depending on the scheduling needs of the students and companies.

Students are matched with employers according to their career objectives, academic achievements, work experience, relevant activities and accomplishments, and the employers' needs.

The chart on the following page outlines the academic and work phases of the program.

For more information, contact Penelope Grob, Director.

La Salle University School of Business
1900 W. Olney Ave.
Philadelphia, PA 19141
Phone: 215.951.5113
E-mail: grob@lasalle.edu

MODEL ROSTER – INTERNSHIP/CO-OP PROGRAM

Freshman and Sophomore Years

Follow the same model roster as indicated on the previous page.

Summer Sessions after Freshman, Sophomore, and Junior Years

Students should plan to take up to four courses (six for Accounting majors) as needed during the summers.

Junior Year

Fall Internship Option

Spring Internship Option

ACCOUNTING MAJOR

Fall	Spring	Fall	Spring
Internship	Accounting 304	Accounting 304E#	Internship
Accounting 304E#	Accounting 303E#	Accounting 307	Accounting 303E#
	Accounting 307E#	4 courses from Business Core or Liberal Arts requirements	Accounting 307E#

BUSINESS ADMINISTRATION, BUSINESS SYSTEMS AND ANALYTICS, FINANCE, MANAGEMENT AND LEADERSHIP, OR MARKETING MAJOR

Fall	Spring	Fall	Spring
Internship	5 courses from Business and Liberal Arts Core and elective courses	5 courses from Business and Liberal Arts Core and elective courses	Internship

Senior Year

Follow same model roster as indicated on page 117.

These courses can be taken during other semesters, if necessary, to accommodate your schedule. Check with your Chairperson or the Dean's Office.

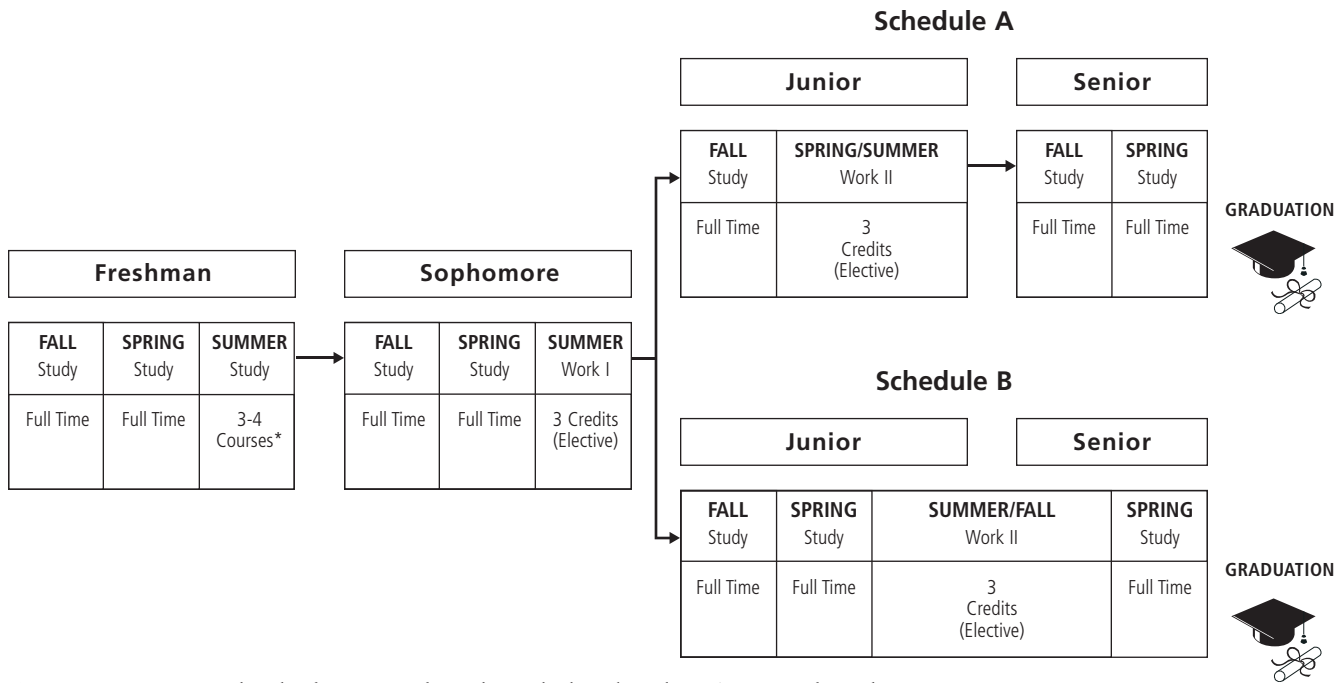
E Designates Evening course

UNDERGRADUATE STUDENTS TAKING GRADUATE CREDITS

Undergraduate business majors with senior standing and a cumulative GPA of 3.5 or better may take up to two MBA courses in one of the last two semesters of their senior year (they can take both in one semester or one in one semester and one in the other) in the "Full-Time" and "Part-Time" MBA Programs (courses in the "One-Year" Program cannot be taken). The credits and courses are over and above the credits and courses required for their undergraduate degree; i.e., no MBA course will count

to fulfill credits or requirements for the undergraduate degree. Of course, students will have to have had the (equivalent) pre-requisite(s), and seats need to be available in the course (i.e., MBA students will not be shut out) as determined by the Director of the MBA Program. Permission of both the undergraduate chairperson and the graduate director are required.

MODEL ROSTER – BUSINESS SCHOLAR CO-OP PROGRAM



*Fewer courses are required in this first summer for students who have brought in AP or transfer credits.

MBA BASIC CORE EQUIVALENTS

You can reduce the number of courses required to earn a master’s degree in Business Administration at La Salle by earning As or Bs in certain required undergraduate courses.

There is a body of undergraduate course work, drawn primarily from the Business Curriculum, which can be used to waive up to 15 credits of foundation level course work and 3 credits of core level course work for the La Salle MBA degree. (Those students who receive their undergraduate degree from La Salle University with a major in Accounting may be eligible to waive up to 21 credits since they can waive 3 credits in the specialization and elective area.) All of these undergraduate courses are required for all undergraduate business majors. By earning a minimum “B” grade in the undergraduate course(s), the corresponding MBA course requirement will be waived. These courses are listed in the following chart.

A limited number of students with at least a cumulative undergraduate GPA of 3.0 or higher may be admitted into the program for one semester without the GMAT or GRE test scores. Conditionally accepted students are required to successfully complete the GMAT or GRE by the end of their first enrolled semester. Conditionally accepted students are not eligible for financial aid loans until they are fully (regularly) accepted to the program.





The GMAT or GRE is required for regular acceptance into the MBA Program, and students are expected to have proficiencies in written and oral communication, quantitative abilities, and computer skills. Any specific requirement questions should be directed to the MBA Office at 215.951.1057. Effective Fall 2012 applicants with an undergraduate business degree from La Salle who have a minimum overall GPA of 3.2 or above will be granted a GMAT/GRE waiver.

Beta Gamma Sigma tuition discount: All undergraduate students and graduates who are Beta Gamma Sigma members from La Salle will now have the opportunity to apply to the La Salle University Full-time MBA (FTMBA) Program with no application fee, no GMAT or GRE required, and be eligible for a 25% tuition discount (space permitting).

UNDERGRADUATE COURSES	MBA COURSE
ECN 150 Introductory Macroeconomics	MBA 610
ECN 201 Introductory Microeconomics	
BUS 101 Introduction to Financial Accounting	MBA 615
BUS 207 Managerial Accounting	
BUS 202 Descriptive and Predictive Analytics	MBA 620
BUS 206 Financial Markets and Institutions	MBA 630
BUS 208 Fundamentals of Financial Management	
BUS 304 Prescriptive Analytics	MBA 625
Marketing Major Courses	MBA 690*
Accounting Major Courses	MBA 691*
Finance Major Courses	MBA 692*
*Only one from MBA 690, 691, and 692 may be waived	

¹ Students planning to enroll in the La Salle University One-Year MBA Program should consult with the Director of Full-time MBA Programs regarding course waivers.

KEY

- (F) Offered in Fall term
- (S) Offered in Spring term
- (F, S) Course may be rostered in either Fall or Spring term. The year is indicated if the course is offered in alternate years. When a course number has been changed this year, the former number is given in parenthesis.
-  Identifies courses that have been designated as writing intensive.
-  Identifies courses that have been designated as “Understanding at Home.”
-  Identifies courses that have been designated as “Understanding Abroad.”
-  Identifies courses that have been designated as having a service-learning component.

Courses listed in this section are subject to change through normal academic channels. New courses and changes in existing course work are initiated in the departments and approved by the curriculum committee consisting of faculty, student, and administrative representatives.

ACCOUNTING

FACULTY

Mary Jeanne Welsh, Ph.D., Chair

Professors: Borkowski, Reardon (Emeritus), Welsh

Associate Professors: Leaby, Wentzel

Assistant Professors: Brazina, Fitzgerald, Hua, Lafond, Massimini, Zook

Accounting, “the Language of Business,” is the core of any business enterprise. Accountants are responsible for communicating and interpreting financial information as a basis for strategic decision-making.

Accounting includes specialties that focus on specific and unique aspects of the financial institution. Cost Management, Information Systems, Auditing, Taxation, and Multinational Operations are areas of advanced study that prepare students to function as executives responsible for business decision-making in both the profit and not-for-profit enterprises. Students can also earn six credits toward graduation by participating in an Experiential Education Program.

Since almost all organizations need accounting information, positions range from manufacturing firms to service industries to hospitals and other not-for profits and all levels of governmental operations. Graduates function as CPAs, internal auditors, bankers, financial planners, budget specialists, merger and acquisition consultants, and tax planners.

Students are encouraged to join one of the three professional student organizations: the Accounting Association, Beta Alpha Honors Society, and the student chapter of the National Association of Black Accountants.

REQUIREMENTS

■ REQUIRED FOR MAJOR IN ACCOUNTING: 8 COURSES

- ACC 201
- ACC 202
- ACC 303
- ACC 304
- ACC 307
- ACC 405
- Any two additional 400-level accounting courses with the exception of ACC 450, 460, and 465.

■ REQUIRED FOR MINOR IN ACCOUNTING: 6 COURSES

- BUS 101
- BUS 207
- ACC 201
- ACC 202
- Any two accounting courses at the 300 or 400 level except 350/450 or 360/460 or 365/465.

Junior standing is a prerequisite for 300- and 400-level courses.

COURSE DESCRIPTIONS

ACC 201 (F)

INTERMEDIATE FINANCIAL ACCOUNTING I

4 credits

Accounting issues related to the measurement of profitability, liquidity and financial flexibility. Topics include revenue recognition, cost allocation, and recognition and measurement of assets. Prerequisite: BUS 101 with a “C” grade or better.

ACC 202 (S)

INTERMEDIATE FINANCIAL ACCOUNTING II

4 credits

The study of accounting issues related to operational assets, financial instruments, and liabilities and additional financial reporting issues, including share-based compensation and the Statement of Cash Flows. Financial reporting in an international environment is also examined. Prerequisite: ACC 201 with a “C” grade or better.

ACC 260, 360, 460 (F, S, Summer)

PART-TIME INTERNSHIP IN ACCOUNTING

3 credits/Elective Only

Part-time, paid or non-paid employment in an accounting setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. Position must be approved by the Accounting Department. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. An internship counts as a free elective, not as a course in the major. Grading for internships is on a letter grade, i.e., not pass/fail, basis. The number 360 is used if taken in junior year and 460 if taken in senior year. Prerequisites: 2.25 minimum, overall and major, GPA and completion of ACC 201 and preferably ACC 202 as well or permission of the Assistant Dean.

ACC 303 (F)

COST MANAGEMENT

3 credits

This course focuses on how cost information is produced and used in contemporary organizations, especially the role of cost accounting in strategic decision-making by internal managers. Topics include, but are not limited to: cost classifications, product pricing and profit analysis, cost systems, standard costing and variance analysis. Prerequisite: BUS 202 (can be taken concurrently with BUS 202), BUS 207.

ACC 304 (S)

AUDITING

3 credits

A practical presentation of modern audit practices, emphasizing the principles and objectives of an audit. Analysis of the audit basis, the best standards, objective reporting, the adoption of improved accounting standards, business controls, professional ethics, and legal liability. Prerequisite: ACC 202 (can be taken concurrently with ACC 202).

ACC 307 (F)

INCOME TAX

3 credits

A comprehensive introduction to the Internal Revenue Code as it applies to the individual taxpayer. The course is intended to examine theoretical concepts, the structural flow of tax data, the interrelationship of taxable transactions and tax liabilities, and tax planning for the individual. Topics include inclusions, exclusions, basis issues, property transactions, capital gains and losses, sale of a residence, involuntary conversions, nontaxable exchanges, business expenses, itemized deductions, filing status, and exemptions. Computer based case studies are assigned to assist in the application of the tax concepts. Prerequisites: Bus 101.

ACC 350 (F, S, Summer)

COOPERATIVE EDUCATION (JUNIOR STANDING)

3 credits

This is a full-time, paid, approximately four-month assignment in a cooperating firm. Involves job-related learning under faculty supervision. The position must be approved by the Accounting Department. For registra-

tion information, students in the Business Scholars Co-op Program should consult with the Director of the Program and students who are not in the Business Scholars Program should consult with the Associate Director for Experiential Education in Career Services. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter-grade, i.e., not pass/fail, basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail. Prerequisites: 2.25 minimum, overall and major, GPA (higher for students in the Business Scholars Co-op Program) and completion of ACC 201 and preferably ACC 202 as well.

ACC 365, 465 (F, S, Summer)

FULL-TIME INTERNSHIP

3 credits

Full-time, paid employment in an accounting setting to provide on-the-job training (part-time positions at least six months in duration may qualify). Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the department. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. An internship counts as a free elective, not as a course in the major. Grading for internships is on a letter grade, i.e., not pass/fail, basis (grading for co-ops is on a pass/fail basis); the faculty member in the Accounting Department who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. The number 365 is used if taken in junior year and 465 if taken in senior year. Prerequisites: 2.25 minimum, overall and major, GPA and completion of ACC 201 and preferably ACC 202 as well.

ACC 405 (F)

ACCOUNTING FOR THE MULTINATIONAL ENTERPRISE

3 credits

A study of the accounting concepts applicable to business expansion especially mergers, acquisitions and consolidations. Emphasis is on consolidated statements including foreign operations, forward contracts as a hedge, conversion of foreign entity financial statements and multinational consolidated reports. Prerequisite: ACC 202.

ACC 406 (S)

SPECIAL TOPICS IN FINANCIAL REPORTING

3 credits

A study of special topics in accounting including partnerships, estate and trust, bankruptcy and fund accounting including governmental, not-for-profit, and hospital accounting. Prerequisite: ACC 202 and Senior standing.

ACC 411

ADVANCED COST MANAGEMENT

3 credits

Economic, industrial, and managerial aspects of cost accounting with emphasis on flexible budget as basis for cost control; analysis of variance and graphic charts. Study of estimated costs, standard costs, and distribution costs. Prerequisites: ACC 303 and Senior standing.

ACC 418 (S)

CORPORATE AND OTHER TAXATION

3 credits

A comprehensive examination of taxation as it relates to the various forms of business entities (C corporations, S corporations, partnerships, limited liability corporations, and limited liability partnerships) and their owners. Other topics include taxation of international transactions, tax-exempt

organizations, multi-state corporate tax issues, and estate tax-planning for the business owner. Prerequisites: ACC 307 and senior standing.

ACC 450 (F, S)

COOPERATIVE EDUCATION (SENIOR STANDING)

3 credits

This is a full-time, paid, four- to eight-month assignment in a cooperating firm.

Involves job-related learning under faculty supervision. The position must be approved by the Accounting Department. For registration information, students in the Business Scholars Co-op Program should consult with the Director of the Program and students who are not in the Business Scholars Program should consult with the Associate Director for Experiential Education in Career Services. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member in the Accounting Department who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail. Prerequisites: 2.25 minimum, overall and major, GPA (higher for students in the Business Scholars Co-op Program) and completion of ACC 201 and preferably ACC 202 as well.

ACC 471 (S)

PERSONAL FINANCIAL PLANNING

3 credits

The course provides a comprehensive understanding of the fundamentals, strategies, and implementation that make up the personal financial planning (PFP) process. An overview of the PFP process is then expanded into a comprehensive study of its essential components, such as risk management, investment planning, retirement planning, and estate planning. Inherent in all aspects of the course will be the underlying tax implications that exist as an integral part of the decision-making. Students will also gain an understanding of the professional responsibilities and regulatory requirements that accompany the PFP process. Each student will then work with a case study in developing a financial plan. Prerequisites: Senior standing and a grade of B or better in ACC 307 (Income Tax).

ACC 478 (F)

ACCOUNTING INFORMATION AND ENTERPRISE RESOURCE SYSTEMS

3 credits

An in-depth examination of accounting information systems (AIS) and enterprise resource planning (ERP) systems at both theoretical and conceptual levels. Concepts introduced enable the student to evaluate technologies, discuss their impact on the accounting profession, and to apply those technologies to practical business situations. Emphasis is on transaction cycles, transaction processing, accounting controls, systems auditing, and fraud detection. Prerequisite: ACC 202 and senior standing. Required for dual majors in Accounting and Management Information Systems.

ACC 480 (S)

ACCOUNTING SEMINAR

3 credits

Research in contemporary accounting topics. The course is designed to develop and improve written and oral communication skills necessary for success in business. Prerequisites: ACC 202 or, taken concurrently, BUS 208 and senior standing.



BUSINESS ADMINISTRATION MAJOR

The business administration major is a flexible course of study allowing the student and Chair the opportunity to design a sequence of upper-level courses that prepares each student for a targeted career path. In particular, the business administration major is a good fit for those students interested in entrepreneurship and small business enterprises.

Students must have an approved individualized plan of study by the end of their sophomore year describing their planned academic coursework and related experience. This plan should be developed after appropriate advising during the freshman and sophomore years and should include building a skill set for working in teams, project management, financial planning, and the use of relevant marketing tools.

Business administration students are strongly encouraged to supplement their portfolios through programs and activities offered by the La Salle Center for Entrepreneurship (LCE), including its lecture series, workshops in business plan development, and internships/co-ops with emerging companies and nonprofit organizations.

REQUIREMENTS

■ REQUIRED FOR MAJOR IN BUSINESS ADMINISTRATION: 6 COURSES

- Six 3-credit courses in Business--in addition to the Business Core courses that are required of all Business majors--with no more than three courses from any one discipline
- Individualized plan of study approved by the Chair

The business administration major is designed to cover multiple business disciplines, and while students may not dual major with another discipline within the School of Business, they may do so with an appropriate discipline outside the School of Business. Students seeking a more specialized career track in business should consider one of the other majors in the School of Business.

BUSINESS ADMINISTRATION MINOR

Susan Mudrick, M.A., MBA, Assistant Dean

The minor in business administration provides Arts and Sciences majors with a broad exposure to all the different areas of business. It complements the liberal arts background with knowledge and skills that can be applied to careers in all types of organizations.

This minor is not available to students in the School of Business.

REQUIREMENTS

■ REQUIRED FOR MINOR IN BUSINESS ADMINISTRATION: 6 COURSES

- **BUS 100** or **BUS 101**
- **ECN 150**
- Four courses* from the following:
BUS 101, BUS 203, BUS 204, BUS 205, BUS 206, BUS 303**

*ECN 150 and BUS 100 or 101 should be taken prior to the other four courses.

**BUS 101 is a prerequisite to BUS 206.

Junior standing is a prerequisite for 300- and 400-level courses.

COURSE DESCRIPTIONS

BUS 100 (S) BUSINESS PERSPECTIVES 4 credits

This freshman course is integrative, addressing business processes at an introductory level. It uses a real company and a real industry sector to provide students with an understanding about how "business" really works, and what "business" really is. The course has as its final product a business plan written by each team and presented to a panel of business executives for their evaluation. It emphasizes cross-disciplinary experiential learning, group dynamics, and personal interaction with faculty of the School of Business, Integrated Science, Business and Technology (ISBT), and business executives and entrepreneurs in a small-class environment. Students are introduced to team-building, entrepreneurship, and business plans at the beginning of their academic program in order to build and develop their skills over the next three years. Students should take this course as early on as possible. Generally the course is not open to seniors.

BUS 101 (F, S) INTRODUCTION TO FINANCIAL ACCOUNTING 3 credits

The course introduces financial reporting, focusing on the fundamental principles of recording business transactions and the presentation and interpretation of corporate financial information. Topics include an overview of financial reporting and the accounting cycle, accounting and reporting operating, investing and financing activities of a business.

BUS 150 (F, S) PRESENTATION SKILLS FOR BUSINESS 2 credits

Focuses on the skills needed to link oral communication with the ability to work effectively in the current organizational environment. This course is based on the understanding that content and effective presentation of material are equally important in the understanding of communication. Active participation through oral presentations on current business topics is required. Students will make use of computer-based presentation technology.

BUS 202 (F, S) DESCRIPTIVE AND PREDICTIVE ANALYTICS 3 credits

This course explain what happened and what will happen in business organizations using basic statistical methods relevant to descriptive and predictive analytics. The availability of massive amounts of data and technological approaches to decision-making. Descriptive analytics is the use of data to find out what has happened in the past or is currently happening; statistical techniques include descriptive statistics and visualization. Predictive analytics is the use of data to find out what could happen in the future; statistical techniques include regression analysis. This course will cover these techniques, descriptive statistics, visualization, and regression analysis, with emphasis on problem-solving and decision-making. This course will also cover probability, probability distributions, and statistical inference. Students will perform data analysis using statistical software packages. Prerequisite: MTH 114.

BUS 203 (F, S) ORGANIZATIONAL BEHAVIOR AND SKILL DEVELOPMENT 3 credits

This course examines the behavior of individuals and groups in organizations, with the goal of understanding performance in the new workplace.

It is designed to enhance the career potential of people with management and team leadership responsibilities in all areas of business. Topics include: motivation, theories and practice of leadership, individual and group decision making, conflict resolution, communication, international aspects of organizational behavior, perception, individuality, working in groups and teams, and ethical issues of organizational life. The course also emphasizes interactive and experiential learning to demonstrate the issues of organizational behavior. Through active participation, students will develop skills in leadership, communication, negotiation, teamwork, and group decision-making. Career awareness and skill assessment will be done through brief lectures, personal inventories, and career planning experiences.

BUS 204 (F, S)**PRINCIPLES OF MARKETING WITH APPLICATIONS**

3 credits

An overview of marketing concepts and principles applicable to business and other organizations. These include: factors influencing the marketing environment and buyer behavior; market segmentation and targeting; product development, pricing, promotion and distribution to satisfy the needs of selected target markets. Approximately one-third of the course is dedicated to planning and to applying marketing-based concepts to profit and non-profit enterprise situations.

BUS 205 (F, S)**BUSINESS SYSTEMS FOR ANALYTICS**

3 credits

This course studies how business systems work and examines the challenge that confronts all organizations in the information age. The challenge is to use its three most important resources, information, information technology (IT) and people, to provide perfect service at the customer moment of value. To meet this challenge, the course identifies the IT systems and strategies organizations can utilize to process data into information and knowledge. The course also investigates database and decision support technologies organizations employ to build IT systems. Furthermore, the course develops a comprehensive framework for planning, developing and managing IT systems to achieve competitive advantage. The concepts, models, and frameworks are derived from both academic and professional sources. Teams of students apply the concepts, models and frameworks to the analysis of real-world cases in a variety of industries, such as, construction, global transportation, health care, homeland security, hospitality and tourism, and manufacturing. Prerequisite: CSC 155.

BUS 206 (F, S)**FINANCIAL MARKETS AND INSTITUTIONS: PRINCIPLES AND APPLICATIONS**

3 credits

An introduction to the basics of institutional finance. Financial instruments are generated and traded by participants in financial markets with financial intermediaries facilitating the process. Concepts, terminology, and current practices in each of these areas are examined, along with the impact they have on the economy. Students work on “mini cases” which employ actual data to help better understand the principles examined in the course. Prerequisite: BUS 101.

BUS 207 (F, S)**MANAGERIAL ACCOUNTING**

2 credits

An introduction to the fundamentals of managerial accounting with a special emphasis on using accounting information in decision-making. Topics covered include planning and control systems, cost management systems, pricing decisions and capital expenditure decisions. Prerequisite: BUS 101, MTH 114, CSC 155.

BUS 208 (F, S)**FUNDAMENTALS OF FINANCIAL MANAGEMENT**

2 credits

An introduction to the major concepts and techniques of financial management with an emphasis on time value of money, security valuation, cost of capital, capital budgeting, and financial statement analysis. Prerequisites: BUS 101, MTH 114, CSC 155.

BUS 250**PERSONAL FINANCIAL LITERACY: SKILLS FOR LIFE**

3 credits

This course prepares students to understand the fundamentals of managing personal finances. It will provide a broad overview of the basic issues in personal finance and help students develop an organized approach to making intelligent financial decisions in everyday life with the ultimate goal being successful money management and wealth accumulation. Topics covered will include: financial planning and goal setting; budgeting; basic financial transactions; banking services and products; consumer credit; housing decisions; current regulations and practices governing consumer financial transactions and contracts; insurance; basic investments; retirement planning; planning for education. This course is an elective for all business majors. Prerequisite: junior standing.

BUS 300 (F, S)**INTERNATIONAL BUSINESS**

3 credits

Students study international aspects of accounting, finance, economics, management, marketing and management information systems.

The course helps students develop an appreciation for how different cultures, governments, and approaches to doing business impact international business-to-business relationships as well as devising strategies to enter markets in other countries. In some semesters the course is taught as a travel-study course that includes company site visits. Prerequisites (or corequisites): BUS 101, BUS 204, and BUS 206.

BUS 303 (F, S)**LEGAL AND ETHICAL ENVIRONMENT OF BUSINESS**

3 credits

A study of the American legal system exploring how courts decide cases and the values that play a role in such adjudication. The nature, formation, and application of law to individuals and business. The development of law, with emphasis on the Constitution, personal and business torts, the employment relationship, discrimination, international legal perspectives, and an exploration of legal ethics and the ethics of corporations.

BUS 304 (F, S)**PRESCRIPTIVE ANALYTICS**

3 credits

In this course students learn how to run business operations efficiently and effectively using prescriptive analytics tools and techniques in managerial decision making. The course introduces students to several quantitative models used in contemporary analytics. Analysis of business scenarios using computer software allows a focus on the conceptual understanding of prescriptive models. Prescriptive topics covered include: decision analysis, Bayesian analysis, stochastic and deterministic forecasting, inventory management, linear programming and optimization, simulation, and project management. Prerequisites: MTH 114, BUS 202, and BUS 205.



BUS 310 (F, S)

READINGS IN BUSINESS

1 credit

This course explores broad, multidisciplinary, generic business issues through various readings with a current events focus. Examples of themes that might be studied are: diversity, corporate governance, social responsibility, leadership, entrepreneurship, technology, globalization, and financial disclosure. A quasi-independent study, this course meets two or three times during the semester. Grading is on a pass/fail basis. Prerequisites: Other than junior standing, there are no prerequisites; the course may be taken by non-business majors as well as business majors.

BUS 400 (F, S)

STRATEGY FORMULATION AND IMPLEMENTATION

3 credits

This course is the capstone course for Business majors. It views the enterprise of the firm from the top management point of view where the various functions of business are shaped and re-shaped in response to technological, global, environmental or economic changes in the company's environment. The course includes industry analysis, company assessment, competitive advantage, network organization and diversification strategies, implementation and business ethics. Prerequisite: Senior standing.

BUSINESS SYSTEMS AND ANALYTICS

FACULTY

Kathryn A. Szabat, Ph.D., Chair
 Professors: Tavana
 Associate Professors: Kennedy, Szabat
 Assistant Professor: Puranam
 Instructor: Crossen

DESCRIPTION OF PROGRAM

The Business Systems and Analytics program, which reflects an emerging trend in business, will provide students with a practical and theoretical understanding of applying tools for information systems and analytics to enhance effective and informed problem solving and decision making. Business Systems and Analytics integrates technology and quantitative methods to capture data reliably and create relevant information for decision making that yields strong organization performance and sustained competitiveness in the global business environment. The application of business systems and analytics is essential in all areas of business, including human resource management, financial management, consumer behavior, relationship management, sales and marketing, risk management, real estate investment, and supply chain management.

In the information age, professionals entering the marketplace require specialized training and education in problem solving, creative thinking, analytical skills, organizational skills, computer skills, and communication. These are the skills that the Business Systems and Analytics major will develop. The applied nature of the Business Systems and Analytics discipline suggests a critical link with the practicing professional community. This relationship is established and maintained within the Business Systems and Analytics program through the use of real-world projects, internships, cooperative education, and classroom presentations by practicing professionals. These activities will provide students with a forum for networking and exploring career opportunities.

REQUIREMENTS

■ REQUIRED FOR MAJOR IN BUSINESS SYSTEMS AND ANALYTICS: 5 COURSES

- BSA 302
- BSA 410
- BSA 420
- BSA 480
- CHOOSE ONE OF THE FOLLOWING: BSA 371, BSA 375, BSA 385, BSA 400, BSA 405

Junior standing is a prerequisite for 300- and 400-level courses.

■ REQUIRED FOR MINOR IN BUSINESS SYSTEMS AND ANALYTICS (FOR BUSINESS MAJORS): 6 COURSES

- School of Business core courses: BUS 202, BUS 205, AND BUS 304
- BSA 302
- BSA 410
- BSA 420

Junior standing is a prerequisite for 300- and 400-level courses.

■ REQUIRED FOR MINOR IN BUSINESS SYSTEMS AND ANALYTICS (FOR NON-BUSINESS MAJORS): 6 COURSES

- Choose one of the following: BUS 100 OR BUS 101
- BUS 202 (or equivalent)
- BUS 205

- BSA 302
- BSA 410
- BSA 420

Junior standing is a prerequisite for 300- and 400-level courses.

COURSE REQUIREMENTS

BSA 260, 360, 460 (F, S, Summer)

PART-TIME INTERNSHIP IN BUSINESS SYSTEMS AND ANALYTICS
 3 credits

Part-time, generally non-paid employment in a company or organizational setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the Department. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. An internship counts as an elective and not as a course in the major. Grading for internships is on a letter grade, i.e., not pass/fail, basis. The number 360 is used if taken in junior year and 460 if taken in senior year. Prerequisite: 2.5 minimum GPA, completion of BUS 205, and preferably an upper-level major course or permission of the Assistant Dean.

BSA 302 (F)

APPLIED REGRESSION MODELING AND VISUALIZATIONS
 3 credits

This course is a data-driven, applied course focusing on the analysis of data using regression models and visualization techniques. It emphasizes applications to the analysis of business data and makes extensive use of computer statistical packages. Topics include simple and multiple linear regression, residual analysis and other regression diagnostics, model selection, classification (logistic regression), exploratory graphic techniques in modeling, and design principles for creating meaningful displays of data to facilitate decision making. All topics are illustrated on real-world data sets obtained from various disciplines to include accounting, finance, management, sales and marketing, operations, and risk management. Prerequisite: BUS 202 or equivalent.

BSA 350 (F, S, Summer)

COOPERATIVE EDUCATION (JUNIOR STANDING)
 3 credits

This is a full-time, paid, approximately four-month assignment in a cooperating firm. Involves job-related learning under faculty supervision. The position must be approved by the Business Systems and Analytics Department. For registration information, students in the Business Scholars Co-op Program should consult with the Director of the program, and students who are not in the Business Scholars Program should consult with the Associate Director for Experiential Education in Career Services. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail. Prerequisites: 2.5 minimum GPA (higher for students in the Business Scholars Co-op Program) and completion of BUS 205 and preferably an upper-level major course.

BSA 365, 465 (F, S, Summer)

FULL-TIME INTERNSHIP IN BUSINESS SYSTEMS AND ANALYTICS
 3 credits

Full-time paid employment in a company or organizational setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the

Department. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. An internship counts as a free elective and not as a course in the major. Grading for internships is on a letter grade, i.e., not pass/fail, basis (grading for co-ops is on a pass/fail basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. The number 365 is used if taken in junior year and 465 if taken in senior year. Prerequisites: 2.5 minimum GPA and completion of BUS 205 and preferably an upper-level major course.

BSA 371 (S)

SPECIAL TOPICS IN BUSINESS SYSTEMS AND ANALYTICS

3 credits

This course is designed to address contemporary issues and interests in Business Systems and Analytics. Such topics as Process Analytics and Optimization, Network Analysis: Web Analytics/Social Network Analysis, and Business Forecasting will be offered in various semesters. Prerequisite: varies with topics.

BSA 375 (S) (Cross-listed as MGT 375)

PROJECT MANAGEMENT

3 credits

This course introduces students to the knowledge and skills required to effectively manage projects across a range of business and technical disciplines. It also provides an overview of the Project Management Institute's Guide to the Project Management Body of Knowledge. The course begins by describing the similarities and differences between project management and general management, as well as project management life cycles, phases, stakeholders, and process groups. Students become familiar with project management software and use this software as they complete assignments and a course project. The course reviews the core project management knowledge areas, including integration, scope, time, cost, quality, human resources, communications, risk, and procurement. Students work in teams that apply key skills and knowledge areas presented in the course. Prerequisite: sophomore standing.

BSA 385 (S)

BUSINESS INTELLIGENCE AND KNOWLEDGE MANAGEMENT

3 credits

This course is about the manager's responsibilities for decision making in the Information Age using Decision Support Systems (DSS) and Expert Systems (ES). DSS topics include: Data Management, Modeling and Model Management, User Interface, Executive and Organizational Systems, Group Decision Support Systems (GDSS), and DSS Building Process and Tools, including Spreadsheets, Natural Language Programming, and Influence Diagramming. ES topics include: Applied Artificial Intelligence, Knowledge Acquisition and Validation, Knowledge Representation, Inference, and ES Building Process and Tools. Students are required to apply DSS and ES software packages in a hands-on environment. Prerequisite: BUS 205 or equivalent.

BSA 400 (F)

BUSINESS APPLICATIONS PROGRAMMING AND SOFTWARE

3 credits

This course explores a problem-solving methodology that employs business analytics methods in computer programming. Emphasis is placed on identifying the capabilities and limitations of programming languages in solving analytical business problems. Students will learn skills and techniques to solve such structured problems through a series of steps that involve identification of problems, design of the solution logic and algorithms, formal representation of program specifications, and implementation of it using selected high-level programming languages. Students will design and develop several computer programs in a hands-on environment throughout the term. Prerequisite: BUS 205 or equivalent.

BSA 405 (F, S)

EMERGING BUSINESS SYSTEMS AND ANALYTICS

3 credits

This course is designed to introduce students to one of several areas of emerging trends in Business Systems and Analytics. Students will learn the fundamental principles and concepts of a specific topic, its applicable technology, the design and implementation of the systems that support the area of study, and methods for measuring efficacy. Evolving technologies will be addressed as appropriate, and their relevance to business pursuits will be discussed and analyzed. Lectures and case studies will be used to give the student a solid understanding of the topic. A group project to develop and present an area initiative/concept will be the capstone of this course. Prerequisite: BUS 205 or equivalent.

BSA 410 (F)

SYSTEMS ANALYSIS AND DATABASE DESIGN

3 credits

Complex business systems and organizations are examined, with the goal of discovering their structure and information flow. Tools such as the Entity-Relationship Diagram, Data Structure Diagram, Data Flow Diagram, Data Dictionary, and Process Specifications are used to develop Systems Specifications. The blueprint developed during the systems analysis phase will be used to design and develop efficient and effective database applications. To demonstrate acquired skills, students design and develop a relational database application with a database management system. Prerequisite: BUS 205 or equivalent.

BSA 415 (S)

SMALL BUSINESS SYSTEMS DEVELOPMENT

3 credits

Intended as a project course in which students are equipped with the knowledge and skills necessary to develop and implement information systems for small businesses. The course covers transactional processing, management reporting, and the need to transfer data among multiple application files, and application software integration programs. Development and implementation of multiple-application packages, such as integrated accounting programs and financial reporting systems are examined. Multiple applications in these packages include Order Processing, Invoicing, Accounts Receivable, inventory Control, Credit Monitoring and Reporting, Purchasing, Accounts Payable, Payroll, General Ledger, and Financial Statements. Prerequisite: BUS 205 or equivalent.

BSA 420 (S)

DATABASE WAREHOUSING AND DATA MINING IN BUSINESS

3 credits

This course introduces data warehousing and data mining concepts. Topics include data warehousing and mediation techniques aimed at integrating distributed, heterogeneous data sources; data mining techniques such as rule-based learning, decision trees, association rule mining, and statistical analysis for discovery of patterns in the integrated data; and evaluation and interpretation of the mined patterns using visualization techniques. Prerequisite: Senior standing and BSA 302 and 410.

BSA 450 (F, S)

COOPERATIVE EDUCATION (SENIOR STANDING)

3 credits

This is a full-time, paid, four-to-eight month assignment in a cooperating firm. Involves job-related learning under faculty supervision. The position must be approved by the Business Systems and Analytics Department. For registration information, students in the Business Scholars Co-op Program should consult with the Director of the program, and students who are not in the Business Scholars Program should consult with the Associate Direc-

tor for Experiential Education in Career Services. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail. Prerequisites: 2.5 minimum GPA (higher for students in the Business Scholars Co-op Program) and completion of BUS 205 and preferably an upper-level major course.

BSA 480 (S)

BUSINESS SYSTEMS AND ANALYTICS CAPSTONE

3 credits

This integrative capstone course is designed to examine the effects of technology and its rapidly changing nature on the corporate environment. Students will learn how to think strategically about business systems and analytics within the context of a functioning organization. Classroom lectures and discussions are supplemented by multi-disciplinary real-life projects to design innovative information systems and analytics solutions. This course serves as the culminating experience in the Business Systems and Analytics program. Prerequisites: Senior standing and BSA 302 and 410.

ENTREPRENEURSHIP MINOR

FACULTY

Frank Mallon (Economics Department)

Steven Melick (La Salle Center for Entrepreneurship)

The entrepreneurship minor is available to all undergraduate students in the University, regardless of their major. This is an interdisciplinary, tailored program that will include a range of business and non-business electives for students to complete in order to obtain a well-rounded academic and hands-on experience toward their specific career interests. Students interested in starting a business someday, joining an existing family-run business, or becoming more entrepreneurial in their careers working for another company will earn the confidence to think and act while learning how to assemble the tools and resources to be successful in their ventures.

REQUIREMENTS

■ REQUIRED FOR MINOR IN ENTREPRENEURSHIP: 6 COURSES

- **ENT 201** Experiential Introduction to Entrepreneurship
- **ENT 301** Entrepreneurial Applications
- Four Controlled Electives: a combination of business and non-business courses mutually determined between the student and program adviser geared to meet the specific needs of the student's career path. Business majors may take no more than two business electives; non-business majors must take a minimum of two business electives.

Interested students must contact a program administrator to determine the Controlled Electives approved for each of them. The student will also be required to conduct an interview with an entrepreneur in his or her field of study to make those course recommendations.

NOTE: ISBT 333 may be substituted for ENT 201, and ISBT 334 may be substituted for ENT 301.

ENT 201 (formerly BUS 170) (F)

EXPERIENTIAL INTRODUCTION TO ENTREPRENEURSHIP

3 credits

This course seeks to help students identify and exercise their latent entrepreneurial spirit. This course differs from most other courses in that the primary goal is not merely the acquisition of knowledge and the primary form of instruction is not lecture-based. Instead, this course provides students with an opportunity to develop skills such as creative thinking, opportunity identification, problem solving, communication, comprehensive business planning and task execution, leadership, and collaboration.

For each semester this course is offered, the class will work collectively on a project that addresses a problem or opportunity in the market. These opportunities can exist in existing enterprises (as in a way of doing something better), an unmet market need, new product innovation, or a venture in social entrepreneurship.

ENT 301 (S)

ENTREPRENEURIAL APPLICATIONS—CAPSTONE EXPERIENCE

3 credits

This course will focus on the delivery of a thorough and detailed business plan of each student's concept or in conjunction with an existing enterprise. Work will be largely independent on this project, though supervised regularly by faculty and through interim presentations to the class.

Students will also be expected to participate in a range of entrepreneurship exploration discussions that may be relevant to their field of study or interests. These special interest tracks will dive deeper into the challenges and key business areas that are important to that type of venture or enterprise.

The goal of this approach is to provide education around specific business principles that are important across all businesses, while broadly considering the needs of non-business major students who are seeking advice and guidance on business areas relevant to their interests.

The format of this course is 50% instructional, 25% lab, and 25% special topics research. Students will be expected to complete reflective papers following lab and special topics research along with deliverables outlined in support of their own planned or envisioned ventures.

Prerequisites: ENT 201 or ISBT 333 or business major junior status.

ENT 354 (S) (CROSS-LISTED WITH MGT 354)

GROWING A BUSINESS: ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT

3 credits

The actual art and practice of managing a small enterprise. Concepts and methods for decision making and being competitive. Actual cases with live situations and outside speakers from all areas—business, government, and organized labor—impinging on the small entrepreneur today. Prerequisites: ENT 201 and ENT 301 or BUS 101 and BUS 208 or ISBT 333 and ISBT 334.

FINANCE

FACULTY

Jan Ambrose, Ph.D., Chair

Joseph A. Kane, Professor Emeritus, Business

Professors: Barenbaum, Buch, Schubert

Associate Professors: Ambrose, Cooper

Assistant Professors: McNichol, Radetskiy

Finance plays a central and critical role in the functioning of the economy. All enterprises (for-profit, nonprofit, and government) need to finance their strategic undertakings as well as their ongoing operations. Individuals, likewise, need to plan for important future events (e.g., financing their children's education, weddings, and retirement). The study of finance provides students with the knowledge and tools necessary to work and thrive in today's dynamic global financial environment.

Students of finance typically follow career paths in financial management (such as working in the finance department of a corporation or government unit or working in a consulting firm), investments (such as brokerage, portfolio management, or security analysis), or financial services (such as working in a bank or an insurance company).

The curriculum of the Finance Department is uniquely designed to meet the needs of students wishing to pursue any of these career paths by offering three different track options within the finance major: the Managerial Finance (MGF) track, the Investment and Financial Analysis (IFA) track, and the Risk Management (RM) track. Students selecting the IFA track commit to preparing for the Chartered Financial Analyst (CFA) professional designation exam at the end of their senior year.

Understanding the importance of linking theory and practice, the Department recommends that students consider joining Gamma Iota Sigma (the Risk Management and Insurance Club) and/or the Investment Club (in which students manage an actual investment fund). In addition, we advise that, during their University years, students strongly consider undertaking an internship or co-op.

REQUIREMENTS

■ REQUIRED FOR MAJOR IN FINANCE: 5 COURSES

Managerial and Financial Analysis (MGF) track:

- **FIN 304, 314, AND 403**
- Two courses from among the following: **FIN 306, 308, 313, 375, 401, 420, AND 470.**

Investment and Financial Analysis (IFA) track:

- **FIN 304, 375, 401, AND 483**
- **FIN 306** or **FIN 420**
- A grade of B or better in BUS 101, Bus 202, BUS 207, BUS 208, and all FIN courses (or a combined GPA in these courses of 3.25 or higher) is required to enroll in FIN 483. In the event the grade requirement is not met, students will take FIN 403 to complete the MGF track.

Risk Management (RM) track:

- **FIN 301, 304, 313, 314, AND 420**

Junior standing is a prerequisite for 300- and 400-level courses.

Finance Minor for Accounting Majors:

Accounting majors who wish to minor in finance can do so. Students must successfully complete ACC 202, BUS 206 (Business Core), BUS 208 (Business Core), FIN 304, and two finance electives at the 300 or 400 level.

COURSE DESCRIPTIONS

FIN 260, 360, 460 (F, S, Summer)

PART-TIME INTERNSHIP IN FINANCE

3 credits

Part-time, generally non-paid, employment in a financial/insurance setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the department; consult the Experiential Education Adviser in the Finance Department for registration information. An internship counts as a free elective and not as a course in the major. Grading for internships is on a letter grade, i.e., not pass/fail, basis. The number 360 is used if taken in junior year and 460 if taken in senior year. Prerequisites: 2.5 minimum GPA and completion of BUS 206 or 208 or permission of the Assistant Dean.

FIN 301 (F) (Cross-listed with RMI 301)

FUNDAMENTALS OF RISK AND INSURANCE

3 credits

Introduction to the underlying principles, practices, and the legal aspects of insurance; discussion of industry structure and company operations; and survey of personal lines (auto, homeowners, and life) and commercial lines coverages.

FIN 304 (F, S)

FINANCIAL DECISION-MAKING

3 credits

This course focuses on how managers can construct a decision-making process and manage the creation of shareholder value. As the majority of financial decisions require an estimate of future events, we will spend considerable time investigating how to achieve the above objectives, subject to the constraints of an uncertain future. Outside readings, case studies, and text material will be used to integrate current financial theory with pragmatic financial decision making. Prerequisites: BUS 202, 206, and 208.

FIN 306 (S)

THE FINANCIAL SERVICES INDUSTRY

3 credits

An examination of the firms, such as banks, insurance companies, finance companies, securities firms, and mutual funds, that provide financial services to consumers and businesses. Topics include the domestic and international financial environment in which financial service firms operate; financial market risk and its management; ethical and legal issues; and managerial problems specific to each service firm. Prerequisite: BUS 202, 206, 208.

FIN 308 (F) (Cross-listed with MKT 308)

FINANCIAL SERVICES MARKETING

3 Credits

Financial Services Marketing is cross-listed with the Marketing Department. The course focuses on how financial institutions design and market their services and products. The marketing mix for financial services, consumer and commercial markets, and their buying behavior are also studied. The impact of regulatory factors on marketing financial services and products is studied. This course is designed especially for marketing and/or finance majors contemplating careers in financial services marketing; it

is required for dual finance and marketing majors. Prerequisites: BUS 204, 206, 208.

FIN 313 (S) (Cross-listed with RMI 313)

EMPLOYEE BENEFIT PLANNING

3 credits

A study of the nature and operation of employer-sponsored benefit plans offered in a complex socioeconomic and political environment. Topics include mandated benefits such as Social Security, workers compensation, and unemployment insurance, as well as a more in-depth examination of group life, health, disability, and qualified and non-qualified retirement plans. Emphasis is on benefit plan design, administration, cost, funding, and regulation as viewed from a benefit manager's financial perspective. Same as RMI 313. Prerequisite: BUS 208.

FIN 314 (F) (Cross-listed with RMI 314)

RISK MANAGEMENT

3 credits

Designed to acquaint the student with the nature of risk management and the role of the risk manager in business or governmental organizations. Emphasis on the risk management process of identification and measurement of loss exposures and selection of treatment techniques, including finance and control techniques from a holistic perspective. Same as RMI 314. Prerequisite: BUS 202, 208.

FIN 350 (F, S, Summer)

COOPERATIVE EDUCATION (JUNIOR STANDING)

3 credits

This is a full-time, paid, approximately four-month assignment in a cooperating firm. Involves job-related learning under faculty supervision. The position must be approved by the department; consult the Experiential Education Adviser in the Finance Department for registration information. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail. Prerequisites: 2.5 minimum GPA (higher for students in the Business Scholars Co-op Program) and completion of BUS 206 or 208.

FIN 365, 465 (F, S, Summer)

FULL-TIME INTERNSHIP IN FINANCE

3 credits

Full-time, paid employment in a financial/insurance setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the department; consult the Experiential Education Adviser in the Finance Department for registration information. An internship counts as a free elective and not as a course in the major. Grading for co-ops is on a letter grade, i.e., not pass/fail, basis (grading for internships is on a pass/fail basis); the Experiential Education Advisor in the Finance Department has the discretion as to whether to roster it as a co-op or internship. The number 365 is used if taken in junior year and 465 if taken in senior year. Prerequisites: 2.5 minimum GPA and completion of BUS 206 or 208.

FIN 375 (F)

FINANCIAL STATEMENT ANALYSIS

3 Credits

Financial Statement Analysis focuses on the interpretation and use of financial statements for decision-making by investors, creditors, and internal management. Financial statements provide users with a scorecard of historical performance and the ability to look forward and project likely

future financial performance. Outside readings, case studies, and text material will be used to integrate current financial statement guidelines with financial statement analysis. This course is required for dual accounting and finance majors. Prerequisite: BUS 208.

FIN 401 (F)

INVESTMENT ANALYSIS

3 credits

Focuses on current practice and recent theoretical developments in the securities market. Special emphasis on the stock and bond markets. Deals with the characteristics of individual securities and portfolios. Also criteria and models for alternative portfolio composition, and criteria for evaluation and measurement of portfolio performance, all in a global context. Prerequisites: BUS 202, 206, 208.

FIN 403 (F, S)

INTERNATIONAL FINANCE

3 credits

The study of multinational business practice, direct foreign investment, and managerial challenges in operating abroad. Foreign exchange markets, exchange rate determination, forecasting and hedging, and other contemporary issues in global finance. Prerequisite: BUS 202, 206, 208.



FIN 420 (S) (Cross-listed with RMI 420)

FINANCIAL MANAGEMENT OF THE INSURANCE FIRM

3 credits

A functional course emphasizing the interrelationships among underwriting, investment, regulation, and other aspects of insurance company and insurance agency operations. Spreadsheets are used to demonstrate effective financial management of the insurance firm. Same as RMI 420. Prerequisite: BUS 202, 206, 208.

FIN 450 (F, S)

COOPERATIVE EDUCATION (SENIOR STANDING)

3 credits

This is a full-time, paid, four- to eight-month assignment in a cooperating firm. Involves job-related learning under faculty supervision. The position must be approved by the department; consult the Experiential Education Adviser in the Finance Department for registration information. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail. Prerequisites: 2.5 minimum GPA (higher for students in the Business Scholars Co-op Program) and completion of BUS 206 or 208.

FIN 470 (F, S)

SELECTED TOPICS IN FINANCE

3 credits

Selected topics in finance studied in depth under the direction of faculty. Prerequisite: senior standing.

FIN 483 (S)

SENIOR SEMINAR

3 credits

Designed as the capstone course for the Investment and Financial Analysis track. In-depth coverage of issues in financial analysis, such as ethics, financial reporting, equity investments, portfolio management, fixed income investments, derivatives, and others. Course includes mock exams

for the CFA I exam, and students agree to sit for the actual CFA I exam in June. Prerequisites: Senior standing; completion of FIN 304, 375, 401, and either FIN 306 or 420; grade of B or better in BUS 101, BUS 202, BUS 207, BUS 208, and all FIN courses (or a combined GPA in these courses of 3.25 or higher); or permission of the instructor.

INTERNATIONAL BUSINESS

Swee-Lim Chia, Ph.D., Program Director

Every business is a global business in the 21st century. From the smallest e-commerce entrepreneur to the multinational conglomerate with subsidiaries on six continents, every business today has the potential to expand its reach beyond a local operation and capitalize on emerging opportunities, no matter where it is.

International business majors learn how to think globally about the business world. A fundamental truth is that while business principles may be universal, the successful application of principles in global markets today often requires local knowledge and a heightened cultural sensitivity.

To major in international business at La Salle, you must meet the requirements of either a second major (this can be outside the School of Business) or a minor in Risk Management and Insurance (RMI). Students with a second major outside the School of Business must fulfill all business core, math, economics and psychology/sociology courses that are required of business majors. A second major in a functional business area, such as accounting, marketing and finance, is important for an initial career placement and is emphasized more in the early stages of business careers. International business skills and knowledge are generally utilized after mastering these functional skills.

REQUIREMENTS

■ REQUIREMENTS FOR MAJOR IN INTERNATIONAL BUSINESS: 4 COURSES (5 FOR RMI MINORS) PLUS INTERNATIONAL EXPERIENCE(S) AS FOLLOWS:

Four Courses—3 from Category A and 1 from Category B, or 4 from Category A*

Category A:

- BUS 300
- ECN 331
- FIN 403**
- MGT 356**
- MKT 305**
- Any School of Business-sponsored travel study course**

Category B:

- ECN 276 (cross-listed as HIS/POL 276)
- ECN 330
- ECN 332 (cross-listed as HIS/POL 332)
- ECN 335
- POL 240
- POL 341
- EDC 218

* RMI minors take three from A and two from B, or four from A and one from B.

** These courses can be counted toward either the primary major or the international business major, but not both. Business systems and analytics, finance, management and leadership, and marketing majors need nine courses altogether (five in their primary major and four in international business). Accounting majors need 12 courses altogether (eight in accounting and four in international business).

International Experience(s) Requirement can be met by any of the following*

- Study abroad
- Two travel study courses (these can be business or non-business courses)
- An approved internship/co-op in another country
- One travel study course plus a domestic co-op or internship with a significant international component

* Other significant international experience may be considered upon application to the Program Director.

INTERNATIONAL STUDIES MINOR

Directed by: Joshua Buch, Ph.D., Finance Department

Designated as a minor available to all students regardless of major.

REQUIREMENTS

■ REQUIRED: 6 COURSES

Many of the courses listed below may also fulfill University-wide requirements.

Any three of the following:

- All foreign language and foreign literature courses
- **ECN 332, 334, and 335**
- **ENG 245, 246, 437, and 438**
- **HIS 251, 303, 307, 308, 311, 325, 334, 341, 343, 345, 346, 348, 350, 351, 352, 353, 354, 355, 356, 370/470, 440, 452, and 458**
- **FLMS 301**
- **PHL 268 AND 330-336**
- **POL 322, 334, 341, 342, 344, and 348.**
- **REL 231, 232, and 370**
- **SOC 237, 238, 263, and 306**

And any three courses from the following:

- **ECN 330 or ECN 331**
- **POL 240 or POL 341**
- **MGT 356**
- **FIN 403**
- **MKT 305**
- **BUS 300**

Suitable special topics courses, travel/study courses, study abroad programs, and customized programs of study may be approved; see Dr. Buch for advisement.

LAW

The Pre-Law Program is centralized for the University under the direction of Michael Dillon, J.D., Ph.D., Political Science Department.

Law courses may be taken as electives. While there is no pre-law major, certain of these courses may be recommended for pre-law students by the Coordinator.

Junior standing is a prerequisite for all 300- and 400-level courses.

COURSE DESCRIPTIONS

LAW 300 (F)

APPROACHES TO THE LAW OF CONTRACTS

3 credits

The study of both the common law approach to contracts, which governs real estate transactions, service oriented contracts and all non-sale contracts, leases, licenses, etc., and the Uniform Commercial Code approach, which deals exclusively with contracts for the sale of goods.

BUS 303 (F, S)

LEGAL AND ETHICAL ENVIRONMENT OF BUSINESS

3 credits

A study of the American legal system exploring how courts decide cases and the values that play a role in such adjudication. The nature, formation, and application of law to individuals and business. The development of law, with emphasis on the Constitution, personal and business torts, the employment relationship, discrimination, international legal perspectives, and an exploration of legal ethics and the ethics of corporations.

MANAGEMENT AND LEADERSHIP

FACULTY

Lynn Miller, Ph.D., Chair

Professors: Forniciari, Giamartino, Meisel, Miller, Seltzer, Smither, Van Buskirk

Associate Professor: Walsh

Assistant Professors: Bruce (Dean Emeritus), Gauss, Plump, Reardon

DESCRIPTION OF PROGRAM

Management and leadership skills are essential for a successful career and promotion in any industry. The Management and Leadership program is designed to develop these professional skills via courses in leadership, team building, influence, interpersonal communication, and organizational analysis. The professional development focus of the management and leadership discipline provides a critical link with the practicing professional community. This relationship is established and maintained with the Management and Leadership program through the use of skills-development workshops and internships.

While technical skills can be critical in landing an entry-level job, the management and leadership major is designed to support your unique professional goals. The management and leadership major is offered only as a second major and is designed to complement the disciplinary knowledge and skills of the student's primary major in accounting, finance, international business, business systems and analytics, or marketing or the minor in risk management. A minor in management and leadership can also be easily designed by students majoring in a non-business field.

REQUIREMENTS

■ 4 COURSES IN MANAGEMENT AND LEADERSHIP:

- **MGT 311**
- **MGT 312**
- **MGT 411**
- One additional three-credit MGT course other than an internship or co-op (two additional three-credit MGT courses for RMI minors)
- plus completion of another major (within, or outside of, the School of Business) or a minor in accounting or risk management and insurance (RMI)

■ REQUIRED FOR MINOR IN MANAGEMENT AND LEADERSHIP (NOT AVAILABLE TO STUDENTS IN THE SCHOOL OF BUSINESS): 6 COURSES.

- **BUS 203**
- **MGT 311**
- **MGT 312 OR 411**
- Choose two of the following: **BUS 100, BUS 101, BUS 303**
- Choose one other three-credit MGT course (may include the other of **MGT 312** or **MGT 411**, but not an internship)

Junior standing is a prerequisite for 300- and 400-level courses.

COURSE DESCRIPTIONS

MGT 260, 360, 460 (F, S, Summer)

PART-TIME INTERNSHIP IN MANAGEMENT

3 credits

Part-time, generally non-paid employment in an organizational setting to provide on-the-job training. Involves appropriate job-related learning

assignments under faculty supervision. The position must be approved by the Department. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. An internship counts as an elective and not as a course in the major. Grading for internships is on a letter grade, i.e., not pass/fail, basis. The number 360 is used if taken in junior year and 460 if taken in senior year. Prerequisite: 2.5 minimum GPA and completion of BUS 203 and preferably an upper-level major course or permission of the Assistant Dean.

MGT 307 (S)

DESIGNING ORGANIZATIONS FOR COMPETITIVE ADVANTAGE

3 credits

This course develops an understanding of the interaction of organizational structure and processes, examines relationship of internal and external environments, studies organizational design, and utilizes current theories of organizational behavior as practical tools in analyzing specific organizations. Prerequisite: BUS 203.

MGT 311 (F)

INFLUENCE IN ORGANIZATIONS: A SKILLS-BASED APPROACH

3 credits

This course helps students develop influence skills that are important to success in nearly all professional or managerial work settings. The influence skills that are emphasized include providing effective feedback, making persuasive presentations, coaching, upward influence, and negotiating. The course is experiential and provides many opportunities for students to observe, analyze, and practice these skills through participation in a skills development workshop. Prerequisite: BUS 203

MGT 312 (S)

MANAGING HUMAN RESOURCES: A SKILLS-BASED APPROACH

This course helps students develop the skills that practicing managers need to address the human resource issues they confront in their day-to-day work. Students will learn to identify potential Equal Employment Opportunity (EEO) problems and respond appropriately to them, create job descriptions and specifications, conduct employment interviews, evaluate the usefulness of other selection procedures (i.e., job knowledge tests, personality inventories), design and conduct on-the-job training, appraise employee performance and conduct a performance review discussion, and conduct themselves appropriately during union-organizing drives. Prerequisite: BUS 203

MGT 350 (F, S, Summer)

COOPERATIVE EDUCATION (JUNIOR STANDING)

3 credits

This is a full-time, paid, approximately four-month assignment in a cooperating firm. Involves job-related learning under faculty supervision. The position must be approved by the Management and Leadership Department. For registration information, students in the Business Scholars Co-op Program should consult with the Director of the program, and students who are not in the Business Scholars Co-op Program should consult with the Associate Director for Experiential Education in Career Services. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail. Prerequisites: 2.5 minimum GPA (higher for students in the Business Scholars Co-op Program) and completion of BUS 203 and preferably an upper-level major course

MGT 353 (S)DISPUTE RESOLUTION
3 credits

Dispute resolution and conflict management describe a set of theories, principles, and techniques that build upon skills of analysis and communication. Managers negotiate every day to resolve conflicts between individuals and groups both within and outside the organization. Readings, exercises, and cases are utilized to study the complex human activity that is dispute resolution. Prerequisite: BUS 203.

MGT 354 (S) (CROSS-LISTED WITH ENT 354)GROWING A BUSINESS: ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT
3 credits

The actual art and practice of managing a small enterprise. Concepts and methods for decision making and being competitive. Actual cases with live situations and outside speakers from all areas—business, government, and organized labor—impinging on the small entrepreneur today. Prerequisites: ENT 201 and ENT 301 or BUS 101 and BUS 208 or ISBT 333 and ISBT 334.

MGT 355 (F)POWER, MOTIVATION, AND LEADERSHIP
3 credits

This course focuses on social influence processes in organizations by examining theories and research regarding power, motivation, and leadership. We will examine not only the effectiveness of various management approaches for accomplishing the goals of the organization, but also the impact of these approaches on the satisfaction and development of employees. Prerequisite: BUS 203.

MGT 356 (F)MANAGING IN THE GLOBAL ECONOMY
3 credits

Changes in the world business environment are bringing new opportunities and challenges to firms and individuals. In Philadelphia, an increasing number of companies and public agencies are involved in international business. This course will study the area connections to the global economy through discussions with experts in global trade, and with representatives of international businesses. The course will feature planned class visits to important businesses, sites, and staging areas for the Philadelphia aspect of the global economy. Prerequisite: BUS 203.

MGT 357 (F)MANAGING CULTURAL DIVERSITY IN THE WORKPLACE
3 credits

This course is designed to teach students how to manage the growing multicultural workforce in the United States. Students will be exposed to the basic concepts and issues of intercultural communication and cross-cultural relations and will explore the challenge that managing cultural diversity presents to organizations and individuals. Prerequisite: BUS 203.

MGT 365, 465 (F, S, Summer)FULL-TIME INTERNSHIP IN MANAGEMENT
3 credits

Full-time paid employment in an organizational setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the Department. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. An internship counts as a free elective and not as a course in the major. Grading for internships is

on a letter grade, i.e., not pass/fail, basis (grading for co-ops is on a pass/fail basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. The number 365 is used if taken in junior year and 465 if taken in senior year. Prerequisites: 2.5 minimum GPA and completion of BUS 203 and preferably an upper-level major course.

MGT 371 (F, S)SPECIAL TOPICS
3 credits

Designed to address contemporary issues and interests in management. Such topics as total quality management, nonprofit management, sports management, compensation analysis, and employment law will be offered in various semesters. Prerequisites vary with topics.

MGT 375 (F) (CROSS-LISTED WITH BSA 375)PROJECT MANAGEMENT
3 credits

This course introduces students to the knowledge and skills required to effectively manage projects across a range of business and technical disciplines. It also provides an overview of the Project Management Institute's Guide to the Project Management Body of Knowledge. The course begins by describing the similarities and differences between project management and general management, as well as project management life cycles, phases, stakeholders, and process groups. Students become familiar with project management software and use this software as they complete assignments and a course project. The course reviews the core project management knowledge areas, including integration, scope, time, cost, quality, human resources, communications, risk, and procurement. Students work in teams that apply key skills and knowledge areas presented in the course. Prerequisite: sophomore standing.

MGT 411 (S)EFFECTIVE TEAMWORK AND LEADERSHIP: A SKILLS-BASED APPROACH
3 credits

This course is designed to identify and develop the skills necessary to be effective in team and work group environments. These skills include the abilities to work in diverse team situations, apply knowledge of group dynamics, and negotiate in effective and ethical ways. Particular emphasis is placed on self-awareness, which is developed through participation in a skills-assessment center as well as completion of various self-assessment instruments and assignments. The format for this course includes a series of experiential learning opportunities designed to focus attention on particular issues of team functioning. Students who have taken MGT 352 (which is no longer offered) should not enroll in this course. Prerequisite: MGT 311

MGT 450 (F, S)COOPERATIVE EDUCATION (SENIOR STANDING)
3 credits

This is a full-time, paid, four-to-eight-month assignment in a cooperating firm. Involves job-related learning under faculty supervision. The position must be approved by the Management and Leadership Department. For registration information, students in the Business Scholars Co-op Program should consult with the Director of the program, and students who are not in the Business Scholars Co-op Program should consult with the Associate Director for Experiential Education in Career Services. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail. Prerequisites: 2.5 minimum GPA (higher for students in the Business Scholars Co-op



Program) and completion of BUS 203 and preferably an upper-level major course.

MGT 464 (F, S)

MANAGEMENT SKILLS PRACTICUM

1 credit

This one-credit course must be taken in conjunction with an approved three-credit internship or co-op. Students will complete a series of assignments that require the application of theory and research-based knowledge from the field of management. At their internship sites, students will practice skills such as time management, active listening, group facilitation, and social influence. Written assignments will require students to reflect on these experiences as well as their broader understanding of leadership behaviors, motivation practices, and group dynamics. The class will meet several times during the semester, but most work will be done independently. Students will be able to choose assignments that best fit their own needs and internship experiences. A student may not repeat this course. Prerequisite: BUS 203

MARKETING

FACULTY

Swee-Lim Chia, Ph.D. and Pingjun Jiang, Ph.D., Co-Chairs

Professor: Jiang, Talaga (*Emeritus*)

Associate Professors: Chia, Jones

Assistant Professor: DiPietro, Dynan, Pierce

Many people believe that marketing consists only of advertising and personal selling. Although marketing includes these activities, the purpose of marketing in an organization is much broader; the purpose of marketing is to create and retain satisfied customers. Marketing begins by understanding consumer behavior, discovering customers' needs and then developing programs to satisfy those needs.

The decisions made in creating marketing programs are essential to the success of any organization. Which customer groups shall we serve? What kind of products and services will we offer? How should they be priced, promoted, and distributed to the customer? The fundamental marketing concept is that organizations can achieve their goals by satisfying consumer needs.

The Marketing curriculum at La Salle University gives students the knowledge and skills they need to succeed in a variety of marketing related fields. Marketing classes and projects develop such skills as making effective presentations, creating advertising campaigns, analyzing consumer behavior, and conducting marketing research studies. In all Marketing classes, an emphasis is placed on involving students with real-world problems that will advance their ability to make sound business decisions.

Marketing majors are encouraged to participate in the Marketing Department's Internship Program. Here, participants work part-time in a marketing position under faculty supervision. The Department of Marketing has a tradition of interacting with students as they make both academic and career decisions. Marketing graduates may work in business, government, or non-profit organizations. Those who major in marketing are prepared to enter a wide variety of career fields; these include personal selling, retailing, public relations, advertising, direct marketing, marketing research, and marketing management.

REQUIREMENTS

■ REQUIRED FOR MAJOR IN MARKETING: 5 COURSES

- MKT 301
- MKT 401
- MKT 402
- Choose two of the following: MKT 302, 304, 305, 306, 307, 308, 309, 310, 370, or 371.

Junior standing is a prerequisite for 300- and 400-level courses. Marketing internships (MKT 360, 365, 460, and 465) and co-ops (MKT 350 and 450) count as electives and cannot be counted toward required courses for the major.

■ REQUIRED FOR MINOR IN MARKETING FOR NON-BUSINESS MAJORS**: 6 COURSES

- BUS 100
- ECN 150
- BUS 204
- One course from the following: BUS 101, BUS 203, and BUS 205
- Two courses from the following:* MKT 301, 302, 305, 306, 308, 310, 370, and 371

* Business majors cannot have a minor in marketing. Business majors who want to have to have more than one business concentration should become dual business majors.

** Successful completion of BUS 204 and junior or senior standing are required for all 300- or 400-level marketing courses; also some courses have additional prerequisites.

Junior standing is a prerequisite for 300- and 400-level courses.

COURSE DESCRIPTIONS

MKT 260, 360, 460 (F, S, Summer)

PART-TIME INTERNSHIP IN MARKETING

3 credits

Part-time, generally non-paid, employment in a cooperating firm to provide on-the-job training. Interns are supervised by a manager in the sponsoring firm and by a faculty member. Internships require a minimum of 12 hours per week and include written assignments submitted to the supervising faculty member. Positions must be approved by the Marketing Department chair. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. A student may elect to take a second marketing internship for three additional credits in subsequent semesters. Internships do not count as required courses in the major, but are counted as electives. Grading for internships is on a letter grade, i.e., not pass/fail, basis. The number 360 is used if taken in junior year and 460 if taken in senior year. Prerequisites: 2.5 minimum GPA and completion of BUS 204 and at least one upper-level marketing course or permission of the Assistant Dean.

MKT 301 (F, S)

PERSONAL SELLING

3 credits

Examines the importance and practice of professional, consultative selling in business-to-business relationships. Students learn and practice interpersonal problem-solving communication skills in sales roleplays. Students learn how to respond to different buyer types, to develop benefit-based sales presentations, and to engage in ethical selling practices. Prerequisite: BUS 204.

MKT 302

ADVERTISING AND PROMOTIONAL MANAGEMENT

3 credits

Focuses on the economic and social aspects of non-personal promotion, including the important methods and techniques of research which form the basis of any promotional campaign. Includes a practical treatment of digital marketing media, sales promotion programs, advertising copy, layout and media; measurement of promotional effectiveness; and advertising departments and agencies. Prerequisite: BUS 204 or equivalent.

MKT 303

SALES MANAGEMENT

3 credits

The activities of a sales manager in directing and controlling a sales force; recruiting, selecting, training, compensating, motivating, and supervising sales personnel; establishment of sales territories, quotas, and budgets. Prerequisite: BUS 204.

MKT 304

BUSINESS TO BUSINESS MARKETING

3 credits

A study of business activities involved in the marketing of products and services to organizations (i.e., commercial enterprises, non-profit institutions, government agencies, and resellers). Emphasis also is on organizational and interfunctional interaction, buyer behavior, global interdependence and competition, and negotiation. Prerequisite: BUS 204.

MKT 305 (S)

INTERNATIONAL MARKETING

3 credits

A managerial view of the marketing function from a global perspective. Describes and explores the complexities, problems, and opportunities of world-wide marketing. The Spring course is travel-study and requires permission of the instructor. Prerequisite: BUS 204.



how ideas for new products are created in a firm and then successfully launched into the market. The course covers the major phases of new product development: the planning stage, the evaluation and testing stage, the development and design stage, and the launch stage. Specific topics include opportunity identification, idea generation, concept testing, product design and strategic launch planning. Prerequisite: BUS 204.

MKT 306

INTERNET MARKETING

3 Credits

The course examines the foundation, operation and implications of the Internet and digital economy. Topics include: Internet technologies, online market mechanisms, interactive customers, knowledge-based products, smart physical products and services, pricing in the digital economy, online auctions and e-marketplaces, digital governance, policies for the Internet economy and an outlook for the new economy. Prerequisite: BUS 204

MKT 307

SERVICES MARKETING

3 Credits

The course focuses on the unique challenges of managing services and delivering quality service to customers. Theory and practice in developing customer relationships through service quality, customer retention and service recovery are central to the course. The course is applicable to organizations whose core product is service (e.g., banks, hotels, hospitals, educational institutions, professional services) and to organizations that depend on service excellence for competitive advantage (e.g., high tech manufacturers, automotive, industrial products). Prerequisite: BUS 204.

MKT 308 (F) (Cross-listed with FIN 308)

FINANCIAL SERVICES MARKETING

3 Credits

This course focuses on how financial institutions such as banks, investment firms, investment bankers, stock brokerages, investment advisors, venture capitalists, insurance companies, credit card issuers, and other financial institutions design and market their services and products. The marketing mix for financial services, consumer and commercial markets, and their buying behavior also are studied. Finally, the impact of regulatory factors on marketing financial services and product is studied. The course is designed especially for marketing and/or finance majors contemplating a career in financial services marketing. Prerequisites: BUS 204, BUS 206, BUS 208. MKT 308 is required for dual finance and marketing majors.

MKT 309

RETAILING

3 Credits

This course focuses on the set of business activities that adds value to the products and services sold to consumers for their personal or family use. This course is designed to introduce students to critical issues in retailing today, and the strategic and financial aspects in merchandise buying and store management. Related topics include: location analysis, store organization, personnel, planning, buying and pricing techniques, and customer service policies. Prerequisite: BUS 204.

MKT 310

NEW PRODUCT DEVELOPMENT

3 Credits

This course explores the role of new product development, a major source of growth for firms, and its innovation in relation to a firm's growth plans. It focuses on the new product development process and teaches students

MKT 350 (F, S, Summer)

COOPERATIVE EDUCATION (JUNIOR STANDING)

3 credits

This is a full-time, paid, approximately four-month assignment in a cooperating firm. Involves job-related learning under faculty supervision. The position must be approved by the Marketing Department. For registration information, students in the Business Scholars Co-op Program should consult with the director of the program and students who are not in the Business Scholars Program should consult with the Associate Director for Experiential Education in Career Services. A student may elect to take a second marketing co-op for three additional credits in subsequent semesters. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail. Prerequisites: 2.5 minimum GPA (higher for students in the Business Scholars Co-op Program) and completion of BUS 204 and at least one upper-level marketing course.

MKT 365, 465 (F, S, Summer)

FULL-TIME INTERNSHIP IN MARKETING

3 credits

Full-time paid employment in a cooperating firm to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the department. Consult the Associate Director for Experiential Education in Career Services before registering or for further information. A student may elect to take a second marketing internship for three additional credits in subsequent semesters. An internship does not count as a required course in the major, but is counted as an elective. Grading for internships is on a letter grade, i.e., notpass/fail, basis (grading for co-ops is on a pass/fail basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. The number 365 is used if taken in junior year and 465 if taken in senior year. Prerequisites: 2.5 minimum GPA and completion of BUS 204 and at least one upper-level marketing course.

MKT 370 (F, S)

SPECIAL TOPICS

3 credits

Designed to address contemporary issues and interests in Marketing. Such topics as Supply Chain Management, Retailing and Managing Customer Relationships will be offered in various semesters. Prerequisite: BUS 204.

MKT 371

CONSUMER BEHAVIOR

3 credits

A study of the consumer with applications for marketing strategy development. Looks at the cultural, social, and psychological influences on consumers and the consumer decision process. Prerequisite: BUS 204.

MKT 401 (F, S)

MARKETING RESEARCH

3 credits

The use of scientific method in the solution of specific marketing problems and in the conduct of general market research studies: methods of marketing research, gathering data, tabulation and analysis, interpretation of results, and report presentation. Prerequisites: BUS 204, BUS 202.

MKT 402 (F, S)

MARKETING MANAGEMENT

3 credits

As the capstone course for marketing majors, integrates all other marketing courses. Includes a study of actual business cases employing a managerial approach to marketing. Emphasizes decision making and strategy development in marketing under rapidly changing market conditions. Prerequisites: All other required marketing courses for the major or permission of the instructor.

MKT 450 (F, S)

COOPERATIVE EDUCATION (SENIOR STANDING)

3 credits

This is a full-time, paid, approximately four- to eight-month assignment in a cooperating firm. Involves job-related learning under faculty supervision. The position must be approved by the Marketing Department. For registration information, students in the Business Scholars Co-op Program should consult with the director of the program and students who are not in the Business Scholars Program should consult with the Associate Director for Experiential Education in Career Services. A co-op counts as a free elective and not as a course in the major. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail. Prerequisites: 2.5 minimum GPA (higher for students in the Business Scholars Co-op Program) and completion of BUS 204 and at least one upper-level marketing course.

RISK MANAGEMENT AND INSURANCE MINOR

FACULTY

Directed by: Kathleen S. McNichol, M.B.A., C.P.C.U., A.R.M., Finance Department

Associate Professor: Ambrose

Assistant Professor: McNichol

REQUIREMENTS

Six courses are required for the minor in Risk Management and Insurance, and must be taken from the following two groups:

- **RMI 301, 313, 314, 420**, or RMI Co-op or RMI Internship.
- **BUS 101, 202, 208**, or **303**.

Business majors are required to take four RMI courses; Non-business majors are required to take at least three RMI courses. Junior standing is a prerequisite for 300- and 400-level courses.

COURSE DESCRIPTIONS

RMI 260, 360, 460 (F, S, Summer)

PART-TIME INTERNSHIP IN RISK MANAGEMENT

3 credits

Part-time, generally non-paid, employment in a risk management/insurance setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the department; consult the Experiential Education Adviser in the RMI Program for registration information. An internship counts as a free elective or as a course towards the RMI minor. Grading for internships is on a letter grade, i.e., not pass/fail, basis. The number 360 is used if taken in junior year and 460 if taken in senior year. Prerequisites: 2.5 minimum GPA and completion of BUS 206 or 208 or RMI 301 or permission of the Assistant Dean.

RMI 301 (F) (CROSS-LISTED WITH FIN 301)

FUNDAMENTALS OF RISK AND INSURANCE

3 credits

Introduction to the underlying principles, practices, and legal aspects of insurance; discussion of industry structure and company operations; and survey of personal lines (auto, homeowners, and life) and commercial lines coverages.

RMI 313 (S) (Cross-listed with FIN 313)

EMPLOYEE BENEFIT PLANNING

3 credits

A study of the nature and operation of employer-sponsored benefit plans offered in a complex socioeconomic and political environment. Topics include mandated benefits such as Social Security, workers compensation, and unemployment insurance, as well as a more in-depth examination of group life, health, disability, and qualified and non-qualified retirement plans. Emphasis is on benefit plan design, administration, cost, funding, and regulation as viewed from a benefit manager's financial perspective. Same as FIN 313. Prerequisite: RMI 301 or permission of program coordinator and BUS 208.

RMI 314 (F) (Cross-listed with FIN 314)

RISK MANAGEMENT

3 credits

Designed to acquaint the student with the nature of risk management and the role of the risk manager in business or governmental organizations. Emphasis on the risk management process of identification and measurement of loss exposures and selection of treatment techniques including finance and control techniques from a holistic perspective. Same as FIN 314. Prerequisites: RMI 301 or permission of program coordinator, BUS 202, BUS 208.

RMI 350 (F, S, Summer)

COOPERATIVE EDUCATION (JUNIOR STANDING)

3 credits

This is a full-time, paid, approximately four-month assignment in a cooperating firm. Involves job-related learning under faculty supervision. The position must be approved by the department; consult the Experiential Education Adviser in the Finance Department for registration information. A co-op counts as a free elective or as a course towards the RMI minor. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Students in the Business Scholars Co-op Program must take it pass/fail. Prerequisites: 2.5 minimum GPA (higher for students in the Business Scholars Co-op Program) and completion of BUS 206 or 208.

RMI 365, 465 (F, S, Summer)

FULL-TIME INTERNSHIP IN RISK MANAGEMENT

3 credits

Full-time, paid employment in a risk management/insurance setting to provide on-the-job training. Involves appropriate job-related learning assignments under faculty supervision. The position must be approved by the department; consult the Experiential Education Adviser in the RMI Program for registration information. An internship counts as a free elective or a course towards the RMI minor. Grading for internships is on a letter grade, i.e., not pass/fail, basis (grading for co-ops is on a pass/fail basis); the Experiential Education Adviser in the Finance department has the discretion as to whether to roster it as a co-op or internship. The number 365 is used if taken in junior year and 465 if taken in senior year. Prerequisites: 2.5 minimum GPA and completion of BUS 206 or 208 or RMI 301.

RMI 420 (S) (Cross-listed with FIN 420)

FINANCIAL MANAGEMENT OF THE INSURANCE FIRM

3 credits

A functional course emphasizing the interrelationships among underwriting, investment, regulation, and other aspects of insurance company operations. Statutory accounting principles are studied. Spreadsheets are used to demonstrate effective financial management of the insurance firm. Same as FIN 420. Prerequisites: RMI 301 or permission of program coordinator and BUS 202, 206 and 208.

RMI 450 (F, S)

COOPERATIVE EDUCATION (SENIOR STANDING)

3 credits

This is a full-time, paid, four- to eight-month assignment in a cooperating firm. Involves job-related learning under faculty supervision. The position must be approved by the Department; consult the Experiential Education Adviser in the Finance Department for registration information. A co-op counts as a free elective or as a course towards the RMI minor. Grading for co-ops is on a pass/fail basis (grading for internships is on a letter grade, i.e., not pass/fail, basis); the faculty member who is supervising the experience has the discretion as to whether to roster it as a co-op or internship. Stu-

dents in the Business Scholars Co-op Program must take it pass/fail. Prerequisites: 2.5 minimum GPA (higher for students in the Business Scholars Co-op Program) and completion of BUS 206 or 208.

**SCHOOL OF NURSING
AND HEALTH SCIENCES**



LA SALLE UNIVERSITY SCHOOL OF NURSING AND HEALTH SCIENCES

MISSION

Consistent with Lasallian values, the mission of the School of Nursing and Health Sciences is to provide scientifically-based education programs to prepare students as proficient, caring health professionals engaged in evidence-based practice, advocacy, service, and life-long learning.

VISION

The academic, service, and research activities of the School of Nursing and Health Sciences focus on mobilizing social, political, health-care, and educational resources emphasizing the welfare of vulnerable, underserved, and diverse populations.

GOALS

- To engage students in educational, service, and research programs aimed at caring for people they serve;
- To facilitate student development in critical thinking, effective communication, and knowledge, skill, and values to care and advocate for the health of individuals, families, groups, and communities locally, regionally, and globally.

COMMUNICATION SCIENCES AND DISORDERS

Speech-language pathologists care for people of all ages and cultural backgrounds with communication and swallowing disorders. They assess, treat, and help to prevent speech, language, cognitive communication, voice, swallowing, fluency, and related disorders. The education of speech-language pathologists involves undergraduate coursework in communication sciences and disorders and a master's degree in speech-language pathology. La Salle University offers a four-year program leading to a Bachelor of Science in communication sciences and disorders and a unique five-year program leading to both a Bachelor of Science and a Master of Science. The master's degree is the recognized credential in the field of speech-language pathology and is required for national certification, state licensure, and Pennsylvania Teacher Certification for Speech and Language Disabilities. Five-year students must begin the communication sciences and disorders major at La Salle in their freshman year and can earn a Bachelor of Science in communication sciences and disorders and a Master of Science in speech-language pathology in five years. Students who already have a bachelor's degree in communicative sciences and disorders or speech-language-hearing science can apply for admission to the graduate program. Furthermore, those students with an undergraduate degree in a related field can pursue the master's degree after completing undergraduate prerequisite courses.

THE PURPOSE OF THE FOUR-YEAR SPEECH-LANGUAGE-HEARING SCIENCE PROGRAM

The four-year Bachelor of Science Program in Communication Sciences and Disorders provides students with the knowledge base needed to enter a master's program in speech-language pathology. Students acquire principles of biological science, physical science, statistics, and social/behavioral science, in addition to knowledge of the principles of basic human communication and swallowing processes. Coursework includes the biological, neurological, acoustic, psychological, developmental, linguistic, and cultural bases of basic human communication.

MISSION STATEMENT

The mission of La Salle University's Communication Sciences and Disorders undergraduate program is to prepare students to apply for graduate study by providing them with the basic knowledge of human communication and swallowing processes within the context of a liberal arts education.

GOALS OF THE FOUR-YEAR PROGRAM

1. The student will demonstrate knowledge of the principles of: biological sciences, physical sciences, statistics, and social/behavioral sciences.
2. The student will demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
3. The student will communicate effectively in writing and speaking.
4. The student will apply critical thinking to synthesize, analyze, and evaluate information.
5. The student will identify professional and clinical practice issues in the field of speech language pathology.

MISSION STATEMENT OF THE SPEECH-LANGUAGE-HEARING SCIENCE FIVE-YEAR PROGRAM

La Salle University's Speech-Language Pathology Graduate Program provides a research-oriented, clinically-based curriculum grounded in theoretical, ethical, and clinical knowledge in communicative sciences and disorders. Students learn to think critically and communicate effectively. They are prepared to meet professional credentialing including American Speech-Language-Hearing Association certification as speech-language pathologists. Students gain knowledge and skills to evaluate, treat, and advocate for individuals with communication and swallowing disorders in a pluralistic society. Students learn to analyze and integrate research into clinical practice and value lifelong learning.

GOALS OF THE FIVE-YEAR PROGRAM

The Communication Sciences and Disorders Program at La Salle University is designed to provide an accredited program in which students are prepared to function as qualified speech-language pathologists. The program provides theoretical and clinical experiences that prepare students for leadership roles to meet the health, educational, and social needs of individuals with communication and swallowing disorders in the contexts of families, communities, and society. The Program is designed to equip students to meet requirements for certification by the American Speech-Language-Hearing Association, for licensure by the Commonwealth of Pennsylvania, and as a foundation for doctoral study. Graduates will earn a Master of Science degree.

LEARNING OBJECTIVES OF THE FIVE-YEAR PROGRAM

The following objectives reflect entry-level competency in all the basic human communication and swallowing areas including articulation, fluency, voice and resonance, receptive and expressive language, hearing including the impact on speech and language, swallowing, cognitive and social aspects of communication, and communication modalities.

The codes listed at the end of each objective refer to the ASHA Certification Standards 2014.

1. Demonstrate proficiency in oral and written communication sufficient for entry into professional practice. (V-A)
2. Apply basic biological/physical science, statistics, and behavioral/social science to the study of communication and swallowing disorders. (IV-A)
3. Analyze/synthesize, and evaluate information in the areas of basic human communication and swallowing processes. (IV-B)
4. Contrast basic human communication and swallowing processes with communication and swallowing disorders and differences. (IV-B, IV-C)
5. Demonstrate clinical skill in assessment, intervention, and prevention of human communication and swallowing disorders. (IV-C, IV-D, IV-E, V-B, V-C, V-D)
6. Integrate and demonstrate ethical, legal, and professional standards in the provision of speech-language pathology services. (IV-F, IV-G, V-B)
7. Integrate research with clinical knowledge to improve evaluation and treatment of individuals with communication and swallowing disorders. (IV-B, IV-C, IV-D, IV-E, IV-F, IV-G, V-B, V-C)
8. Critique professional issues in speech-language pathology and advocate for individuals with communication and swallowing disorders. (IV-D, IV-E, IV-F, IV-G)
9. Pursue education and credentials necessary for obtaining/maintaining certification and licensure for ongoing professional development. (IV-G, IV-H, V-C, V-D, V-E, V-F)

- Implement appropriate assessment and intervention for diverse client populations with communication and swallowing disorders. (IV-B, IV-C, IV-D, V-B, V-C, V-D, V-F)
- Evaluate individuals with communication and swallowing disorders utilizing appropriate diagnostic tools. (IV-C, IV-D, V-B, V-C, V-D, V-F)
- Provide intervention for individuals with communication and swallowing disorders utilizing appropriate clinical methods and strategies. (IV-C, IV-D, V-B, V-C, V-D, V-F)
- Practice independently and collaboratively in various health care, and educational systems with appropriate professional manner. (IV-A through IV-H, V-A through V-F, VI)

Although the Master's degree is the recognized credential to take the certification examination in Speech-Language Pathology and to become certified by the American Speech-Language-Hearing Association, a Bachelor of Science degree is also offered as a terminal degree.

ACCREDITATION

The Master of Science program in Speech-Language Pathology at La Salle University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA), 2200 Research Blvd., Rockville, MD, 20850-3289, 800.638.8255. ASHA is the national professional, credentialing, and scientific organization for speech-language pathologists, audiologists, and speech-language-hearing scientists. To practice in most work settings, speech-language pathologists must hold a master's degree and become certified by ASHA. This certification, called the Certificate of Clinical Competence (CCC), requires the successful completion of a specific program of coursework and practicum, passing the national certification examination, and a supervised clinical fellowship (CF). Most states also require speech-language pathologists to be licensed to practice. Licensure requirements in all 50 states (including Pennsylvania, New Jersey, and Delaware) are identical to ASHA-CCC standards. For more information about the importance of certification, please contact the American Speech-Language-Hearing Association at 800.638.8255 or <http://www.asha.org/Certification/Certification-Standards-for-SLP-General-Information/>

La Salle University's Speech-Language Pathology (SLP) master's program is approved for teacher certification for Speech and Language Impaired from the Pennsylvania Department of Education (PDE) of the Commonwealth of Pennsylvania. This Instructional I certificate is needed to work in the various school systems in Pennsylvania. Any candidate applying for an Instructional I certificate must complete all requirements for the master's degree in speech-language pathology. Please see <http://www.pa.nesinc.com> for requirements for Pennsylvania Teacher Certification. Other states may have other requirements. In addition to all of the requirements for completion of the master's degree, candidates for Instructional I certificates must be recommended by the Department of Communication Sciences and Disorders faculty. Recommendations are predicated upon successful completion of all course requirements with the required grade point average (minimum cumulative GPA of 3.0 and a minimum GPA of 3.0 in CSD courses). In addition to the CSD course requirements, candidates for Instructional I certificates must complete approved education courses and complete an approved full-time student teaching practicum (CSD 521).

CLINICAL EXPERIENCES

In accord with ASHA certification requirements, the Five-Year Undergraduate-to-Graduate Communication Sciences and Disorders (CSD) Program offers clinical education at various practicum sites. The CSD Department has established strong ties with more than 250 schools, hospitals, private practices, and rehabilitation facilities in the greater Philadelphia area for supervised clinical practicum affiliations. Currently, these include:

acute care hospitals (pediatric and adult); rehabilitation hospitals (pediatric and adult); specialized schools; elementary, middle, and high schools in Pennsylvania, New Jersey, and Delaware; intermediate units in Pennsylvania and educational services units in New Jersey; private practices in Pennsylvania, New Jersey, Delaware, and New York City; and schools for the deaf.

THE NATIONAL STUDENT SPEECH LANGUAGE AND HEARING ASSOCIATION

The National Student Speech Language Hearing Association (NSSLHA) is a pre-professional membership association for students interested in the study of communication sciences and disorders.

La Salle University formed a recognized NSSLHA chapter in 2002. Membership in the La Salle NSSLHA chapter is available to undergraduate and graduate students enrolled in the Department of Communicative Sciences and Disorders.

ADMISSION

Students interested in pursuing the four-year Communication Sciences and Disorders Bachelor of Science Program or five-year Communication Sciences and Disorders Program leading to a Master of Science degree must apply to the Office of Admission.

PROGRESSION IN THE PROGRAM

Students' academic progress is reviewed by their advisers each semester and by CSD faculty. All CSD Four-Year majors and Pre-CSD students must maintain a minimum 3.0 GPA (overall, in the major, and in required sciences) with no more than two courses below a B, in order to advance to the sophomore year as a CSD major and in order to continue in the major and progress in the program. Any student who does not meet this requirement will receive written notification from the CSD program and will be required to declare a different major for the fall of the sophomore year or at any other time during the course of study.

Students who enter La Salle in the Five-Year program must maintain a minimum cumulative GPA of 3.5, including CSD and a minimum 3.0 in required science courses, by January of the sophomore year. Students who do not meet this requirement may continue in the Four-Year program if they meet the Four-Year program requirements. These students are no longer eligible for application to the Five-Year program.

Four-Year CSD majors can apply for admission to the Five-Year CSD program during the second semester of their sophomore year. They will be reviewed for placement in the Five-Year program at the end of the sophomore year.

ADMISSION OF CSD FOUR-YEAR B.S. STUDENTS INTO THE FIVE-YEAR SLHS PROGRAM

- Admission is determined during the spring semester of sophomore year.
- Students must have successfully completed the freshman year, the 1st semester curriculum of the sophomore level courses, and be enrolled in the 2nd semester sophomore curriculum prescribed by the Five-Year CSD program (have equivalent coursework to those students already in the Five-Year program).
- Students who transfer into the CSD program after the freshman year are ineligible for the Five-Year program.
- Students must have a minimum overall GPA of 3.5, but having this minimum GPA does not guarantee admittance into the Five-Year program.

- Students must also have a minimum 3.0 GPA in required science courses and a minimum 3.5 in CSD courses.
- Students must have completed a minimum of 45 overall credit hours, of which a minimum of four courses must be successfully completed CSD courses, in addition to BIO 161 and 162.
- Students must complete and submit an application to the Program Director during the second semester of their sophomore year (the application will include a one-page essay – topic to be determined by SLHS faculty).

- The CSD Admission Committee will review applications and make the final determination of acceptance or denial to the program. As part of this process, CSD faculty will complete a student competency checklist for each student applicant.
- Students who are not accepted into the Five-Year program can remain in the CSD major and complete the degree requirements for the B.S. in CSD. These students can then apply to any master's degree program including the SLP M.S. program at La Salle.

MODEL ROSTER — COMMUNICATION SCIENCES AND DISORDERS (FIVE-YEAR PROGRAM)

Freshman Year

Fall	Spring
CSC 151	SPN 102*
Writing I (ENG 110)	COSD 102
COSD 100	Philosophy or Religion
SPN 101*	Anatomy and Physiology II (BIO 162)
Anatomy and Physiology I (BIO 161)	Philosophy or Religion

Sophomore Year

Fall	Spring
COSD 200	Philosophy or Religion
EDC 103 or PSY 210	PSY 220
COSD 202	HSC 217
Writing (ENG 210)	COSD 203
Philosophy or Religion	COSD 211
	PHY 205

Junior Year

Fall	Spring
HIS 151	Literature (ENG 150 or SPN Literature course for SPN/COSD dual majors)
COSD 304	COSD 308
COSD 306	COSD 314
2 Electives	Elective
	*or other language with permission of Program Director

Summer

2 Electives

Senior Year

Fall	Spring
COSD 409	COSD 502
COSD 413	COSD 516
COSD 501	COSD 513
COSD 503	COSD 520
COSD 512	
COSD 518	

Summer

2 COSD Electives

Some students who will be completing the requirements for the master's degree in the CSD five-year program may have to complete additional coursework during the summer sessions.

Students seeking certification from the American-Speech-Language-Hearing Association may need additional course work to meet certification requirements at the time of their application for certification.

Fifth (Graduate) Year

Fall	Spring
COSD 514	COSD 511
COSD 527	COSD 515
COSD 616 or COSD 521	COSD 635
2 COSD Electives	COSD 616 or COSD 521

BACHELOR OF SCIENCE PROGRESS RECORD — COMMUNICATION SCIENCES AND DISORDERS (FIVE-YEAR PROGRAM)

I. Powers (4 Courses)

- A. Writing I
 - _____
- B. Writing II
 - _____
- C. Numbers
 - **HSC 217** Statistics for Health Science Professionals
- D. Information Technology
 - **CSC 154** Healthcare Informatics

II. Frameworks of Scientific Understanding (8 Courses)

- A. Natural Science
The following courses are required:
 1. **BIO 161** Anatomy & Physiology I
 2. **BIO 162** Anatomy & Physiology II
 3. **COSD 202** Anatomy & Physiology of the Speech and Hearing Mechanisms
 4. **COSD 211** Acoustic Basis of Speech and Hearing
 5. **COSD 306** Neurological Basis of Communication and Behavior
 6. **PHY 205** Essential Physics for Health Sciences
- B. Social Science
Two Psychology courses
 1. **EDC 103** Educational Psychology or **PSY 210** Developmental Psychology
 2. **PSY 220** Abnormal Psychology

III. Patterns of Meaning (8 Courses)

- A. Religion
 1. _____
 2. _____
- B. Philosophy
 1. _____
 2. _____
- C. Literature
 - _____
- D. History
 - _____
- E. Two Spanish Courses*
 1. **SPN 101** Elementary Spanish
 2. **SPN 102** Elementary Spanish

*or other language with permission of Program Director

IV. Major Requirements (17 Courses)

1. **COSD 100** Introduction to Language
2. **COSD 102** Introduction to Communication Disorders
3. **COSD 200** Phonetics
4. **COSD 203** Language Development
5. **COSD 304** Introduction to Audiology
6. **COSD 308** Clinical Procedure in Speech-Language Pathology
7. **COSD 314** Diagnostic Procedures in Speech-Language Pathology
8. **COSD 409** Multicultural Perspectives on Communication Disorders
9. **COSD 413** Professional Issues in Speech-Language Pathology
10. **COSD 501** Introduction to Clinical Practicum
11. **COSD 502** Introduction to Aural Habilitation/Rehabilitation
12. **COSD 503** Disorders of Articulation and Phonology
13. **COSD 512** Language Disorders in Children
14. **COSD 513** Acquired Language Disorders
15. **COSD 516** Clinical Practicum and Procedures
16. **COSD 518** Research Design in Communication Disorders
17. **COSD 520** Dysphagia: Diagnosis and Treatment of Swallowing Disorders

V. Electives (5 courses)

1. _____
2. _____
3. _____
4. _____
5. _____

See Graduate Bulletin for more information about the Master's Degree.

MODEL ROSTER — COMMUNICATION SCIENCES AND DISORDERS (FOUR-YEAR PROGRAM)

Freshman Year

Fall	Spring
CSC 151	SPN 102*
Writing I (ENG 110)	COSD 102
COSD 100	Philosophy or Religion
SPN 101*	Anatomy and Physiology II (BIO 162)
Anatomy and Physiology I (BIO 161)	Philosophy or Religion

Sophomore Year

Fall	Spring
COSD 200	Philosophy or Religion
EDC 103 or PSY 210	PSY 220
COSD 202	HSC 217
Writing II (ENG 210)	COSD 203
Philosophy or Religion	COSD 211
	PHY 205

Junior Year

Fall	Spring
HIS 151	ENG 150 or SPN literature course for COSD/SPN double majors
COSD 304	COSD 308
COSD 306	COSD 314
2 Electives	Elective
*or other language with permission of Program Director	

Senior Year

Fall	Spring
COSD 409	Elective
COSD 413	Elective
Elective	Elective
Elective	Elective
Elective	

BACHELOR OF SCIENCE PROGRESS RECORD — COMMUNICATION SCIENCES AND DISORDERS (FOUR-YEAR PROGRAM)

I. Powers (4 Courses)

- A. Writing I
- _____
- B. Writing II
- _____
- C. Numbers
- HSC 217** Statistics for Health Science Professionals
- D. Information Technology
- CSC 154** Healthcare Informatics

II. Frameworks of Scientific Understanding (8 Courses)

- A. Natural Science
The following courses are required:
- BIO 161** Anatomy & Physiology I
 - BIO 162** Anatomy & Physiology II
 - COSD 202** Anatomy & Physiology of the Speech and Hearing Mechanisms
 - COSD 211** Acoustic Basis of Speech and Hearing
 - COSD 306** Neurological Basis of Communication and Behavior
 - PHY 205** Essential Physics for Health Sciences
- B. Social Science
Two Psychology courses
- EDC 103** Educational Psychology or **PSY 210** Developmental Psychology
 - PSY 220** Abnormal Psychology

III. Patterns of Meaning (8 Courses)

- A. Religion
- _____
 - _____
- B. Philosophy
- _____
 - _____
- C. Literature
- _____
- D. History
- _____
- E. Two Spanish Courses*
- SPN 101** Elementary Spanish
 - SPN 102** Elementary Spanish

*or other language with permission of Program Director

IV. Major Requirements (9 Courses)

- COSD 100** Introduction to Language
- COSD 102** Introduction to Communication Disorders
- COSD 200** Phonetics
- COSD 203** Language Development
- COSD 304** Introduction to Audiology
- COSD 308** Clinical Procedure in Speech-Language Pathology
- COSD 314** Diagnostic Procedures in Speech-Language Pathology
- COSD 409** Multicultural Perspectives on Communication Disorders
- COSD 413** Professional Issues in Speech-Language Pathology

V. Electives (10 courses)

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

See Graduate Bulletin for more information about the Master's Degree.

FACULTY

Barbara J. Amster, Ph.D., CCC-SLP, Chair and Graduate Director, Professor

Brian Goldstein, Ph.D., CCC-SLP, Dean, Professor

Evelyn R. Klein, Ph.D., CCC-SLP, Professor

Jennifer Kleinow, Ph.D., CCC-SLP, Associate Professor

Joan A. Luckhurst, Ph.D., CCC-SLP, Associate Professor

Cesar Ruiz, SLP.D., CCC-SLP, Associate Professor

James M. Mancinelli, M.S., CCC-SLP, Director of Clinical Education

Maureen Costello-Yacono, M.S., CCC/SLP, Director of SLHS Community Clinics

COMMUNICATION SCIENCES AND DISORDERS MINOR

PURPOSE

The CSD minor is designed to allow students interested in the discipline of speech-language-hearing science to pursue academic coursework without entry into the professional field of speech-language pathology.

★ REQUIRED FOR MINOR IN CSD

Total of 19 credits, including two upper-level courses (300 and/or 400)

Required core sequence of courses for CSD Minor

- COSD 100** Introduction to Language and Communication (3 credits) or **COSD 203** Language Development (3 credits)
- COSD 102** Introduction to Communication Disorders (3 credits)
- COSD 200** Phonetics (3 credits)
- COSD 202** Anatomy and Physiology of the Speech and Hearing Mechanism (4 credits) (This course requires a prerequisite—BIO 161 and BIO 162.)

An additional two courses must be selected from the following:

- COSD 304** Introduction to Audiology (3 credits)
- COSD 306** Neurological Bases of Communication and Behavior (3 credits)
- COSD 409** Multicultural Perspectives on Communication Disorders (3 credits)
- COSD 413** Professional Issues in Speech-Language Pathology and Audiology (3 credits)

COURSE DESCRIPTIONS

Required For Communication Sciences and Disorders Majors:

COSD 100 INTRODUCTION TO LANGUAGE AND COMMUNICATION 3 credits



This course is an introduction to the study of the grammar and sound systems of natural languages with an emphasis on English. Historical and present day controversies on linguistic theories and the nature of language are emphasized. This class is cross-listed with PSY 242.

COSD 102 INTRODUCTION TO COMMUNICATION DISORDERS 3 credits



This course is an introductory survey of normal processes and disorders of speech, language, and hearing. The behavioral and social consequences of communication disorders in people throughout the life span are presented. Different categories, symptoms, and causes of communication disorders are examined. The roles of the Speech-Language Pathologist and Audiologist in the evaluation and treatment of communication disorders are discussed.

Preferred American Speech-Language Hearing Association (ASHA) practice patterns pertaining to a variety of professional situations are surveyed.

COSD 200 PHONETICS 3 credits



This course involves the exploration and study of American English pronunciation through the application of the International Phonetic Alphabet (IPA). Students will be trained in transcription of English phonemes and allophones and introduced to distinctive feature analysis, phonological rules, prosodic features, and dynamics of articulation, American dialectal variants, and developmental phonology.

COSD 202 ANATOMY AND PHYSIOLOGY OF THE SPEECH AND HEARING MECHANISMS 4 credits

This course is designed to give students a basic understanding of the structural organization (anatomy), function (physiology), and neural control for speech production and hearing. The course will emphasize both normal and disordered systems. Two hours lecture, four hours laboratory. Prerequisite: BIO 161 and BIO 162 or permission of instructor.

COSD 203 LANGUAGE DEVELOPMENT 3 credits

This course explores the specific nature, sequence, and patterns of language development from birth through adolescence and its relation to other aspects of child development. Conditions that place infants and children at risk for speech and language disorders are explored. Patterns of normal language development are discussed as a guide for the evaluation and treatment of children with developmental language disorders. Prerequisite: COSD 100 or permission of instructor. This course is cross-listed with PSY 342.

COSD 211 ACOUSTIC BASES OF SPEECH AND HEARING 3 credits

This course explores the physical characteristics of speech sounds and the psychophysical processes involved in hearing and speech perception. Sound waves, resonance, decibels, and spectrogram reading are discussed. Computer applications with practical implications are explored.

COSD 304 INTRODUCTION TO AUDIOLOGY 3 credits

This course is a survey of the field of audiology, including the measurement of hearing and the nature and causes of hearing impairment in infants, children, and adults. Students are introduced to strategies used by audiologists and physicians in managing hearing impairment.

COSD 306 NEUROLOGICAL BASES OF COMMUNICATION AND BEHAVIOR 3 credits

This course is an examination of the structure (neuroanatomy), organization (neurophysiology), and functions of the central and peripheral nervous systems as they relate to speech, language, hearing, and cognition. Behavioral manifestations of normal and abnormal brain functioning are contrasted. Prerequisite: COSD 202 or permission of instructor.

COSD 308
CLINICAL PROCEDURES IN SPEECH-LANGUAGE PATHOLOGY
4 credits

This course introduces the speech-language hearing science major to the clinical and supervisory process. Basic information regarding certification, professional standards, and ethics are discussed. Goal setting, lesson planning, methods of observing, describing and recording behavior, informal assessment and related topics are also discussed. Behavioral observation and computer technology in the measurement and modification of speaker-listener attributes are examined. Students develop clinical writing skills appropriate to various speech-language pathology settings. This course is an introduction to the clinical practicum experience and requires observation of a wide variety of clinical cases. Prerequisites: COSD 102, COSD 200, COSD 203, or permission of instructor.

COSD 314
DIAGNOSTIC PROCEDURES IN SPEECH AND LANGUAGE PATHOLOGY
4 credits

This course provides the student majoring in Speech-Language-Hearing Science with a framework for understanding the diagnostic process in Speech-Language Pathology. General topics in the area of diagnostics are discussed, including obtaining and interpreting assessment information. Report writing and presentation of findings are examined. Observations of diagnostic testing by an ASHA certified SLP are required. Principles and procedures common to the diagnosis of most communication and swallowing disorders are considered. Assessments of culturally and linguistically different individuals are surveyed. The ASHA Code of Ethics is emphasized. Standardized testing as well as alternatives to standardized testing are explored. Prerequisite: COSD 102, COSD 200, COSD 203, or permission of instructor

COSD 409 
MULTICULTURAL PERSPECTIVES ON COMMUNICATION DISORDERS
3 credits

This course presents students with issues related to cross-linguistic and cross-cultural differences as they affect clinicians in the field of speech, language, and hearing disorders. Topics include important sociolinguistic concepts, cross-cultural communication, assessment alternatives, and intervention strategies. Non-biased diagnosis and remediation of speech, language, fluency, voice, and hearing disorders among culturally and linguistically diverse groups are discussed. Prerequisite: COSD 102 or permission of instructor.

COSD 413
PROFESSIONAL ISSUES IN SPEECH-LANGUAGE PATHOLOGY
3 credits

This course examines the organization, administration, and implementation of speech and language pathology and audiology services in public, private, and special schools and clinics, rehabilitation agencies, hospitals, and private practice. The course emphasizes the professional role of the speech-language pathologist and audiologist and discusses ethical considerations of practice. Prerequisite: COSD 308 or permission of instructor.

COSD 501
INTRODUCTION TO CLINICAL PRACTICUM
3 credits

This course is the first supervised clinical speech-language pathology experience in the graduate degree program. Students enrolled in this course complete requirements through a clinical assignment in the La Salle University Speech-Language-Hearing Community Clinics (LSU-SLHCC). Students supervised by an ASHA certified speech-language pathologist,

apply theoretical knowledge, continue to develop clinical management skills, self-analysis and evaluation abilities, and become familiar with professional practices and issues in the discipline of speech-language pathology in general and in this unique practicum setting. Emphasis is placed on selection and administration of diagnostic instruments. Students write reports and daily progress notes, and conduct family/patient counseling. Students may have the opportunity to communicate with other health care and educational professionals as needed.

COSD 502
INTRODUCTION TO AURAL HABILITATION/REHABILITATION
3 credits

This course examines principles and strategies in management of problems related to hearing impairment in children and adults. Development and maintenance of communication through speech reading, auditory training, and the use of technology in aural habilitation/rehabilitation are investigated. Prerequisite: COSD 211, COSD 304, or permission of the instructor.

COSD 503
DISORDERS OF ARTICULATION AND PHONOLOGY
3 credits

This course reviews the development of speech sound production and speech perception skills in children. Factors affecting phonological development and auditory-motor learning are discussed. Prominent theories of phonology are reviewed and critiqued and assessment and modification of atypical articulatory patterns are emphasized. The differential diagnosis of oral motor versus phonological disorders is explored. Case studies are used to illustrate methodologies and to plan remediation. Prerequisites: COSD 200 or permission of instructor.

COSD 511
FLUENCY AND STUTTERING
3 credits

This course provides information about normal fluency as well as the history, theories, development, nature, and symptomatology of stuttering and other fluency disorders in children and adults. Controversies regarding theoretical explanations about the nature of stuttering that influence management strategies are discussed. Clinical case studies are used to illustrate methodologies and to plan remediation.

COSD 512
LANGUAGE DISORDERS IN YOUNG CHILDREN
3 credits

This course offers a theoretical and applied approach to childhood language disorders from birth through six years. It provides an overview of language development and early assessment and intervention in the field of child language pathology within and across the domains of semantics, pragmatics, syntax, morphology, and phonology. Clinical applications and controversies in case management are emphasized through case presentations, article reviews, and research presentations. Diagnostic information including language sampling, stages of emergent literacy, and stages of play are discussed in relation to early intervention. Prerequisite: COSD 203 or permission of instructor.

COSD 513
ACQUIRED LANGUAGE DISORDERS
3 credits

Neuropathology, symptomatology, and speech-language rehabilitation of individuals with aphasia and related disorders due to stroke, traumatic brain injury, etc. are examined in adults and children. Other neurologically based disorders such as dementia, apraxia, and dysarthria are contrasted for

differential diagnosis. Evaluation, treatment, and prognosis for recovery are reviewed. Prerequisite: COSD 306 or permission of instructor.

COSD 514
LANGUAGE LEARNING DISABILITIES IN SCHOOL-AGE CHILDREN AND ADOLESCENTS
3 credits

This course focuses on language learning disabilities in school-age children and adolescents and the cognitive/linguistic processes involved in the classroom performance of listening, speaking, reading, and writing. It explores the role of the speech-language pathologist in the evaluation and treatment of students with language learning disabilities. Prerequisite: COSD 512 or permission of instructor.

COSD 515
VOICE DISORDERS
3 credits

This course investigates the etiology, symptomatology, development, diagnosis, intervention, and prevention of voice disorders in children and adults. Controversies about current treatment strategies are discussed. Prerequisite: COSD 306 or permission of instructor.

COSD 516
CLINICAL PRACTICUM AND PROCEDURES
3 credits

This initial clinical practicum course provides observation and supervised clinical experience focusing on the evaluation and treatment of speech and language disorders, counseling of clients and families, development of treatment plans, and writing of evaluation and progress reports. Emphasis is placed on increasing diagnostic and therapeutic skills with children and adults with communication problems. COSD 516/616 sequentially build on each other and take place in an affiliated hospital, clinic, rehabilitation facility, school, or other appropriate setting under the supervision of an ASHA certified speech-language pathologist. Students meet with the University Coordinator/Supervisor to reflect and discuss procedures within the clinical experience. Prerequisite: COSD 503 and COSD 512 and permission of Program Director.

COSD 517
CLINICAL PRACTICUM IN AUDIOLOGY
1 credit

This supervised clinical experience focuses on conducting pure-tone air conduction hearing screening and screening tympanometry for the purpose of the initial identification and/or referral of individuals with communication disorders or possible middle ear pathology. Emphasis is also placed on aural rehabilitation and related counseling services for individuals with hearing loss and their families. The role of the speech-language pathologist in the assessment of central auditory processing disorders is discussed. Counseling clients and their families and clinical report writing are emphasized. Prerequisite: COSD 502 or permission of instructor.

COSD 518
RESEARCH DESIGN IN COMMUNICATION DISORDERS
3 credits

This course explores the relationships among research, theory, and practice. Critique of published research focuses students on literature review and purpose methods and findings of studies with applicability of research to clinical situations. Treatment and outcome variables, sampling, measurement theory, qualitative and quantitative analyses, and the use

of computers in data analysis are emphasized. Prerequisite: HSC 217 or equivalent or permission of instructor.

COSD 520
DYSPHAGIA: DIAGNOSIS AND TREATMENT OF SWALLOWING DISORDERS
3 credits

This course examines anatomy and physiology of normal swallowing and respiration and the anatomic and physiologic disturbances affecting swallowing in infants, children, and adults. Radiographic and bedside diagnostic and treatment procedures are presented. Indications and methods for non-oral and modified oral feeding are discussed. Prerequisite: COSD 306 or permission of instructor.

COSD 527
MOTOR SPEECH DISORDERS
3 credits

This course provides an overview of the neurological disorders that affect speech production. Procedures for assessing speech disorders associated with neuromotor impairments are investigated. Neuropathology, symptomatology, and speech-language habilitation/rehabilitation of individuals with apraxia and/or dysarthria are emphasized. Prerequisite: COSD 306 and COSD 503 or permission of instructor.

COSD 616
ADVANCED CLINICAL PRACTICUM AND CASE STUDY
3 credits

(repeated as necessary to fulfill ASHA Certification requirements)

This course continues the supervised clinical speech-language pathology experience of COSD 516 necessary to fulfill ASHA Clinical Practicum Requirements. This experience takes place in an affiliated hospital, clinic, rehabilitation facility, school, or other appropriate setting under the supervision of an ASHA certified speech-language pathologist. Emphasis is placed on the interpretation and application of diagnostic and therapeutic procedures with individuals with a variety of communication disorders across the life span. Students meet with the University Supervisor to present and discuss case studies. Feedback and reflection regarding clinical decision-making are emphasized. Prerequisite: COSD 516.

COSD 635
INTEGRATIVE CAPSTONE IN COMMUNICATION DISORDERS
3 credits

This seminar course is designed as a comprehensive integration and analysis of the field of Speech-Language Pathology. This course provides a formative and summative evaluation of the students' work. Formatively, students will develop a portfolio that contains pieces of work that exemplify their progress throughout the academic program. Summatively, the course provides students with an opportunity to review clinical research across the discipline and gain new insights to the field. Students formally present information from scholarly investigations. Prerequisite: COSD 502, COSD 511, COSD 514, COSD 515, COSD 518, COSD 527, COSD 616, and permission of Program Director.

Courses numbered 500 and above are graduate courses.

Electives**COSD 201**

INTRODUCTION TO SIGN LANGUAGE
3 credits (elective)

This course is designed for students with no previous knowledge of American Sign Language (ASL). Students will acquire basic ASL skills needed to communicate in a wide variety of situations.

COSD 519

CLEFT PALATE AND OTHER MAXILLOFACIAL DISORDERS
3 credits/Elective***

This course focuses on the development of craniofacial structure, classification of clefts, syndromes associated with clefts and other craniofacial anomalies, understanding of the need for surgical repair, and the role of the Speech-Language Pathologist in the diagnosis and treatment of related speech/language disorders. Prerequisite: COSD 202 or permission of instructor.

COSD 521

STUDENT TEACHING IN SPEECH AND LANGUAGE DISABILITIES
6 credits

Candidates for the Teacher Certificate in Speech and Language Disabilities engage in a student teaching experience in public or private schools in the greater Philadelphia area under the supervision of a certified speech-language pathologist who has Teacher Certification for Speech-Language Disabilities and a University Supervisor. Students investigate how speech and language affects the child's achievement and functioning in the school environment and assess the child's communication ability in relation to academic achievement with consideration of age appropriate curriculum in the classroom. Students learn Federal and State special education regulations as they relate to developing and modifying the Individualized Educational Plan (IEP) and other legal documents. They also participate in parent-teacher conferences pertaining to the child's communication and education, organize a caseload, and provide appropriate assessment and intervention in areas including speech, language, voice, and fluency for children who may range in grade from preschool through high school. Prerequisites: COSD 516, appropriate Education courses, and permission of Program Director.

COSD 526

ALTERNATIVE AND AUGMENTATIVE COMMUNICATION
3 credits/Elective

This course investigates theories and practices in clinical management of severely impaired or non-speaking persons. Application of graphics, signs, gestural means of communication, use of aids and devices, development of interactive communication behaviors, and development and use of computer-assisted communication strategies are surveyed.

Prerequisite: COSD 516 or permission of the instructor.

COSD 528

COUNSELING SEMINAR IN COMMUNICATION DISORDERS
3 credits/Elective

This course provides an overview of counseling in communication disorders and in the helping professions. Components of the therapeutic relationship including the interpersonal nature of communication, attending to clients, clinical interviewing, and recognizing communication patterns are surveyed. Counseling theories, goal setting, and strategic interventions with clients and their families are critiqued. This course includes active learning strategies and case study analysis.

COSD 530

SPECIAL TOPICS IN COMMUNICATION DISORDERS
3 credits/Elective

Current scientific and professional problems and issues in communication disorders are investigated. Students may re-enroll for a maximum of 12 credits. Prerequisite: permission of instructor.

COSD 537

GERIATRIC COMMUNICATION DISORDERS
3 credits/Elective

Speech, hearing, language, and cognitive problems associated with normal aging and/or various pathological conditions are explored. The course emphasizes evaluation and intervention strategies.

COSD 538

ATYPICAL LANGUAGE DEVELOPMENT AND DISORDERS
3 credits/Elective

This course addresses the language learning problems associated with special populations of children. Characteristics of children with specific language impairment, autism spectrum disorder, emotional/behavioral disorders, and cognitive impairments will be analyzed from theoretical and practical perspectives. Current theories and controversies pertaining to clinical application are explored.

COSD 611

FLUENCY AND STUTTERING II
3 credits/Elective

This course is an in-depth exploration of controversies and issues in the evaluation and management of persons with fluency disorders and stuttering. The phenomenology of stuttering is explored. The role of the client and the client's environment are addressed as they relate to treatment at various stages of life.

Prerequisite: COSD 511 or permission of instructor

COSD 613

ACQUIRED LANGUAGE DISORDERS II
3 credits/Elective

The course explores the advanced study of aphasia syndromes and neuropathology with an emphasis on theoretical models of normal and disordered language processing, critique of diagnostic testing procedures, and current approaches to treatment.

Prerequisite: COSD 513 or permission of instructor

COSD 617

TOPICS IN ORAL/DEAF THEORY AND APPLICATION
3 credits/Elective

This course provides investigation of theory, research, and clinical application of auditory-oral principles for therapeutic intervention with deaf and hard of hearing children. Focus is on the application of theoretical and research-based principles for the development of assessment and treatment plans, including writing of behavioral objectives specific to the needs of this population. Issues related to advances in technology, equipment management, multi-disciplinary collaboration, and family counseling are discussed. Emphasis is placed on increasing diagnostic and therapeutic skills with deaf and hard of hearing children in the educational setting who are developing oral language skills. The lecture portion of this course is designed to provide a framework for students to increase their knowledge base. Students reflect on and discuss cases, issues, and procedures relevant to use of an auditory-oral approach in intervention with deaf and hard of hearing children.

Prerequisite: COSD 502 or permission of instructor.

COSD 618

COMMUNICATION AND AUTISM SPECTRUM DISORDERS
3 credits/Elective

This course provides an overview of autism spectrum disorders and the principles for speech-language pathologists in the diagnosis, assessment, and treatment of autism spectrum disorders. Professional issues relating to assessment and treatment of children on the autism spectrum are discussed along with appropriate evaluation protocols, behavioral strategies, treatment methodologies, promoting social-communication, along with appropriate materials and practical supports to enhance communication.

COSD 619

MEDICAL SPEECH-LANGUAGE PATHOLOGY
3 credits

This course introduces the graduate student in speech-language hearing science to medical speech pathology as it is practiced in the acute care setting. The student will be introduced to the five major service areas in the acute care setting that interface most commonly with Speech-Language Pathology Services. Those areas are: Neurology, Radiology, Trauma/Neurosurgery, ENT, and Medicine. The information necessary to interact with these services and treat their patients will be provided. The student will also have the opportunity to do site visits, prepare a detailed case study that will be presented in class, submit a research paper in a selected service area, and spend an entire workday with a Neurologist and an ENT during office hours. A written structured reflection on that experience will be required. Prerequisite: COSD 306 or COSD 506, and COSD 513 and COSD 520 or permission of instructor.

COSD 620

PEDIATRIC DYSPHAGIA
3 credits/Elective

This course provides information about the anatomy and physiology of normal and abnormal pediatric swallowing, and explores its evaluation and treatment in the context of a neuro-developmental approach. The course facilitates the development of skills in the diagnosis and treatment of swallowing and feeding disorders in different pediatric clinical populations. The role of the speech-language pathologist as part of an interdisciplinary management team is emphasized. Problem-based learning and experiential learning are utilized to illustrate the complex medical and social issues related to pediatric dysphagia.

Prerequisite: COSD 520 or permission of the instructor.

COSD 622

APPLIED INSTRUMENTATION IN SPEECH-LANGUAGE PATHOLOGY
3 credits/Elective

This course focuses on the pros and cons of instrumentation in Speech-Language Pathology (SLP). Current instrumentation commonly used in the evaluation and treatment of swallowing, voice, and speech disorders will be closely reviewed. A comprehensive review of clinical and theoretical research will be conducted to understand the clinical benefits and disadvantages of instrumentations. The instruments being discussed will be available for hands on experience to further enhance comprehension of their applications. The following instruments will be included: Electrical Stimulators (VitalStim), Surface Electromyography (sEMG), Modified Barium Swallow Study (MBS), Fiberoptic Endoscopic Evaluation of Swallowing (FEES), Fiberoptic Endoscopic Evaluation of Swallowing and Sensory Testing (FEESST), Computer Speech Lab (CSL), and Videostroboscopy. Emphasis will be given to the instrumentation's purpose, application, risk and management, disinfection, and proper maintenance.

Prerequisites: COSD 306 or COSD 506, and COSD 515 and COSD 520 or permission of the instructor.

COSD 630

SEMINAR IN COMMUNICATION DISORDERS
3 credits/Elective

This seminar investigates current technological applications and controversies as they relate to communication and swallowing disorders. Students may re-enroll for a maximum of 12 credits.

Prerequisite: permission of instructor.

COSD 640

THESIS RESEARCH IN COMMUNICATION DISORDERS
3 credits

This course is an opportunity to pursue descriptive and/or experimental research. This thesis option will result in approved, original, scholarly research within the field of communication disorders under the supervision of a member of the faculty to produce an acceptable thesis. Students present their thesis orally to faculty and students in lieu of the master's comprehensive examination. Prerequisite: COSD 518 and permission of faculty member and program director. Students may re-register for this course until completion of thesis.

NURSING PROGRAMS

MISSION

Consistent with Lasallian values, the Mission of the Nursing Program is to provide scientifically based nursing curricula to educate clinically competent, caring, nursing professionals with a commitment to excellence in practice, service, life-long learning, and scholarship.

VISION

The Nursing program educates professionals prepared as leaders in practice, service, scholarship, and education, contributing to the advancement of the health and well-being of communities.

Explore, Experience, Excel

NURSING PROGRAMS' GOALS

- Prepare students to provide professional nursing services in health care agencies and communities with an emphasis on vulnerable populations
- Facilitate students' professional development in the knowledge, skills, and values to advocate for a healthy society.
- Foster student and faculty engagement in interprofessional and collaborative health care services, programs, and research.
- Educate students to strengthen the nursing profession and to contribute to the health of society through service and practice.
- Develop a community of life-long learners among students, faculty, alumni, and community partners.

PHILOSOPHY FOR NURSING PROGRAMS

Nursing is a practice-based profession encompassing both arts and sciences. Nursing provides health services to diverse individuals and groups. Nurses collaborate with multidisciplinary professionals and clients. Nursing care is aimed at facilitating health and wellness, thus fulfilling a contract between society and the profession. Safe, quality nursing interventions are evidence-based.

The nursing community at La Salle University respects the humanity of the people they serve and recognizes the potential for healing within the person, integrating mind, body, and spirit. Students bring their experience to the process of development as ethical, caring practitioners. Students and faculty relationships foster scholarship, collegiality, respect, and collaboration.

UNDERGRADUATE NURSING PROGRAM

La Salle's Bachelor of Science in Nursing program prepares its graduates to qualify for the National Council Licensure Examination (state board nursing examination) to become registered professional nurses and to practice as members of the nursing profession. The four-year, full-time program leading to the BSN provides the student with a strong foundation in the liberal arts and biological sciences in preparation for nursing major courses which include clinical practice components in a variety of health-care settings.

UNDERGRADUATE NURSING PROGRAM GOALS

1. Students are competent for baccalaureate nursing practice
2. Students develop holistic practice perspectives for improved client outcomes in a diverse, global society.
3. Students demonstrate beginning leadership skills to effect change using evidence-based nursing practice and service to improve the health of society.
4. Students are prepared to assume the roles and responsibilities of the nursing profession.

STUDENT LEARNING OUTCOMES OF THE UNDERGRADUATE NURSING PROGRAM

At the completion of the program, the student is prepared to:

1. Integrate liberal education as a basis for holistic nursing practice.
2. Exhibit leadership attributes to promote safe, quality care for diverse clients across a variety of settings.
3. Synthesize principles of evidence-based practice in the care of diverse clients across the lifespan.
4. Analyze data from information systems and health care technologies to promote safe, cost-effective, quality healthcare.
5. Practice as an advocate in complex health care delivery systems.
6. Communicate effectively as a member of the interprofessional health-care team to promote optimal outcomes.
7. Engage in partnerships with diverse clients across the lifespan to promote health and prevent disease.
8. Demonstrates responsibility and accountability for caring, professional nursing practice.
9. Practice culturally congruent, holistic, client-centered nursing care to address complex needs of clients across the lifespan.

ACCREDITATION

La Salle University's baccalaureate nursing program is fully accredited by the Commission on Collegiate Nursing Education (CCNE), the professional accrediting body of the American Association of Colleges of Nursing (AACN). Further information about accreditation is available by contacting the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202.887.6791. The undergraduate nursing program currently has provisional approval status from the Pennsylvania State Board of Nursing.

STUDENT ORGANIZATIONS

NURSING HONOR SOCIETY SIGMA THETA TAU, KAPPA DELTA CHAPTER

The International Nursing Honor Society, Sigma Theta Tau, is represented at La Salle University through the Kappa Delta Chapter. The goals of the society are to (1) recognize superior achievement, (2) recognize the development of leadership qualities, (3) foster high professional standards, (4) encourage creative work, and (5) strengthen commitment to the ideals and purposes of the profession. Membership is by application following invitation. Students who have completed half of the nursing curriculum, rank in the upper one-third of their graduating class, and have achieved academic

excellence (a nursing GPA of at least a 3.0 or higher) are invited to join. The honor society inducts new members once a year.

NATIONAL STUDENT NURSES' ASSOCIATION (NSNA)

The National Student Nurses' Association is a pre-professional organization for nursing students. This organization, which numbers more than 300,000 student nurses enrolled in all program levels of nursing education, exists not only at the national level, but also at both the state level (Pennsylvania's chapter is known as SNAP—Student Nurses of Pennsylvania), and the school/chapter level. The undergraduate nursing program at La Salle School of Nursing and Health Sciences has an active chapter of SNAP. Students learn and develop professional qualities and leadership skills; and they participate in service activities throughout the school, campus, and community. Students may attend national and state-wide conferences offered by the NSNA.

Students enrolled in the day full-time nursing program and in the evening/weekend ACHIEVE program are eligible to join, and all students are strongly encouraged to become actively involved in SNAP.

ADMISSION TO THE NURSING MAJOR

Students who are interested in pursuing a baccalaureate degree in Nursing at La Salle University in the full-time day program must first apply for admission to the University. An official high school transcript or GED is required of all applicants to the University interested in pursuing a nursing degree.

All students, regardless of University admission coding as a Nursing student or an Undeclared Health Sciences student, must be reviewed at the completion of the freshman year (effective Fall 2015) by the undergraduate Nursing Program's Admissions and Academic Standards Committee. This review does not require a separate application for admission. However, formal acceptance into the clinical courses of the major through this review is required. This review consists of both academic and non-academic requirements, including criteria such as (but not limited to) the student's overall GPA, science GPA, criminal background and health history. The Pennsylvania State Board of Nursing reserves the right to deny a professional license to any applicant who has been convicted of a felony or any offense related to the use and sale of alcohol or controlled substances in Pennsylvania or any other state. Other felony convictions and certain misdemeanor offenses may be considered impaired moral character. The determination of whether such conduct constitutes poor moral character is a discretionary matter for the Board of Nursing. Students should contact the Board with questions pertaining to this policy; however, the SBON typically does not address questions related to individual circumstances until once an applicant makes a formal application requesting licensure.

Students will be admitted into the Nursing major in the sophomore year (effective Fall 2016). In order to be formally accepted into the sophomore year and begin nursing clinical courses, the student must have earned the following:

- At least 35 required La Salle University credits in the core and pre-requisite courses in the liberal arts and sciences;
- A grade of "C" or higher in Developmental Psychology;
- An overall GPA of 3.0;
- A Science GPA of 3.0, with completion of Chemistry (4cr), Microbiology (4cr), Anatomy & Physiology I (4cr), and Anatomy & Physiology II (4 cr); no individual science course grade may be lower than a "C"; students may only repeat one science one-time in order to achieve the required 3.0 GPA or required minimum course grade.
- A score at or above the 50th percentile on the National League for Nursing (NLN) pre-entrance exam in both reading and math (Unde-

clared Health Science majors only – will be taken in the spring of their freshman year).

- A cleared child abuse check, a cleared criminal record check from the state of Pennsylvania and primary residence state, and a cleared FBI nationwide fingerprint check.

Students should be aware that the grading system and requirements for a passing grade in the undergraduate nursing program as well as most programs within the School of Nursing and Health Sciences are different than those of the general University. Specific grading scales are published in the SONHS Undergraduate and Graduate Nursing Programs' Handbook.

All students are required to have taken a standardized test that includes critical reading comprehension and math proficiency scores. This test (e.g., SAT, ACT) must have been taken within three years of the student being considered for formal acceptance into the clinical nursing courses. Additional alternate testing may be required based on the timing or score range of original testing. The Test of English as a Foreign Language (TOEFL) is required of any student who is requesting credit evaluation through WES or who has attended secondary school in a foreign country. As clear and effective verbal communication is a necessary ability for a professional nurse to practice safely when caring for patients and when communicating with other interprofessional health care team members, the TOEFL is also required for any student whose primary language is not English and for any student for whom the Admissions and Academic Standards Committee deems a language/communication evaluation is necessary.

CLINICAL EXPERIENCES

The Undergraduate Nursing Programs of La Salle's School of Nursing and Health Sciences have established strong ties with a number of hospitals and other health-care facilities within Philadelphia and surrounding areas (including Montgomery, Bucks, and Delaware Counties as well as New Jersey). Clinical experiences associated with coursework may be assigned at institutions such as Albert Einstein Medical Center, St. Christopher's Hospital for Children, Chestnut Hill Hospital, Cooper Medical Center, Abington Memorial Hospital, Belmont Center for Comprehensive Care, Friends Hospital, Shriner's Hospital for Children, Holy Redeemer Hospital and Medical Center, Thomas Jefferson University Hospital, Methodist Hospital, Lankenau Hospital, Lower Bucks Hospital, Paoli Hospital, Aria Health System, Presbyterian Medical Center, St. Mary Medical Center, Doylestown Hospital, and various public, parochial, and private schools in Philadelphia and the surrounding counties. In addition, students may have the opportunity to practice through the La Salle University Neighborhood Nursing Center, a nurse-managed public-health facility.

Students are responsible for their own means of transportation to and from clinical sites.

REQUIREMENTS FOR PROGRESSION AND GRADUATION

PROGRESSION IN THE NURSING MAJOR

Students in the nursing major must meet specific academic standards for continued progression in the major. Students must maintain a 2.75 semester GPA in nursing major courses in order to progress; if a student does not maintain the GPA, the student will no longer be permitted to progress in the nursing major and will be advised to choose another major.

REQUIREMENTS FOR GRADUATION

In order to graduate, all nursing students must fulfill these requirements:

- provide documentation of completion of 5000 NCLEX-style questions;

- complete an approved formal NCLEX-RN® review course at the completion of the program; and
- satisfactorily complete all core and major courses, including NUR 417.

MODEL ROSTER — NURSING PROGRAM

Freshman Year

Fall	Spring
Writing I	Writing II
History	Religion
Chemistry or Clinical Microbiology	Clinical Microbiology or Chemistry
Philosophy	Sociology
Psychology	Computer Science

Sophomore Year

Fall	Spring
Nutrition	Religion
Fine Arts or Foreign Language	History, Fine Arts, Literature or Foreign Language
Anatomy and Physiology I	Anatomy and Physiology II
Literature	Statistics
Psychology	Philosophy or Nursing 304

Junior Year

Fall	Spring
Nursing 304 or Philosophy	Nursing 306 or 310
Nursing 305	Nursing 312
Nursing 307	Nursing 316
Nursing 306 or 310	Elective

Senior Year

Fall	Spring
Nursing 405	Nursing 411
Nursing 408	Nursing 414
Nursing 412	Nursing 416
Elective	Nursing 417

Effective for freshmen entering the program in Fall 2015, the Nursing program is beginning a new curriculum. The freshman year schedule is as follows:

Freshman Year

Fall	Spring
ENG 110: Writing I	COM 150: Presentation Skills
MTH 150: Myths and Realities	SOC 150: Introduction to Sociology
CH 161: Chemistry	BIO 163: Clinical Microbiology
BIO 161: Anatomy and Physiology I	BIO 162: Anatomy and Physiology II
PSY 155: Intro to Psychology	PSY 210: Developmental Psychology

The new nursing major courses will begin in the Fall of 2016 pending final approval.

BACHELOR OF SCIENCE IN NURSING PROGRESS RECORD (126 CREDITS)

I. Powers (4 courses)

- Writing I
 - **ENG 110** College Writing I
- Writing II
 - **ENG 210** College Writing II
- Numbers
 - **HSC 217** Statistics for Health Science Professionals
- Information Technology
 - **CSC 151** Introduction to Computing Using Packages or **CSC 154** Healthcare Informatics

II. Frameworks of Scientific Understanding (8 courses)

- Natural Science (5 courses)
The following courses are required:
 - BIO 161** Anatomy & Physiology I
 - BIO 162** Anatomy & Physiology II
 - BIO 163** Clinical Microbiology
 - CHM 161** Chemistry of the Life Sciences
 - NUTR 165** Principles of Nutrition
- Social Science (3 courses)
 - Sociology
 - **SOC 150** Principles of Sociology
 - Psychology
 - **PSY 155** Introduction to Psychology
 - **PSY 210** Developmental Psychology

III. Patterns of Meaning (8 courses)

- Religion
 - REL 150** Exploring Christianity or **REL 153** Exploring Religion
 - REL** REL 200-Level or 300-Level
- Philosophy
 - PHL 151** The Human Person or **PHL 152** Moral Choice
 - PHL 200** PHL 200-Level or 300-Level
- Literature
 - **ENG 150** Introduction to Literature or **LIT 150** Modern European and Latin American Writers
- History
 - **HIS 151** Global History to 1500 or **HIS 155** Themes in American History: A Biographical Approach
- Fine Arts or Language (one of the following three)
 - **ARTH 150** Introduction to Art
 - **MUS 150** The Art of Listening
 - **Foreign Language**
- One of the following
 - **ENG 250** Literature and Culture
 - **LIT 250** Topics in Western Literature
 - **HIS 251** Global History 1500 to Present
 - **DART 200** History and Theory of Digital Art (may only be taken if ARTH 150 was taken in category E)
 - Another course in what was taken in Category E; Fine Arts (200-Level) or Foreign Language.

IV. Nursing Major Requirements (14 courses)

- NUR 304** Introduction to Professional Nursing
- NUR 305** Health Assessment and Promotion
- NUR 306** Nursing Care of Women and the Childbearing Family
- NUR 307** Foundations of Practice
- NUR 310** Mental Health of the Individual and Community
- NUR 312** Pharmacology
- NUR 316** Care of Older Adults in Health and Illness
- NUR 405** Nursing Care of Children and Adolescents
- NUR 408** Nursing Research
- NUR 411** Public Health Nursing
- NUR 412** Care of Chronically Ill Adults
- NUR 414** Nursing Management and Leadership Concepts and Practice
- NUR 416** Care of Acutely Ill Adults
- NUR 417** Senior Seminar: Synthesis of Nursing Clinical Concepts

V. Electives (2 courses)

- _____
- _____

FACULTY

Kathleen A. Czekanski, Ph.D., R.N.
Associate Dean, Nursing Program, School of Nursing and Health Sciences

Jane Kurz, Ph.D., R.N.
Chair, Undergraduate Nursing Program

Professors: Wolf, Zane Robinson, Ph.D., R.N., FAAN (Dean Emerita,
School of Nursing and Health Sciences)

Associate Professors: Bailey, Bicknell, Czekanski, Dillon, Donohue-Smith,
Frizzell, Goldberg, Wieland

Assistant Professors: Gies, Harkins, Hoerst, Kavanagh, Kinder, Levine,
Matecki, McGroarty, Sipe, Szulewski, Townsend, Uribe, Wilby

Instructors: Blumenfeld, Grosshauser, Kenney, McGovern, Neumeister,
Slavin, Smith, Terrell

Professional Staff:

Mary Dorr, MSN, R.N.
Assistant Dean, School of Nursing and Health Sciences

Kristin DeLay, M.A.
Coordinator, Evening/Weekend Nursing (ACHIEVE) Program

Karen Rossi, MSN, R.N.
Coordinator, R.N. to BSN, RN to MSN Bridge Programs

Beth Wagner MSN, R.N. Coordinator, Nursing Learning Resource Center

COURSE DESCRIPTIONS**NUR 304**

INTRODUCTION TO PROFESSIONAL NURSING
3 credits

This course explores concepts fundamental to the nursing profession from perspectives of science, art, and values. Students examine professionalism and the practice of nursing within the broader health care system. They investigate roles of professional nurses, levels of education and practice, and development of a career. Emphasis is placed on how nurses use critical thinking in the context of clinical practice and philosophical, legal, and ethical foundations of professional practice. Prerequisites: 45 credits in the School of Arts and Sciences.

NUR 305

HEALTH ASSESSMENT AND PROMOTION
4 credits

The focus of this course is to develop the theoretical and practical base necessary to assess the health status of persons across the lifespan. Emphasis is on physical assessment, health promotion activities, prevention of disease, and teaching interventions necessary to provide care to healthy persons. The course concentrates on the identification of health promotion activities and teaching interventions to advance self-care and explore the nature of the person-environment interaction. Students learn physical assessment of the healthy client in the context of health promotion and evaluation. Student experiences take place in the laboratory where health assessment and promotion activities are practiced. The course includes 42 hours of theory and 42 hours of clinical. Prerequisites: 60 credits in the School of Arts and Sciences.

NUR 306

NURSING CARE OF WOMEN AND THE CHILDBEARING FAMILY
4 credits

The focus of this course is health assessment and health promotion for the childbearing family. Emphasis is placed on the application of theoretical principles that include family theory; the psychological, psychosocial, and physiological nature of the normal childbearing experience; and the promotion and education of lactation as a maternal-child health factor. Special emphasis is given to major maternal and neonatal risk factors and complications that potentially compromise healthy beginnings. Students will apply the nursing process with childbearing families who may vary in age, ethnicity, culture, language, social status, marital status, and sexual preferences. Education is planned so that students may apply learning experiences to a variety of diverse settings. Nursing plans of care reinforce the problem solving approach useful with many clients as well as promote NCLEX critical thinking. This course supports the use of evidenced-based practice in application of care. This course recognizes and incorporates the Standards of Care and Professional Performance as published in the Standards and Guidelines for Professional Nursing Practice in the Care of Women and Newborns, 7th ed. (AWHONN, 2009).The course includes 42 hours of theory and 42 hours of clinical. Prerequisites: 60 credits in the School of Arts and Sciences; corequisites: NUR 304, NUR 305, NUR 307.

NUR 307

FOUNDATIONS OF PRACTICE
5 credits

This course uses a systems theory framework to assist students to view the health care needs of patients requiring health maintenance services. Clinical experiences are provided in secondary and tertiary health care settings. Students demonstrate common nursing skills in the campus laboratory and health care agencies. The course emphasizes traditional and holistic approaches to patient care. The course includes 42 hours of theory and 84 hours of clinical. Prerequisites: 60 credits in the School of Arts and Sciences; corequisites: NUR 304, NUR 305.

NUR 310

MENTAL HEALTH OF THE INDIVIDUAL AND COMMUNITY
5 credits

The focus of this course is to develop the theoretical and practice base necessary to care for human systems under stress. The course incorporates learning to care for oneself as an approach to understanding and caring for others. Emphasis is placed on theories of stress and coping (including crisis theory and family systems), as well as theories related to neurobiological and psychosocial conceptual models. The course will provide a strong theoretical practice foundation for assessing human systems facing problems such as loss, crisis, chronic illness, impaired coping ability and maladaptive patterns of behavior. Clinical experiences will provide opportunities to apply the nursing process in caring for the mental health needs of individuals, groups, and families. The course is designed to meet guidelines of professional nursing as presented in The Psychiatric-Mental Health Nursing: Scope and Standards of Practice. (2007). Author: ANA, APNA, ISPN: Washington, DC. the course includes 42 hours of theory and 84 hours of clinical. Corequisites: NUR 304, NUR 305, NUR 307.

NUR 312

PHARMACOLOGY
3 credits

This course explores pharmacodynamics, pharmacokinetics, drug actions and interactions and selected environmental and cultural factors of drug therapy. Safety precautions during medication administration are emphasized. Special consideration is placed on the effects of drugs on individuals across their lifespan. Nursing responsibilities in drug therapy will be incorporated into clinical nursing courses. Prerequisite: NUR304, NUR 305 and NUR 307.

NUR 316

CARE OF OLDER ADULTS IN HEALTH AND ILLNESS
5 credits

Students investigate the impact of illness on adult and geriatric patients and their families. They examine physiological, pathophysiological, psychological, financial, spiritual, and social changes affecting ill adults. Emphasis is placed on nursing interventions that promote, maintain, and restore health. Safety principles are highlighted. Students provide care for adult patients, emphasizing care needs of frail elders, in secondary and tertiary health care agencies. The course includes 42 hours of theory and 84 hours of clinical. Prerequisites: NUR 304, 305, and 307; Corequisite: NUR 312.

NUR 405

NURSING CARE OF CHILDREN AND ADOLESCENTS
5 credits

This course focuses on the impact of acute and chronic illness on children and adolescents and their families. Physiological and psychosocial alterations are explored from a holistic and systems perspective with special emphasis on the developmental needs of the child or adolescent. Application of the nursing process including the maintenance of health through the illness experience is emphasized with young patients and their families in secondary and tertiary settings. Special emphasis is given to risk reduction in the care of children and adolescents and their families as identified in the Healthy Children/Youth 2020 documents. The course is designed to meet the guidelines for professional nurses as found in the ANA Standards of Clinical Nursing Practice and the Statement on the Scope and Standards of Pediatric Clinical Nursing Practice. The course includes 42 hours of theory and 84 hours of clinical. Prerequisites: all 300-level courses; NUR 405 may be taken concurrently with NUR 310 only if all other 300-level courses are completed.

NUR 408

NURSING RESEARCH
3 credits

The purpose of this course is to stimulate a refinement and appreciation of the potential of the research process in the development of nursing, client, and health care systems. This course emphasizes the research approach in nursing and the necessity for theory-based and evidence-based practice. Problem identification, literature review, hypothesis formulation, research design, sampling, data collection, and analysis will be explored. Students will be required to identify a problem in the nursing or client system, propose a method for its investigation, and present the proposal for critique by peers. Emphasis will be placed on a critique of published nursing research and on the notion that an applied discipline is only as strong as its research and theoretical base. Prerequisites: HSC 217 and all NUR 300-level nursing courses.

NUR 411

PUBLIC HEALTH NURSING
5 credits

This course expands the theoretical and experiential base gained in prior nursing and non-nursing courses by introducing students to population-based nursing care. Emphasis is placed on planning to address health promotion, primary and secondary disease prevention, and protection goals for particular at-risk and high risk population groups. The course orients the student to health care needs and interests of families, aggregates, and communities as a whole, rather than solely focusing on needs and interests of individual clients. Health care strategies, population-level interventions, and community resources are identified. Neighborhood and community cohesiveness, as well as relevant political, economic, social, and health care action(s) are examined. Students reflect upon contemporary literature related to public health issues. Varied clinical opportunities support nursing, epidemiological, and public health approaches in selected agency

and community sites. Students explore and apply nursing strategies that strengthen individual, family, and communal well-being. Clinical practicum projects emphasize the processes of group work and program planning at the community level. The course includes 42 hours of theory and 84 hours of clinical. Prerequisites: all 300-level NUR courses, NUR 405, NUR 408, and NUR 412.

NUR 412

CARE OF CHRONICALLY ILL ADULTS
5 credits

In this course students investigate the impact of chronic illness on adult and geriatric patients and their families. Physiological, pathophysiological, and psychosocial changes are explored in relation to the experience of chronic illness. Health maintenance and health restoration nursing interventions and safety principles are emphasized. Students care for chronically ill adult patients in secondary and tertiary health care agencies. The course includes 42 hours of theory and 84 hours of clinical. Prerequisites: all NUR 300-level nursing courses.

NUR 414

NURSING LEADERSHIP AND MANAGEMENT CONCEPTS AND PRACTICE
3 credits

The purpose of this course is to analyze nursing leadership and management from a systems perspective. A broad organizational perspective is developed, emphasizing the fit of the nursing unit within the larger organizational structure. Within this context, the roles of professional nurses as leaders and managers are explored. Leadership behaviors in self are compared to those of a nurse leader role model observed in the practice setting. Emphasis is given to the promotion of assertive behavior in the professional role. Prerequisites: all 300-level nursing courses, NUR 405, NUR 408, and NUR 412; Corequisite: NUR 416

NUR 416

CARE OF ACUTELY ILL ADULTS
5 credits

This course delineates principles, practices and theoretical models specific to the nursing care of acutely ill adult clients. Health maintenance and health restoration nursing interventions are emphasized. The impact of the illness experience on patients, families, and the community is explored from a holistic and systems theory perspective as students develop knowledge and skills. Established evidence, outcomes measures, and continuous quality improvement models are used to develop and evaluate plans of care that emphasize safety and attend to nursing sensitive quality indicators. The course includes 42 hours of theory and 84 hours of clinical. Prerequisites: all 300 level nursing courses and NUR 405, 408, and 412.

NUR 417

SENIOR SEMINAR: SYNTHESIS OF NURSING CLINICAL CONCEPTS
1 credit

This senior seminar prepares the student for success in the transition from student to professional nurse. The main focus is to assist the student in synthesizing nursing clinical concepts that are essential for the entry-level nurse to provide safe quality nursing care to individuals, families, and groups in a variety of clinical settings. The course readies the student for the NCLEX-RN® examination as it emphasizes the development of critical thinking and test-taking skills through the use of evidence-based strategies that promote success in licensure examination.

HEALTH STUDIES

The major in Health Studies is no longer accepting new students. For more information, contact Assistant Dean Mary Dorr at dorr@lasalle.edu.

MISSION

The mission of the Bachelor of Science program in Health Studies is to educate students to serve the health-care needs of vulnerable populations in communities by advocating for changes in health-care and community systems by providing health education, health promotion and disease prevention strategies for urban families and communities.

PROGRAM GOALS

To prepare students to provide health-related services in communities with an emphasis on vulnerable populations.

To educate students to value the contributions of community members and stakeholders to the health of communities.

To prepare students for lives of continuing study and service.

LEARNING GOALS

At the completion of the program the student will:

1. Integrate scientific theories, facts, and principles with health promotion, disease prevention, health restoration, and health maintenance strategies.
2. Apply culturally sensitive strategies when providing health promotion, health education, and disease prevention programs for diverse individuals, families, groups, and communities.
3. Use research-based, theoretical, and public health principles as a basis for study of health and health risks for individuals, families, groups, and communities.
4. Apply principles of health literacy during encounters with individuals, families, and groups.
5. Provide outreach programs in communities that emphasize healthy lifestyle choices for individuals, families, groups, and communities.
6. Collaborate with leaders in public health and other health care systems to address health disparities.
7. Plan health care programs based on assessment of population needs and community resources.
8. Evaluate health care programs based on ethical and policy standards.
9. Advocate for vulnerable populations in community settings to insure improvements in the quality of life and health of underserved populations.
10. Value self-directed learning for continuing educational development.

Graduates may locate employment opportunities in a wide variety of positions in the health care industry: clinical trial organizations, non-profit agencies, fundraising agencies, insurance companies, quality assurance jobs, health education organizations, health care consultation firms, health information agencies, and community health centers.

ADMISSION REQUIREMENTS

This major is open only to current juniors and seniors (as of Spring 2014) who have earned at least 60 credits and are interested in pursuing a career in the health professions. Students submit an official change of major form to the Dean's Office of the School of Nursing and Health Sciences to change their major. Acceptance into the Program will be approved by the Director of the Program and the Assistant Dean.

HEALTH STUDIES MINOR

The purpose of this interdisciplinary minor is to educate students about health problems of citizens residing in urban environments and related health topics. Public health concepts orient the urban health courses in the minor. Health-focused, service learning programs are provided through the La Salle Neighborhood Nursing Center. The urban health focus of some courses illustrates a commitment to urban health care for underserved and vulnerable populations and reflects the Lasallian mission of humanistic Catholic Christian education.

To minor in Health Science, the student must complete six courses within the discipline. At least two of the six must be at the 300-400 level, no more than two may be at the 100 level, and the remaining two or three may be at the intermediate level.

■ COURSES

HSC 101, HSC 217, HSC 233, HSC 235, HSC 314, HSC 315, HSC 350, HSC 355, HSC 361, HSC 407, HSC 408, HSC 410, HSC 451, HSC 467, HSC 489

BACHELOR OF SCIENCE IN HEALTH STUDIES PROGRESS RECORD: TRACK I MAJOR STUDENTS (122 CREDITS)

I. Powers (5 courses)

- Writing I
 - **ENG 110** College Writing I
- Writing II
 - **ENG 210** College Writing II
- Numbers
 - **HSC 217** Statistics for Health Science Professionals
- Speech
 - **COM 150** Presentation Skills
- Information Technology
 - **CSC 151** Introduction to Computing Using Packages or **CSC 154** Healthcare Informatics

II. Frameworks of Scientific Understanding (7 courses)

- Natural Science (4 courses)
 1. **BIO 161** Anatomy and Physiology I
 2. **BIO 162** Anatomy and Physiology II
 3. **BIO 163** Clinical Microbiology
 4. **CHM 161** Chemistry for the Life Sciences
 5. **NUTR 165** Principles of Nutrition
- Social Science (3 courses)
 1. **SOC 150** Introduction to Sociology
 2. **PSY 210** Developmental Psychology or **PSY 155** Intro to Psychology
 3. **POL 151** Principles of American Government or **ECN 150** Intro to Microeconomics

III. Patterns of Meaning (8 courses)

- Religion
 1. **REL 150** Exploring Christianity or **REL 153** Exploring Religion
 2. **REL** REL 200-Level or 300-Level
- Philosophy
 1. **PHL 151** The Human Person or **PHL 152** Moral Choice
 2. **PHL** PHL 200-Level or 300-Level
- Literature¹
 - **ENG 150** Introduction to Literature or **LIT 150** Modern European and Latin American Writers
- History
 - **HIS 151** Global History to 1500 or **HIS 155** Themes in American History: A Biographical Approach
- Fine Arts or Language (one of the following three)
 - **ARTH 150** Introduction to Art
 - **MUS 150** The Art of Listening
 - **Foreign Language**
- One of the following
 - **ENG 250** Literature and Culture
 - **LIT 250** Topics in Western Literature
 - **HIS 251** Global History 1500 to Present
 - **DART 200** History and Theory of Digital Art (may only be taken if ART 150 was taken in category E)
 - Another course in what was taken in Category E; Fine Arts (200-Level) or Foreign Language.

IV. Major Requirements Track I (16 courses)*, **

1. **HSC 101** Essentials of Public Health
2. **HSC 233** Health Care Terminology and Health Information Literacy
3. **HSC 301** Theories of Social Behavioral Change in Community Health Education
4. **HSC 314** Unhealthy Urban Environments: Healthy Solutions
5. **HSC 315** Violence Prevention and Control
6. **HSC 319** Epidemiology
7. **HSC 350** Health Education: Principles and Practice
8. **HSC 355** Needs Assessment and Program Planning
9. **HSC 361** Health Communication and Education: A Multimedia Approach
10. **HSC 408** Research for Public Health
11. **HSC 416** Urban Health: Families and Children in Jeopardy
12. **HSC 451** Introduction to Health Policy
13. **HSC 467** Health Education and Program Evaluation (capstone)
14. **HSC 489** Race, Ethnicity, and Public Health
15. **NUTR 200** Life Cycle Nutrition

V. Elective (4 courses)**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

- 1 May be in English Literature or in Foreign Literature in English Translation.
 * This curriculum progress chart is subject to program requirements and restrictions.
 ** Students should consult with their academic advisor for proper selection of courses.

BACHELOR OF SCIENCE IN HEALTH STUDIES PROGRESS RECORD: TRACK II CHANGE OF MAJOR**I. Powers (5 courses)**

- A. Writing I
- **ENG 110** College Writing I
- B. Writing II
- **ENG 210** College Writing II
- C. Numbers
- **HSC 217** Statistics for Health Science Professionals
- D. Information Technology
- **COM 150** Public Speaking
or **NUR 304** Introduction to Professional Nursing
or **NUR 305** Health Assessment and Promotion
or **COSD 102** Introduction to Communication Disorders exempt speech course
- E. Information Technology
- **CSC 151** Introduction to Computing Using Packages
or **CSC 154** Healthcare Informatics

II. Frameworks of Scientific Understanding (22 credits)

- A. Natural Science (4 courses)
1. **BIO 161** Anatomy and Physiology I
 2. **BIO 162** Anatomy and Physiology II
 3. **BIO 163** Clinical Microbiology
 4. **CHM 161** Chemistry for the Life Sciences
- B. Social Science (3 courses)
1. **SOC 150** Introduction to Sociology
 2. **PSY 210** Developmental Psychology
or **PSY 155** Introduction to Psychology
 3. **POL 150** Principles of American Government
or **ECN 150** Intro to Microeconomics

III. Patterns of Meaning (8 courses)

- A. Religion
1. **REL 150** The Christian Tradition
or **REL 153** The Dynamics of Religion
 2. **REL** REL 200-Level or 300-Level
- B. Philosophy
1. **PHL 151** The Human Person
or **PHL 152** Moral Choice
 2. **PHL** PHL 200-Level or 300-Level
- C. Literature¹
- **ENG 150** Themes in Literature and Culture
or **LIT 150** Modern European and Latin American Writers
- D. History
- **HIS 151** Global History to 1500
or **HIS 155** Themes in American History: A Biographical Approach
- E. Fine Arts or Language (one of the following three)
- **ART 150** Introduction to Art
 - **MUS 150** The Art of Listening
 - **Foreign Language**
- F. One of the following
- **ENG 250** Writers and Their Worlds
 - **LIT 250** Topics in Western Literature
 - **HIS 251** Global History 1500 to Present
 - **DART 200** History and Theory of Digital Art (may only be taken if ART 150 was taken in category E)
 - Another course in what was taken in Category E; Fine Arts (200-Level) or Foreign Language.

IV. Major Requirements*,**

1. **HSC 101** Essentials of Public Health
2. **HSC 350** Health Education: Principles and Practice***
3. **HSC 467** Health Education and Program Evaluation (Capstone)***
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

V. Elective

1. _____
2. _____
3. _____
4. _____
5. _____

¹ May be in English Literature or in Foreign Literature in English Translation.

* This curriculum progress chart is subject to program requirements and restrictions.

** Students should consult with their academic advisor for proper selection of courses; see the following HSC options:

1. HSC 314 Unhealthy Urban Environments: Healthy Solutions
2. HSC 235 Foundations of Holistic Health
3. HSC 356 Reproductive Health for Public Health Practitioners
4. HSC 357 Women, Gender, and Public Health
5. HSC 361 Health Communication: A Multimedia Approach
6. HSC 389 The Health of a Nation: Cultural Diversity and Health Disparities
7. HSC 416 Urban Health: Families and Children in Jeopardy
8. HSC 434 Dimensions in Women's Health
9. HSC 451 Urban Men's Health
10. NUTR 200 Life Cycle Nutrition

*** Required for track completion.

COURSE DESCRIPTIONS**HSC 101 (F, S)**

ESSENTIALS OF PUBLIC HEALTH
3 credits

This course provides a basic introduction to public health concepts and practice by examining the philosophy, purpose, history, organization, functions, methods, activities, and the results of public health practice at the global, national, state, and local levels. Healthy People 2020 is reviewed; and the interpretation, intent, and impact of Health Care Reform legislation are discussed. The course aims to stimulate interactions among students around important problems and issues facing the public health of the nation and the world.

HSC 217 (F, S, Summer)

STATISTICS FOR HEALTH PROFESSIONALS
3 credits

This course is an introduction to statistical concepts and data analysis. The elements of statistical thinking are presented as a means of using data for problem solving. Students apply statistical concepts to elementary data analysis using the statistical methods commonly used in health-care research. Examples of statistical applications in nursing and allied health research are provided. As part of this course, the students are introduced to the Statistical Package for the Social Sciences (IBM SPSS).

HSC 301

THEORIES OF SOCIAL BEHAVIORAL CHANGE IN COMMUNITY HEALTH EDUCATION
3 credits

This course provides an introduction to social and behavioral theories and their application to health behavior and public health problems. Students explore diseases and conditions from the perspectives of theories. They create and evaluate health education programs for at-risk, vulnerable groups. Health promotion, health protection, and disease prevention programs are presented. Students will learn key principles of community health promotion and community-based participatory research (CBPR) principles.

HSC 314

UNHEALTHY URBAN ENVIRONMENTS: HEALTHY SOLUTIONS
3 credits

This course integrates earth sciences, geology, environmental sciences, and health initiatives in the urban communities aimed at identifying, managing, and eliminating environmental threats to health. Environmental problems, including lead poisoning of children, radon, asbestos exposure, urban brown fields, toxic waste, urban pollution, and similar hazards, are examined through the lens of social justice and health equity. Students are introduced to the urban environment by class trips to city neighborhoods identified as high risk for disease and illness from environmental pollutants and geographic or climactic problems. The impact of natural disasters on public health is also explored.

HSC 315

VIOLENCE PREVENTION AND CONTROL
3 credits/elective

Students review theories of violence causation and epidemiologic patterns of violence in urban settings, both in the United States and globally. An ecological framework is used to guide critical thinking about risk and protective factors regarding violence prevention and control. Students explore secondary data sources important to public health practitioners working in the area of violence prevention and control. Programs aimed at prevent-

ing violence and injury in urban settings will be examined and critically evaluated.

HSC 350

HEALTH EDUCATION: PRINCIPLES AND PRACTICE
3 credits

This course investigates health education from the perspectives of history, roles, theoretical foundations, and professional standards. Needs assessment, program planning, development, implementation, and evaluation are examined using model programs as exemplars. Health education needs of vulnerable and socially disadvantaged populations are emphasized, including health disparities, maternal and child care, and aging persons with disabilities. Students plan and evaluate a health education program for a vulnerable population.

HSC 355

NEEDS ASSESSMENT AND PROGRAM PLANNING
3 credits

In this course students explore needs assessment and program planning processes used to address public health problems faced by vulnerable populations. They investigate strategies to involve stakeholders in the planning, implementation, and evaluation of health promotion programs. Students evaluate and compare evidence-based programs as they develop health promotion programs for vulnerable populations. Strategies to conduct individual-level and group-level needs assessments will be explored.

HSC 356

REPRODUCTIVE HEALTH FOR THE PUBLIC HEALTH PRACTITIONER
3 credits

The course focuses on theories of reproductive health, sexual development, and factors influencing sexual behavior within the continuum of health and illness. Common sexual practices and reproductive health issues of people are studied within the context of lifestyle and situational life crises. Concepts of normal sexual function and dysfunction are examined as are contemporary sexual health and reproductive issues. Theoretical foundations of the medical, psychological, socio-cultural, political, and biological determinants of human sexual behavior and reproductive health are explored as also are issues of biology related to sex, gender identity, social sex role, and sexual orientation. Contemporary issues of sexual risk behaviors, sexually transmitted infections and safer sex practices will be discussed, in addition to those issues of chronic illness, disability, and sexual coercion.

HSC 357

WOMEN, GENDER, AND PUBLIC HEALTH
3 credits

This course focuses on constructions of gender and sex and their implications for understanding determinants of population health and creating healthy public policy. It considers how different frameworks of addressing gender and biological sex shape questions people ask, and the explanations and interventions they offer for societal patterns of health, disease, and well-being. The course demonstrates ways of conceptualizing gender in relation to biology and health using case examples. In these cases, issues of gender are related to other social determinants of health, including social class, racism, and other forms of inequality. Implications of diverse approaches are debated, as part of developing useful strategies for improving physical, mental, and social well-being.

HSC 361

HEALTH COMMUNICATION AND EDUCATION: A MULTIMEDIA APPROACH
3 credits



This course explores various media and technology resources available for health education. Utilizing models suitable for teaching and learning, the impact of technology and mass communication on health education is examined. Students evaluate health education modalities that are appropriate for diverse urban populations across the lifespan. They explore the effect of media in consumer attitudes and beliefs and collaborate with communication experts to plan and implement a specific media strategy. Service-learning projects emphasize the design of health education programs for urban populations.

HSC 389

RACE, ETHNICITY, AND PUBLIC HEALTH
3 credits



This course provides students with a basic understanding of racial and ethnic differences in health status and the factors that shape them. Students examine the concepts of race and ethnicity and distinguish between categories of biological and social constructionist perspectives. Students define and describe racial and ethnic health disparities, discuss mechanisms underlying disparities, and think critically about existing health research on health disparities. They also explore theoretical frameworks for interpreting disparities in health and examine approaches for elimination of racial and ethnic health disparities.

HSC 408

RESEARCH METHODS FOR PUBLIC HEALTH
3 credits



This course investigates research methods and multidisciplinary research studies for health care systems. An overview of research designs and reporting is presented. Quantitative data analysis is explored using data analysis software as are qualitative methods, including the use of focus groups. Evidence-based public health practice is emphasized. Woven throughout the course is the importance of ethics in public health research.

HSC 451

INTRODUCTION TO HEALTH POLICY
3 credits



Students explore key health policy issues in the United States' health care system and the outcomes of policies for public, private, and not-for-profit settings. They examine steps of policy analysis and apply these strategies to evaluate health issues and health care. The legislative process and the structure and financing of the United States' health care system are investigated as are influences of politics and interest groups on health policy formulation. The effect of health policy on the health of urban communities is analyzed along with the interplay of policy on infectious diseases, bio-ethical issues, and globalization.

HSC 467 (F, S)

CAPSTONE: HEALTH EDUCATION AND PROGRAM EVALUATION
3 credits/elective



Students explore concepts of health promotion and disease prevention for populations at risk. Principles of teaching and learning are explored. Interdisciplinary collaboration and collaborative practice are emphasized. Students implement a health education project for a community, aimed at promoting healthy outcomes. Program evaluation research structures the project. Prerequisite: HSC 355.

Health Science Electives**HSC 223**

PLAGUES AND EPIDEMICS: PAST, PRESENT, AND FUTURE
3 credits/elective



This course traces the history and etiology of some of the world's most famous plagues and epidemics. The effect of infectious diseases on human civilization are presented. Discussions chronicle the evolution of knowledge and treatment modalities of these diseases. The question of how to prevent plagues and epidemics in the future is addressed. The public health threats of bioterrorism are explained.

HSC 235

FOUNDATIONS OF HOLISTIC HEALTH
3 credits/elective

This course explores a holistic model of health care for wellness and disease prevention over the lifespan. A brief introduction to quantum physics lays the foundation for an in-depth exploration of the bio-psycho-social model of health care. Complementary/integrative medicine, the energetics of healing, and the paradigm shift in the biomedical model of health care are examined, as are holistic approaches for comprehensive health care.

HSC 356

REPRODUCTIVE HEALTH FOR PUBLIC HEALTH PRACTITIONERS
3 credits/elective



Course content emphasizes theories of reproductive health, sexual development, and factors influencing sexual behavior within the continuum of health and illness. Common sexual practices and reproductive health issues of people are studied within the context of lifestyle and situational life crises. Concepts of normal sexual function and dysfunction are examined. Contemporary sexual health and reproductive issues, obstetrical care in the United States and abroad, gender based violence, maternal morbidity and mortality, family planning, and reproductive health policy are explored. Theoretical foundations of the medical, psychological, socio-cultural, political, and biological determinants of human sexual behavior and reproductive health are examined. Issues of biology related to sex, gender identity, social sex role, and sexual orientation are discussed. Contemporary issues of sexual risk behaviors, sexually transmitted infections and safe sex practices are investigated in addition to those issues of chronic illness, disability, and sexual coercion.

HSC 357

WOMEN, GENDER, AND PUBLIC HEALTH
3 credits/elective

This course focuses on constructions of gender and sex and their implications for understanding determinants of population health and creating healthy public policy. It considers how different frameworks of addressing gender and biological sex shape questions people ask about, and explanations and interventions they offer for, societal patterns of health, disease, and well-being. The course demonstrates ways of conceptualizing gender in relation to biology and health using case examples. In all cases, issues of gender are related to other social determinants of health, including social class, racism, and other forms of inequality. Implications of diverse approaches are debated, as part of developing useful strategies for improving physical, mental, and social well being.

HSC 358

ADOLESCENT HEALTH: PUBLIC HEALTH ISSUES, PROGRAMS, AND POLICIES
3 credits/elective

This course focuses on the major public health issues of adolescents in the United States and the programs and policies that improve the health and

well-being of this population. The students examine the prevalence and etiology of health and wellness indicators for youth and explore a variety of aspects of adolescence and adolescent health. They analyze adolescent health concerns through conceptual frameworks and recommend effective solutions through interventions.

HSC 407

STRESS AND HEALTH
3 credits/electives

The focus of this course is to develop the theoretical and practice base necessary to care for human systems experiencing stress. Theories of stress and its relationship to disease onset, impaired healing, and compromised wellness are examined with an emphasis on developing holistic plans for health promotion, health restoration, and health maintenance. Within the context of the course, the student critically examines the experience of a variety of non-invasive therapeutic modalities for promotion of wellness. A strong emphasis of the course is on the assessment of human systems under stress and on the development of communication techniques that enhance students' ability to understand the human condition. Reflection on personal experiences as a model for understanding self and others is utilized.

HSC 410

CARING FOR THE ELDERLY: THEORIES, PRACTICE, AND SOCIAL POLICY
3 credits



This course analyzes aggregate care models for the elderly. It explores social policy on aging from a governmental and interagency perspective. Population changes and aging in society are highlighted. Public health and social agency strategies are explored, as are ethical issues relating to aging and social policy.

HSC 416

URBAN HEALTH: FAMILIES AND CHILDREN IN JEOPARDY
3 credits



This course explores the public health resources and challenges of urban families and their children. Utilizing models suitable for vulnerable populations, the impact of social, legislative, governmental, economic, and educational factors on the well-being of urban populations is investigated. Students examine urban communities as complex physical, social, and cultural environments. Threats to quality of life and the effects of common high-risk behaviors on family health are assessed. Students engage family members and community organizations as partners in positive health strategies. Experiential and service learning projects emphasize both family and community assessments.

HSC 422

THEORY, PRINCIPLES, AND ASSESSMENT IN BIOLOGICAL, PSYCHOLOGICAL, AND PATHOPHYSIOLOGICAL AGING
3 credits/elective



This course explores social and psychological aspects of aging, common physical health problems in the elderly, and behavior and biological aging theories. Behavioral theories such as stress models, person-environment fit, and social cognitive theory are examined. Special attention is given to mood disorders, dementia, elder abuse, congestive heart failure, degenerative joint disease, and osteoporosis as prototype concerns. Common therapeutic interventions such as fall prevention, pain management, and exploitation prevention as well as assessment strategies for social, psychological, physical, and functional health aspects of aging are emphasized. Public health implications of problems such as depression, delirium, dementia, and elder exploitation are explored. Health advocacy approaches, prevention models, and critical pathway analysis are used to frame health promotion and disease prevention programs.

HSC 434 (Summer)

DIMENSIONS IN WOMEN'S HEALTH
3 credits/elective

This course focuses on contemporary women's health problems and concerns. Women's health issues are explored. Health risk identification, health promotion, health maintenance, and interventions are examined from a holistic perspective.

HSC 452

THE HEALTH OF URBAN MEN
3 credits



This course explores the growing disparities among disenfranchised and vulnerable populations in our society. Students examine the predicament of fragile populations with a focus on the unique health status of the urban male. This course recognizes that the masculinity trait, gender roles, employment, and psychosocial factors influence the way men care for themselves and others. Students experience health promotion activities in environments demonstrating the challenges urban men face when seeking access to healthcare.

HSC 454 (S)

THE HEALTH OF URBAN MEN
3 credits

This course provides in-depth study of the most critical public health issue facing society. Topics include current HIV/AIDS information and an exploration of issues including the history of HIV, transmission and risk factors for infection, local and global disparities in HIV infection, trends in research programs, international/political implications of research and prevention efforts, and the experiences of people living with HIV/AIDS.

HSC 489

RACE, ETHNICITY, AND PUBLIC HEALTH
3 credits



This course provides students with a basic understanding of racial and ethnic differences in health status and the factors that shape them. Students examine the concepts of race and ethnicity and distinguish between categories of biological and social constructionist perspectives. Students define and describe racial and ethnic health disparities, discuss mechanisms underlying disparities, and think critically about existing health research on health disparities. They also explore theoretical frameworks for interpreting disparities in health and examine approaches for elimination of racial and ethnic health disparities.

HSC 493

HOLISTIC HEALTH APPROACHES
3 credits/elective

This course explores philosophical, theoretical, and practice of holistic health care. The foundations of holistic health care lie in the belief that healing interventions need to take into consideration the whole person with the goal of bringing about unity, harmony, and integrity of the individual with one's internal and external environments. A focus for this course will be hands-on practice with each of these strategies with the intention that students will be able to integrate these holistic healing approaches into their practice. Strategies included in this course will be: relaxation techniques, guided imagery, foot reflexology, scuttering, meridian massage, introductory Reiki, and therapeutic touch.

BACHELOR OF SCIENCE IN PUBLIC HEALTH PROGRESS RECORD (124 CREDITS)**I. Powers (5 courses)**

- A. Writing I
• **ENG 110** College Writing I
- B. Writing II
• **ENG 210** College Writing II
- C. Numbers
• **HSC 217** Statistics for Health Science Professionals
- D. Speech
• **COM 150** Presentation Skills
- E. Information Technology
• **CSC 154** Healthcare Informatics

II. Frameworks of Scientific Understanding (7 courses)

- A. Natural Science (5 courses)
- BIO 161** Anatomy and Physiology I
 - BIO 162** Anatomy and Physiology II
 - BIO 163** Clinical Microbiology
 - CHM 161** Chemistry for the Life Sciences
 - NUTR 165** Nutrition
- B. Social Science (3 courses)
- SOC 150** Introduction to Sociology
 - PSY 210** Developmental Psychology
or **PSY 220** Psychotherapy
or **PSY 225** Social Psychology
or **PSY 250** Human Sexuality
 - POL 150** Principles of American Government
or **ECN 150** Introductory Macroeconomics

III. Patterns of Meaning (8 courses)

- A. Religion
- REL 150** Exploring Christianity
or **REL 153** Exploring Religion
 - REL** REL 200-Level or 300-Level
- B. Philosophy
- PHL 151** The Human Person
or **PHL 152** Moral Choice
 - PHL** PHL 200-Level or 300-Level
- C. Literature¹
- ENG 150** Introduction to Literature
or **LIT 150** Modern European and Latin American Writers
- D. History
- HIS 151** Global History to 1500
or **HIS 155** Themes in American History: A Biographical Approach
- E. Fine Arts or Language (one of the following three)
- ARTH 150** Introduction to Art
 - MUS 150** The Art of Listening
 - Foreign Language**
- F. One of the following
- ENG 250** Literature and Culture
 - LIT 250** Topics in Western Literature
 - HIS 251** Global History 1500 to Present
 - DART 200** History and Theory of Digital Art (may only be taken if ARTH 150 was taken in category E)

- Another course in what was taken in Category E; Fine Arts (200-Level) or Foreign Language.

IV. Major Requirements (15 courses)

- PHLT 101** Essentials of Public Health
- NUTR 200** Life Cycle Nutrition
- PHLT 301** Theories of Social Behavioral Change in Community Health Education
- PHLT 314** Unhealthy Urban Environments Healthy Solutions
- PHLT 315** Violence Prevention and Control
- PHLT 319** Epidemiology for Educators
- PHLT 350** Health Education Principles and Practice
- PHLT 355** Needs Assessment and Program Planning
- PHLT 356** Reproductive Health for the Public Health Practitioner
- PHLT 408** Research Methods for Public Health
- PHLT 410** Health Education Capstone I
- PHLT 411** Health Education Capstone II
- PHLT 420** Public Health Leadership and Health Education
- PHLT 451** Introduction to Public Health Policy
- PHLT 489** Race, Ethnicity, and Public Health

V. Elective (4 courses)*

- _____
- _____
- _____
- _____

*The four electives are open. Students also have the option to take any of the following Public Health-specific electives:

PHLT 250 Global Health

PHLT 357 Women, Gender, and Public Health

PHLT 358 Adolescent Health: Public Health Issues, Programs, and Policies

PHLT 452 Urban Men's Health

PHLT 454 Public Health, AIDS, and Society

¹ May be in English Literature or in Foreign Literature in English Translation.

PUBLIC HEALTH**MISSION**

The mission of the Bachelor of Science in Public Health (BSPH) program, which is rooted in the larger University mission, is to educate students from diverse disciplines and backgrounds in core public health knowledge areas so that they are equipped to help prevent disease and promote physical and mental health and social well-being through public health practice, leadership, and research.

PROGRAM VALUES

The Bachelor of Science in Public Health (BSPH) program's core values stem from the broader University's values, including teaching excellence, the importance of community, service to the poor, and education that fosters spiritual development. Specifically, the program's core values include the following:

- Excellence in teaching that fosters idealism, creativity, and innovation.
- Service to vulnerable and underserved populations that helps promote health and prevent disease.
- Research and scholarship that engages communities as partners in improving the environmental and social conditions necessary to achieve physical and mental health and social well-being.
- Ethical decision-making that considers social justice and health equity.
- Respect for cultural and religious values at the individual, family, community, and societal levels.
- Equality for individuals and communities regardless of race, ethnicity, religion, age, gender, sexual preference, or ability.
- Commitment to life-long professional and personal development.

LEARNING GOALS

Upon completion of the B.S. in Public Health program, graduates will be able to do the following:

- Explain the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society.
- Identify the methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice.
- Identify the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations.
- Relate the underlying science of human health and disease to opportunities for promoting and protecting health across the life course.
- Identify the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.
- Apply the principles of project implementation, including planning, assessment, and evaluation in organizational and community initiatives.
- Explain the fundamental characteristics and organizational structures of the U. S. health system as well as to the differences in systems in other countries.
- Describe the legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences, and responsibilities of the different agencies and branches of government.

- Apply public health-specific communication, including technical and professional writing and the use of mass media and electronic technology to promote public health.

Health Education Specific Competencies:

- Assess needs, assets and capacity for health education
- Plan health education.
- Implement health education.
- Conduct evaluation and research related to health education.
- Administer and manage health education.
- Serve as a health education resource person.
- Communicate and advocate for health and health education.

Note: Learning Goals adapted from the Association of Schools and Programs of Public Health (ASPPH [Recommended Critical Component Elements of an Undergraduate Major in Public Health])- <http://www.aspph.org/> and the National Commission for Health Education Credentialing (NCHEC [Responsibilities and Competencies for Health Education Specialists])- <http://www.ncheec.org/>

The B.S. in Public Health curriculum includes general education requirements, science courses, and major courses ranging from basic concepts of public health to informatics; epidemiology; health education; behavioral health; violence prevention; race, ethnicity, and public health; health policy; community health; and a capstone in health education and program planning.

PROGRESSION IN THE PUBLIC HEALTH PROGRAM

Public Health majors must maintain an overall GPA of 2.5 each semester to progress in the BS in Public Health program.

ACCREDITATION

La Salle University is an applicant for accreditation by the Council on Education for Public Health. <http://ceph.org/accredited/applicants/>

CURRICULUM**GENERAL REQUIREMENTS: 79 CREDITS****MAJOR REQUIREMENTS: 45 CREDITS**

- PHLT 101** Essentials of Public Health (3 credits)
- NUTR 200** Life Cycle Nutrition (3 credits)
- PHLT 301** Theories of Social Behavioral Change in Community Health Education (3 credits)
- PHLT 314** Unhealthy Urban Environments: Healthy Solutions (3 credits)
- PHLT 315** Violence Prevention and Control (3 credits)
- PHLT 319** Epidemiology for Health Educators (3 credits)
- PHLT 350** Health Education: Principles and Practice (3 credits)
- PHLT 355** Needs Assessment and Program Planning (3 credits)
- PHLT 356** Reproductive Health for the Public Health Practitioner (3 credits)
- PHLT 408** Research Methods for Public Health (3 credits)
- PHLT 451** Introduction to Public Health Policy (3 credits)
- PHLT 489** Race, Ethnicity, and Public Health (3 credits)
- PHLT 410** Public Health Education Capstone I (3 credits)
- PHLT 411** Public Health Education Capstone II (3 credits)
- PHLT 420** Public Health Leadership and Health Education (3 credits)

MINOR IN PUBLIC HEALTH

The public health minor is based on the public health major at La Salle, which focuses on public health education and urban public health. It is designed to provide students with a comprehensive overview of public health. Students who might find an interest in minoring in public health include those majoring in biology, biochemistry, business administration, communication, economics, education, environmental science, environmental studies, history, nursing, nutrition, occupational therapy, philosophy, political science, psychology, public administration, social work and sociology. The public health minor will help students make the connection between urban public health and their particular major with an emphasis on health promotion and disease prevention.

Students who choose to minor in Public Health MUST take the following courses:

- **PHLT 101** Essentials of Public Health
- **HSC 217** Statistics for Health Professionals (or equivalent)
- **PHLT 319** Epidemiology for Health Educators
- **PHLT 489** Race, Ethnicity and Public Health

Students may choose any TWO of the following seven courses:

- **NUTR 165** Nutrition
- **PHLT 301** Theories of Social Behavior Change in Community Health Education
- **PHLT 314** Unhealthy Urban Environments: Healthy Solutions
- **PHLT 315** Violence Prevention and Control
- **PHLT 350** Health Education: Principles and Practice
- **PHLT 355** Needs Assessment and Program Planning
- **PHLT 356** Reproductive Health for the Public Health Practitioner

COURSE DESCRIPTIONS

PHLT 101
ESSENTIALS OF PUBLIC HEALTH
3 credits

This course provides a basic introduction to public health concepts and practice by examining the philosophy, purpose, history, organization, functions, tools, activities, and the results of public health practice at the national, state, and local levels. Healthy People 2020 is reviewed. The impact of the Affordable Care Act on health disparities in urban communities are discussed. The function of the Bureau of Health Professions of the Health Resources Services Administration (HRSA) is studied. The course aims to stimulate interactions among students around important problems and issues facing the health of the nation and the world.

PHLT 250
GLOBAL HEALTH
3 credits/Elective

This course explores world health issues and policies by examining selected threats to global health. Students ascertain the global interconnectedness of humanity and investigate the effect of economic globalization on health issues. Global warming, cross border pollution, the spread of infectious diseases, and international crime are considered. Current health threats, global health indicators, ethical considerations of global initiatives, and solutions are evaluated.

PHLT 301
THEORIES OF SOCIAL BEHAVIORAL CHANGE IN COMMUNITY HEALTH EDUCATION
3 credits

Students analyze the contribution of social factors to health and illness status, including risk behavior and health inequities. Health behavior pro-

grams and interventions are explored. Theories of health promotion, health behavioral change, and health education are examined and applied to a health promotion project focusing on health disparities in urban communities.

PHLT 314
UNHEALTHY URBAN ENVIRONMENTS: HEALTHY SOLUTIONS
3 credits

This course integrates earth sciences, geology, environmental sciences, and health initiatives in the urban communities aimed at identifying, managing, and eliminating environmental threats to health. Environmental problems, including lead poisoning of children, radon, asbestos exposure, urban brown fields, toxic waste, urban pollution, and similar hazards, are examined through the lens of social justice and health equity. Students explore urban environments identified as high risk for disease and illness from environmental pollutants and geographic or climactic problems. The impact of natural disasters on public health is also examined.

PHLT 315
VIOLENCE PREVENTION AND CONTROL
3 credits

Students review theories of violence causation and epidemiologic patterns of violence in urban settings. An ecological framework is used to guide critical thinking about risk and protective factors regarding violence. Students explore secondary data sources important to public health practitioners working in the area of violence prevention and control. Programs aimed at preventing violence and injury in urban settings will be examined and critically evaluated.

PHLT 319
EPIDEMIOLOGY FOR HEALTH EDUCATORS
3 credits

This course introduces basic concepts of epidemiology and biostatistics applied to public health problems. The principles and methods of epidemiologic investigation, summaries and displays of data, and the use of statistical approaches for describing the health of populations are emphasized. Various epidemiologic designs for investigating associations between risk factors and disease outcomes are also introduced. The importance of ethics in epidemiologic research underpins the course.

PHLT 350
HEALTH EDUCATION: PRINCIPLES AND PRACTICE
3 credits

This course provides a comprehensive overview of health education strategies for urban community health settings. This course will focus on: instructional planning, behavior change interventions and methods, unit plan development, the use of technology and media, health disparities, special challenges and controversial topics. The topics covered in this course are aligned with the most recent competencies identified by the Health Educator Job Analysis Project conducted by the National Commission for Health Education Credentialing.

PHLT 355
NEEDS ASSESSMENT AND PROGRAM PLANNING
3 credits

In this course, students explore needs assessment and program planning processes used to address public health problems faced by vulnerable populations. They investigate strategies to involve stakeholders in the planning, implementation, and evaluation of health promotion programs. Students evaluate and compare evidence-based programs as they develop health promotion programs for vulnerable populations. Strategies to conduct individual-level and group-level needs assessments are explored.

PHLT 356
REPRODUCTIVE HEALTH FOR THE PUBLIC HEALTH PRACTITIONER
3 credits

Course content emphasizes theories of reproductive health, sexual development and factors influencing sexual behavior within the continuum of health and illness. Common sexual practices and reproductive health issues of people are studied within the context of lifestyle and situational life crises. Concepts of normal sexual function and dysfunction are examined. Contemporary sexual health and reproductive issues, obstetrical care in the United States and abroad, gender based violence, maternal morbidity and mortality, family planning, and reproductive health policy are explored. Theoretical foundations of the medical, psychological, socio-cultural, political, and biological determinants of human sexual behavior and reproductive health are examined. Issues of biology related to sex, gender identity, social sex role, and sexual orientation are discussed. Contemporary issues of sexual risk behaviors, sexually transmitted infections and safe sex practices will be investigated in addition to those issues of chronic illness, disability, and sexual coercion.

PHLT 357
WOMEN, GENDER, AND PUBLIC HEALTH
3 credits/Elective

This course focuses on constructions of gender and sex and their implications for understanding determinants of population health and creating healthy public policy. It will consider how different frameworks of addressing gender and biological sex shape questions people ask, and the explanations and interventions they offer for societal patterns of health, disease, and well-being. The course will demonstrate ways of conceptualizing gender in relation to biology and health using case examples. In all cases, issues of gender are related to other social determinants of health, including social class, racism, and other forms of inequality. Implications of diverse approaches will be debated, as part of developing useful strategies for improving physical, mental, and social well-being.

PHLT 358
ADOLESCENT HEALTH: PUBLIC HEALTH ISSUES, PROGRAMS, AND POLICIES
3 credits/Elective

This course focuses on the major public health issues of adolescents in the United States and the programs and policies that improve the health and well-being of this population. The students examine the prevalence and etiology of health and wellness indicators for youth and explore a variety of aspects of adolescence and adolescent health. They will analyze adolescent health concerns through conceptual frameworks and recommend effective solutions through interventions.

PHLT 408
RESEARCH METHODS FOR PUBLIC HEALTH
3 credits

This course investigates research methods and multidisciplinary research applied to public health problems. An overview of quantitative, qualitative, and mixed methods designs and data analysis approaches are explored. Evaluation research and community-based participatory research designs are emphasized. Students examine how to translate study results into the design and implementation of public health problems.

PHLT 410
PUBLIC HEALTH EDUCATION CAPSTONE I
3 credits/Capstone

Part one of this two-part course allows students to begin to link public health concepts and ideas presented in the classroom to real world experiences in the public health practice setting. Emphasis is placed on needs

assessment, data collection and program planning. Students discuss actual case studies illustrating the practical challenges of data collection and program development.

PHLT 411
PUBLIC HEALTH EDUCATION CAPSTONE II
3 credits/Capstone

Part two of this two-part course allows students to continue to link public health concepts and ideas presented in the classroom to real world experiences in the public health practice setting. Emphasis is placed on program implementation and program evaluation. Students discuss actual case studies illustrating the practical challenges of program implementation and evaluation. As one of the final courses of the Bachelor of Science in Public Health program, students focus on public health workforce development, leadership, professional development, and preparation for entry into the public health education workforce.

PHLT 420
PUBLIC HEALTH LEADERSHIP AND HEALTH EDUCATION
3 credits

In this course, one of the final courses taken in the Bachelor of Science in Public Health curriculum, students explore the leadership role of public health professionals, especially leaders working in urban public health and health education. Public health leadership concepts addressed in this course include: principles of leadership and management, team building, ethics and professionalism, strategic planning, networking, budgeting and finance, and continued professional development. As part of this course, students also complete a comprehensive examination focusing on health education concepts.

PHLT 451
INTRODUCTION TO PUBLIC HEALTH POLICY
3 credits

Students explore key health policy issues in the United States' health care system and the outcomes of policies for public, private, and not-for-profit settings. They examine steps of policy analysis and apply these strategies to evaluate health issues and health care. The legislative process and the structure and financing of the health care system in the United States are investigated as are influences of politics and interest groups on health policy formulation. The effect of health policy on the health of urban communities is analyzed along with the interplay of policy on infectious diseases, bioethical issues, and globalization.

PHLT 452
URBAN MEN'S HEALTH
3 credits/Elective

This course explores the growing disparities among disenfranchised and vulnerable populations in our society. Students examine the predicament of fragile populations with a focus on the unique health status of the urban male. This course recognizes that the masculinity trait, gender roles, employment, and psychosocial factors influence the way men care for themselves and others. Students experience health promotion activities in environments demonstrating the challenges urban men face when seeking access to healthcare.

PHLT 454
PUBLIC HEALTH, AIDS, AND SOCIETY
3 credits/Elective

This course provides an in-depth study of the most critical public health issue facing society. Topics include current HIV/AIDS information and an exploration of issues including the history of HIV, transmission and risk factors for infection, local and global disparities in HIV infection, trends

in research programs, international/political implications of research and prevention efforts, and the experiences of people living with HIV/AIDS.

PHLT 489

RACE, ETHNICITY, AND PUBLIC HEALTH

3 credits

This course provides students with an understanding of racial and ethnic influences on health status and the societal factors that shape them. During the course, students examine the concepts of race and ethnicity, and distinguish between categories of biological and social constructionist perspectives. Students define and describe racial and ethnic health inequities, discuss mechanisms underlying inequities, and think critically about existing health research on health inequities. Students will explore theoretical frameworks for interpreting inequities in health and examine approaches for elimination of racial and ethnic health disparities.

NUTRITION

The Bachelor of Science in Nutrition prepares students for a wide variety of careers in areas such as health care, public health, business, food management, and research. La Salle offers students two options for the Bachelor of Science: a Didactic Program in Nutrition or a Coordinated Program in Dietetics.

The Didactic Program in Nutrition prepares students for post-baccalaureate dietetic internships and offers opportunities for focused electives or for a minor area of study to match a student's interests or career goals. Electives may also be used to take additional courses to prepare for graduate study in other health sciences, such as medicine, physician's assistant, physical therapy, and others. Graduates work to promote health and wellness within communities and have employment opportunities in public health agencies (government and private), food service facilities, and businesses.

The Coordinated Program in Dietetics prepares students to be eligible to become registered dietitians immediately after graduation by incorporating supervised practice experiences throughout their senior year in the Bachelor of Science in Nutrition Program. The dietetic internship experience contains a minimum of 1,200 hours of supervised practice in clinical and community nutrition and food service management. To obtain the Registered Dietitian credential, the student must pass a national examination administered by the Commission on Dietetic Registration of the Academy of Nutrition and Dietetics after graduation. Registered Dietitians are employed in health-care settings as medical team members and as managers of nutrition programs for hospitals and community health organizations. They are also employed by food companies, service management companies, and other businesses.

BACHELOR OF SCIENCE IN NUTRITION: DIDACTIC PROGRAM IN NUTRITION

The mission of the La Salle University Bachelor of Science in Nutrition/Didactic Program is to educate baccalaureate students in nutrition and health science, promote health and wellness, prevent nutrition-related disease, integrate research into practice, and enable graduates to assume careers as nutrition professionals or pursue careers as registered dietitians.*

* Students who wish to pursue the registered dietitian credential must complete an accredited dietetic internship program following completion of the Didactic Program in Nutrition and a baccalaureate degree. Further information on eligibility requirements for becoming a registered dietitian can be obtained at the Commission on Dietetic Registration Web site at www.cdrnet.org.

LEARNING GOALS

At the completion of the program the student will:

1. Utilize knowledge from the physical and biological sciences as a basis for understanding the role of food and nutrients in health and disease processes.
2. Provide nutrition education to individuals, groups, and communities throughout the lifespan using a variety of communication strategies.
3. Evaluate nutrition information based on scientific reasoning.
4. Utilize technical skills and knowledge of health behavior when providing nutrition recommendations to individuals across the lifespan.
5. Identify strategies for food access, procurement, preparation, and safety for individuals, families, and communities.
6. Assist food management functions in business, health-care, community, and institutional arenas.

7. Utilize professional skills and standards to provide nutrition services in multidisciplinary settings.
8. Provide culturally competent nutrition services for individuals and communities.

ACCREDITATION

La Salle University's Didactic Program in Nutrition is accredited by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 S. Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312.899.0040, x5400, <http://www.eatright.org/ACEND/>.

BACHELOR OF SCIENCE IN NUTRITION: COORDINATED PROGRAM IN DIETETICS

The Mission of the La Salle University Coordinated Program in Dietetics/Bachelor of Science in Nutrition Program is to educate baccalaureate students in nutrition and health science, promote health and wellness, prevent and treat nutrition-related disease, integrate research into practice, and enable graduates to assume careers as registered dietitians.

LEARNING GOALS

At the completion of the program the student will:

1. Utilize knowledge from the physical and biological sciences as a basis for understanding the role of food and nutrients in health and disease processes.
2. Provide nutrition counseling and education to individuals, groups, and communities throughout the lifespan using a variety of communication strategies.
3. Evaluate nutrition information based on scientific reasoning for clinical, community, and food service application.
4. Apply technical skills, knowledge of health behavior, clinical judgment, and decision-making skills when assessing and evaluating the nutritional status of individuals and communities and their response to nutrition intervention.
5. Implement strategies for food access, procurement, preparation, and safety for individuals, families, and communities.
6. Perform food management functions in business, health-care, community, and institutional arenas.
7. Practice state-of-the-art nutrition care in collaboration with other health-care providers in multidisciplinary settings within the bounds of ethical, legal, and professional practice standards.
8. Provide culturally competent nutrition services for individuals and communities.

ACCREDITATION

La Salle University's Coordinated Program in Dietetics is accredited by the Accreditation Council for Education of Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312.899.0040, x5400, <http://www.eatright.org/ACEND/>.

STUDENT NUTRITION ORGANIZATION

La Salle Explorers Advocating Nutrition (LEAN) seeks to promote awareness of good nutritional health through education and service projects for students, faculty, and staff of La Salle University and its surrounding community.

ADMISSION TO THE NUTRITION MAJOR

ADMISSION TO THE DIDACTIC PROGRAM IN NUTRITION

Application for admission for all undergraduate students is made through the Office of Admission of the Day Division of La Salle University (215.951.1500). The candidate's credentials are evaluated in the Admission Office, and all candidates must meet admission criteria established by the University. Once accepted, all students are referred to the Nutrition Programs' Director for advising.

Application for admission for post-baccalaureate non-degree students is made through the School of Nursing and Health Sciences. The candidate's credentials are evaluated by the Office of Adult Enrollment and must meet admission criteria established by the University. The candidate meets with an enrollment counselor in the Office of Adult Enrollment and is referred to the Nutrition Programs' Director for advising.

Students who seek admission to the Coordinated Program in Dietetics must first apply to the Didactic Program as described above.

ADMISSION TO THE COORDINATED PROGRAM IN DIETETICS

A. All students apply for admission to the CP program in spring semester of the junior year.

B. Admission to the Coordinated Program (CP) occurs at the conclusion of the spring semester of the junior year.

C. If students otherwise meet all entrance criteria, preferences for CP admission are as follows:

1. All full-time degree students will receive first preference if all admission criteria are met.
2. Full-time non-degree students who have received a B.S. in Nutrition from La Salle will receive second preference.
3. Full-time non-degree students who have received a B.A./B.S. from another institution will receive third preference.
4. Part-time non-degree students will receive fourth preference for any remaining enrollment slots.
5. Admission to the Coordinated Program for non-degree students is based on space available and is not guaranteed.

D. Admission to the Coordinated Program requires the following:

1. All students must have:
 - completed College Writing (I and II), statistics, computer science, public speaking, psychology, economics, and all science and nutrition prerequisites.
 - earned a cumulative GPA of at least 3.2.
 - earned a C or better in all science and nutrition courses.
 - earned a B or better in Medical Nutrition Therapy I and II, Management in Nutrition and Dietetics, and Quantity Food Production and Management. Note: For students who will complete MNT II and Quantity Food Production and Management after applying to the CP, admission to the CP is conditional on obtaining a grade of B or above in MNT II and Quantity Food Production and Management.

- successful completion of the application process.

2. Degree students can have no more than three credits outstanding in La Salle core courses to enter the CP. These credits or any other courses cannot be taken with Coordinated Program courses without prior approval from the Director.

3. Non-degree students who apply for the Coordinated Program must complete a minimum of twelve credits in the Didactic Program at La Salle University, including MNT I and II, Nutrition Education and Counseling, and Capstone in Nutrition unless they have completed an accredited DPD program in the past 3 years.

4. Students for whom English is a second language must earn a minimum score of 600 (paper-based), 250 (computer-based), or 100 (internet-based) within two years prior to application on the Test of English as a Foreign Language (TOEFL).

MINOR IN NUTRITION

A minor in nutrition is available to any undergraduate day student in the University.

■ REQUIRED FOR A MINOR IN NUTRITION:

- BIO 162 or BIO 210
- NUTR 165
- NUTR 200
- Three additional courses from the 300/400 level (These must be approved by the Nutrition Program Director.)

(Please Note: College chemistry is a prerequisite for the nutrition minor.)

MODEL ROSTER — DIDACTIC PROGRAM IN NUTRITION

Freshman Year

Fall	Spring
College Writing I (ENG 110) Religion 150 or 153	Chemistry of the Life Sciences (CHM 161)
Anatomy and Physiology I BIO 161	Anatomy and Physiology II BIO 162
Introduction to Computers Using Packages (CSC 151) or Healthcare Informatics (CSC 154)	Public Speaking (COM 150) Philosophy 151 or 152
Principles of Nutrition (NUTR 165)	Introduction to Psychology (PSY 155)

Junior Year

Fall	Spring
Management in Nutrition and Dietetics (NUTR 310)	Quantity Food Prep. / Mgmt. (NUTR 320)
Clinical Microbiology BIO 163	Medical Nutrition Therapy II (NUTR 342)
Literature (ENG 150 or LIT 150)	Intro. Macroeconomics (ECN 150)
Medical Nutrition Therapy I (NUTR 341)	History 151 or 155
Elective	Elective

Sophomore Year

Fall	Spring
Organic Chemistry for Life Sciences (CHM 262)	Biochemistry for Life Sciences (CHM 263)
College Writing II (ENG 210)	Professional Practice in Nutrition (NUTR 340)
Life Cycle Nutrition (NUTR 200)	Community Nutrition (NUTR 300)
Food Science (NUTR 230)	Statistics for Health Sciences (HSC 217)
Elective	Elective

Senior Year

Fall	Spring
Nutrition Education/Counsel (NUTR 420)	Food and Culture (NUTR 441)
Special Topics in Nutrition (NUTR 470)	Capstone in Nutrition (NUTR 440)
Religion (any 200-level)	Literature (ENG 250 or LIT 250), History (HIS 251), Fine Arts (ARTH or MUS; any 200 or 300-level), or Foreign Language
Fine Arts (ARTH 150 or MUS 15) or Foreign Language	Philosophy (any 200-level)
Elective or NUTR 460/480	Elective or NUTR 460/480

BACHELOR OF SCIENCE — DIDACTIC PROGRAM IN NUTRITION PROGRESS RECORD**I. Powers**

- A. Writing I
- **ENG 110** College Writing I
- B. Writing II
- **ENG 210** College Writing II
- C. Numbers
- **HSC 217** Statistics for Health Science Professionals
- D. Speech
- **COM 150** Presentation Skills
- E. Information Technology
- **CSC 151** Introduction to Computing Using Packages or **CSC 154** Healthcare Informatics

II. Frameworks of Scientific Understanding

- A. Natural Science
- The following courses are required:
1. **BIO 161** Anatomy & Physiology I
 2. **BIO 162** Anatomy & Physiology II
 3. **BIO 163** Clinical Microbiology
 4. **CHM 161** Chemistry of the Life Sciences
 5. **CHM 262** Organic Chemistry for Life Sciences
 6. **CHM 263** Biochemistry for Life Sciences
- B. Social Science
1. **ECN 150** Introductory Macroeconomics
 2. **PSY 155** Introduction to Psychology

III. Patterns of Meaning

- A. Religion
1. **REL 150** Exploring Christianity or **REL 153** Exploring Religion
 2. **REL** REL 200-Level
- B. Philosophy
1. **PHL 151** The Human Person or **PHL 152** Moral Choice
 2. **PHL 200** PHL 200-Level
- C. Literature
- **ENG 150** Introduction to Literature or **LIT 150** Modern European and Latin American Writers
- D. History
- **HIS 151** Global History to 1500 or **HIS 155** Themes in American History
- E. Fine Arts or Language
- **ARTH 150** Introduction to Art
 - or **MUS 150** The Art of Listening
 - or Foreign Language
- F. One additional Literature, History, Fine Arts, or Foreign Language course
- **ENG 250** Literature and Culture
 - or **LIT 250** Selected Topics in Western Literature
 - or **HIS 251** Global History from 1500 to the Present
 - or **ARTH** (any 200 or 300-level course)
 - or **MUS** (any 200 or 300-level course)

IV. Major Requirements

1. **NUTR 165** Principles of Nutrition
2. **NUTR 200** Life Cycle Nutrition
3. **NUTR 230** Food Science
4. **NUTR 300** Community Nutrition
5. **NUTR 310** Management in Nutrition and Dietetics
6. **NUTR 320** Quantity Food Preparation and Management
7. **NUTR 340** Professional Practice in Nutrition
8. **NUTR 341** Medical Nutrition Therapy I
9. **NUTR 342** Medical Nutrition Therapy II
10. **NUTR 420** Nutrition Education and Counseling
11. **NUTR 440** Capstone in Nutrition
12. **NUTR 441** Food and Culture
13. **NUTR 470** Special Topics in Nutrition

V. Electives (5 courses)

1. _____
2. _____
3. _____
4. _____
5. _____

MODEL ROSTER — COORDINATED PROGRAM IN DIETETICS**Freshman Year**

Fall

College Writing I (ENG 110)

Anatomy and Physiology I (BIO 161)

Religion 150 or 153

Introduction to Computers Using Packages (CSC 151) or Healthcare Informatics (CSC 154)

Principles of Nutrition (NUTR 165)

Spring

Chemistry of the Life Sciences (CHM 161)

Anatomy and Physiology II (BIO 162)

Philosophy 151 or 152

History 151 or 155

Public Speaking (COM 150)

Junior Year

Fall

Religion (any 200-level)

Medical Nutrition Therapy I (NUTR 341)

Management in Nutrition and Dietetics (NUTR 310)

Clinical Microbiology (BIO 163)

Fine Arts (ARTH 150 or MUS 15) or Foreign Language

Spring

Quantity Food Prep. / Mgmt. (NUTR 320)

Intro. Macroeconomics (ECN 150)

Medical Nutrition Therapy II (NUTR 342)

Literature (ENG 250 or LIT 250), History (HIS 251), Fine Arts (ARTH or MUS; any 200 or 300-level), or Foreign Language

Philosophy (any 200-level)

Sophomore Year

Fall

College Writing II (ENG 210)

Organic Chemistry for Life Sciences (CHM 262)

Life Cycle Nutrition (NUTR 200)

Food Science (NUTR 230)

Introduction to Psychology (PSY 155)

Spring

Biochemistry for Life Sciences (CHM 263)

Community Nutrition (NUTR 300)

Professional Practice in Nutrition (NUTR 340)

Literature (ENG 150 or LIT 150)

Statistics for Health Sciences (HSC 217)

Senior Year

Fall

Nutrition Education/Counsel (NUTR 420)

Practicum - Med Nutr Ther I (NUTR 401)

Practicum - Community Nutr I (NUTR 410)

Spring

Capstone in Nutrition (NUTR 440)

Practicum - Med Nutr Ther II (NUTR 402)

Practicum - Community Nutr I (NUTR 411)

Summer

Practicum - Food Service Management (NUTR 430)

BACHELOR OF SCIENCE — COORDINATED PROGRAM IN DIETETICS PROGRESS RECORD**I. Powers**

- A. Writing I
- **ENG 110** College Writing I
- B. Writing II
- **ENG 210** College Writing II
- C. Numbers
- **HSC 217** Statistics for Health Science Professionals
- D. Speech
- **COM 150** Public Speaking
- E. Information Technology
- **CSC 151** Introduction to Computing Using Packages or **CSC 154** Healthcare Informatics

II. Frameworks of Scientific Understanding

- A. Natural Science
The following courses are required:
1. **BIO 161** Anatomy & Physiology I
 2. **BIO 162** Anatomy & Physiology II
 3. **BIO 163** Clinical Microbiology
 4. **CHM 161** Chemistry of the Life Sciences
 5. **CHM 262** Organic Chemistry for Life Sciences
 6. **CHM 263** Biochemistry for Life Sciences
- B. Social Science
1. **ECN 150** Introductory Macroeconomics
 2. **PSY 155** Introduction to Psychology

III. Patterns of Meaning

- A. Religion
1. **REL 150** Exploring Christianity or **REL 153** Exploring Religion
 2. **REL** REL 200-Level
- B. Philosophy
1. **PHL 151** The Human Person or **PHL 152** Moral Choice
 2. **PHL 200** PHL 200-Level
- C. Literature
- **ENG 150** Introduction to Literature or **LIT 150** Modern European and Latin American Writers
- D. History
- **HIS 151** Global History to 1500 or **HIS 155** Themes in American History
- E. Fine Arts or Language
- **ARTH 150** Introduction to Art
 - or **MUS 150** The Art of Listening
 - or Foreign Language
- F. One additional Literature, History, Fine Arts, or Foreign Language course
- **ENG 250** Literature and Culture
 - or **LIT 250** Selected Topics in Western Literature
 - or **HIS 251** Global History from 1500 to the Present
 - or **ARTH** (any 200 or 300-level course)
 - or **MUS** (any 200 or 300-level course)

IV. Major Requirements

1. **NUTR 165** Principles of Nutrition
2. **NUTR 200** Life Cycle Nutrition
3. **NUTR 230** Food Science
4. **NUTR 300** Community Nutrition
5. **NUTR 310** Management in Nutrition and Dietetics
6. **NUTR 320** Quantity Food Production and Management
7. **NUTR 340** Introduction to Professional Practice in Nutrition
8. **NUTR 341** Medical Nutrition Therapy I
9. **NUTR 342** Medical Nutrition Therapy II
10. **NUTR 401** Practicum in Medical Nutrition Therapy I
11. **NUTR 402** Practicum in Medical Nutrition Therapy II
12. **NUTR 410** Practicum in Community Nutrition I
13. **NUTR 411** Practicum in Community Nutrition II
14. **NUTR 420** Nutrition Education and Counseling
15. **NUTR 430** Practicum in Food Service Management
16. **NUTR 440** Capstone in Nutrition

FACULTY

Jule Anne Henstenburg, M.S., R.D., LDN, FAND, Assistant Professor and Director, Nutrition Programs and Didactic Program in Nutrition
Elizabeth A. Emery, M.S., R.D., CNSD, LDN, Assistant Professor and Director, Coordinated Program in Dietetics
Susan E. Adams, M.S., R.D., LDN, Assistant Professor
Lisa M. Laura, J.D., R.D., LDN, Assistant Professor

COURSE DESCRIPTIONS

NUTR 165 (F, S, Summer)
PRINCIPLES OF NUTRITION
3 credits

Topics for this course include basic knowledge of food nutrients; functions, interactions, and balance of carbohydrates, proteins, lipids, vitamins, minerals, and water in normal human physiology; nutrient deficiency diseases; energy metabolism; nutrition and fitness. It consists of three hours of lecture and is required for all subsequent nutrition courses.

NUTR 200 (F)
LIFE CYCLE NUTRITION
3 credits

This course examines human nutritional needs and U.S. dietary guidance for health maintenance and disease prevention during infancy, early and middle childhood, adolescence, adulthood, and older adulthood as well as pregnancy and lactation. The course, which consists of three hours of lecture, includes a service learning project on the topic of hunger and food insecurity throughout the lifecycle. Prerequisites: NUTR 165 and BIO 161.

NUTR 230 (S)
FOOD SCIENCE
3 credits

This course examines human nutritional needs and U.S. dietary guidance for health maintenance and disease prevention during infancy, early and middle childhood, adolescence, adulthood, and older adulthood as well as pregnancy and lactation. The course, which consists of three hours of lecture, includes a service learning project on the topic of hunger and food insecurity throughout the lifecycle. Prerequisites: NUTR 165 and CHM 161.

NUTR 300 (S)
COMMUNITY NUTRITION
3 credits

This course looks at the role of nutrition in health promotion and disease prevention through an examination of health and nutrition policy, programs, and population data. Emphasis is placed on the information and skills necessary to solve nutrition problems in local, state, and national communities. The course consists of three hours of lecture. Prerequisites: NUTR 165 and NUTR 200.

NUTR 310 (F)
MANAGEMENT IN NUTRITION AND DIETETICS
3 credits

The course focuses on dietetic management principles including systems theory, leadership, quality management and methodology, cost-effectiveness, human resources, labor law, financial management, budgeting, and marketing. The course consists of three hours of lecture. Prerequisite: NUTR 165.

NUTR 320 (S)
QUANTITY FOOD PREPARATION AND MANAGEMENT SYSTEMS
3 credits

The course looks at management systems and procedures used in quantity food production; menu planning; recipe standardization; purchase, receipt, and storage of food and supplies; facility design, equipment, and materials; financial management; and food safety and sanitation. The course consists of three hours of lecture. Prerequisites: NUTR 165, NUTR 230, NUTR 310, BIO 163.

NUTR 340 (S)
PROFESSIONAL PRACTICE IN NUTRITION
3 credits

The course explores the various roles of nutrition professionals within the broader health-care system including inter-professional collaboration for comprehensive care. The course provides an overview of nutrition careers in clinical, community, foodservice management, and business settings and it emphasizes historical, legal, and ethical considerations for professional practice. The course consists of three hours of lecture. Prerequisites: NUTR 165, NUTR 200.

NUTR 341 (F)
MEDICAL NUTRITION THERAPY I
3 credits

The course focuses on the pathophysiology of nutrition-related disease; normal and therapeutic diets in the prevention and treatment of disease; the nutrition care process: nutrition assessment, diagnosis, intervention, monitoring, and evaluation; documentation of nutrition care; and drug-nutrient interactions. Course materials will cover disorders of the gastrointestinal, cardiovascular, endocrine, and skeletal systems as well as energy imbalance. The course consists of three hours of lecture. Prerequisites: NUTR 165, NUTR 200, NUTR 300, BIO 161, BIO 162, CHM 161, CHM 262, and CHM 263.

NUTR 342 (S)
MEDICAL NUTRITION THERAPY II
3 credits

This course is a continuation of Medical Nutrition Therapy I that focuses on the pathophysiology of nutrition-related disease; normal and therapeutic diets in the prevention and treatment of disease; the Nutrition Care Process: nutrition assessment, diagnosis, intervention, monitoring, and evaluation; documentation of nutrition care; and drug-nutrient interactions. Course materials will cover disorders of the gastrointestinal, hepatic, and renal systems; food allergy and intolerance; genetics in nutrition; enteral and parenteral nutrition support. The course consists of three hours of lecture. Prerequisites: NUTR 165, NUTR 200, NUTR 300, NUTR 341, BIO 162, BIO162, CHM 161, CHM 262, and CHM 263.

NUTR 401 (F)
PRACTICUM IN MEDICAL NUTRITION THERAPY I
6 credits

The course covers the application of nutrition knowledge and the Nutrition Care Process in the solution of problems related to disease. Students assess nutritional status (including medical record review, patient and family interviews, and input from other team members), identify nutritional needs, formulate nutrition diagnoses, and develop care plans for individuals in acute and/or long-term care environments. Under the supervision of a Registered Dietitian, students carry out basic nutrition interventions, monitoring, and evaluation. The course consists of assigned readings, discussions, problem-based learning, simulations, and practical experiences in hospitals, medical centers, and/or long-term care facilities. It consists of

two hours of lecture, 24 hours per week of practicum. Prerequisites: Formal admission to the Coordinated Program in Dietetics.

NUTR 402 (S)

PRACTICUM IN MEDICAL NUTRITION THERAPY II
6 credits

Under the supervision of a Registered Dietitian, students utilize the Nutrition Care Process in the nutritional care of assigned patients in acute, ambulatory, and/or long-term care settings. Emphasis is placed on the development of professional, educational, and counseling skills culminating in students ability to assume major nutritional care responsibilities for adults and children with medical needs (gastrointestinal, renal, musculoskeletal, cardiac, endocrine, surgical, and metabolic), obesity, eating disorders, and feeding dysfunction. The course consists of assigned readings, discussions, problem-based learning, simulations, and practical experiences in hospitals, medical centers, and/or long-term care facilities. It consists of two hours of lecture, 24 hours of practicum. Prerequisites: Formal admission to the Coordinated Program in Dietetics; NUTR 401 with a grade of B or above.

NUTR 410 (F)

PRACTICUM IN COMMUNITY NUTRITION I
6 credits

This course provides students with academic and experiential applications of nutritional principles to populations and communities, with an emphasis on health promotion and disease prevention. Students utilize assessment skills to determine health and nutritional needs of individuals and groups in community settings. Under the supervision of a Registered Dietitian, students participate in nutrition counseling sessions and educational programs in their field placements with local community nutrition organizations. Coursework includes lecture, group discussion, journaling, assigned readings, research papers, project work, and practical field experiences. The course consists of two hours of lecture, eight hours of practicum. Prerequisites: Formal admission to the Coordinated Program in Dietetics.

NUTR 411 (S)

PRACTICUM IN COMMUNITY NUTRITION II
6 credits

This course provides students with academic and experiential applications of nutritional principles to populations and communities, with an emphasis on health promotion and disease prevention. Students will assessment skills to determine health and nutritional needs of individuals and groups in community settings. Under the supervision of a Registered Dietitian, students participate in nutrition counseling and educational programs in their field placements with local community nutrition organizations. Practicum coursework includes lecture, group discussion, journaling, assigned readings, research papers, project work, and practical field experiences. The course consists of two hours of lecture, eight hours of practicum. Prerequisite: Admission to the Coordinated Program; NUTR 410 with a grade of B or above.

NUTR 420 (F)

NUTRITION EDUCATION AND COUNSELING
3 credits

This course focuses on communication strategies for effective health behavior change. Topics include food behavior, verbal and non-verbal communication, interviewing skills, cultural competency, literacy, counseling theories and the counseling process, learning theories and educational principles, and educational methods and tools. Three hours of lecture. Prerequisites: NUTR 165 and NUTR 200.

NUTR 430 (Summer)

PRACTICUM IN FOOD SERVICE MANAGEMENT
6 credits

This course provides practical experience in quantity food planning, preparation, and management in hospitals, nursing homes, school food service, and commercial cafeterias. Students will participate in the daily operations and management functions of food service systems, including sanitation, food safety, equipment selection and operation, food purchasing, receiving and storage, personnel and fiscal management, and quality control. The course will consist of assigned readings and discussions with an average of 2–4 hours per week of classroom experiences and 32 hours per week of practicum for 10 weeks. Prerequisite: Admission to the Coordinated Program.

NUTR 440 (S)

CAPSTONE IN NUTRITION
3 credits

This course emphasizes the integration of nutrition knowledge and the interpretation and application of nutrition-oriented research including evidence-based practice. Students write a scientific review paper and present a seminar utilizing peer-reviewed scientific journals. Three hours of lecture. Prerequisites: NUTR 165, NUTR 200, NUTR 300, and HSC 217.

NUTR 441 (S)

FOOD AND CULTURE
3 credits

This course examines the cultural/culinary traditions that shape an individual's eating habits, including exploration of the activities by which people produce, prepare, present, and consume food. The cultural aspects of food including religion, health beliefs, and historical/traditional factors within regional and ethnic groups common in the United States are identified. Three hours of lecture. Prerequisites: NUTR 165 and NUTR 200; Recommended prerequisite: NUTR 230.

NUTR 460 (S)

NUTRITION EXTERNSHIP
3 credits/Elective only

Students conduct field work under the supervision of a nutrition professional and faculty member. Permission of the Director is required. Hours to be arranged with five hours of minimum field work per week required. Prerequisites: NUTR 165, NUTR 200, NUTR 300, and NUTR 420.

NUTR 470 (F)

SPECIAL TOPICS IN NUTRITION
3 credits

The course provides an in-depth examination of a current topic in the field of nutrition. Three hours of lecture. Prerequisites: NUTR 165 and NUTR 200.

NUTR 480-481 (F, S)

NUTRITION RESEARCH
3 credits/Elective

The student conducts research under supervision of a faculty member. Permission of the Director required. Hours to be arranged. Prerequisites: NUTR 165, NUTR 200, NUTR 300, and HSC 217.

**EVENING AND WEEKEND
PROGRAMS**

As one of the first universities in Pennsylvania to offer bachelor's degrees that could be completed entirely in the evening, La Salle University has long been recognized for its dedication to the adult learner. Over the years, as more adults have chosen part-time college programs in order to meet work and family obligations during the day, La Salle has responded with more flexible programs and schedules. Courses are offered in the evening at La Salle's main campus. Day classes are offered at the Bucks County Center in Newtown, Pa. Online courses have also been introduced to the schedule. Part-time baccalaureate students at La Salle receive the same quality instructors and support services that full-time students receive—the same quality education that has ranked the University near the top of nearly every national survey.

LA SALLE/OFF-CAMPUS SITES

La Salle University seeks to meet the educational needs of students whose work and/or family obligations make full-time day attendance impossible. In keeping with this intention, the University has established two off-campus centers: the Bucks County Center in Newtown, Pa., and the Montgomery County Center in Plymouth Meeting, Pa. To further accommodate students' busy schedules, classes are available Monday through Thursday evenings and on Saturday at both centers. The courses are the same as those offered on Main Campus, and the faculty who teach at the off-campus centers are drawn from the University's day and evening faculty. In every way, it is a La Salle education, but brought closer to where students live and work.

Both the Bucks County Center and the Montgomery County Center are staffed by a La Salle University staff member, and there is an administrative office where advisement and essential student services are available. Registration, textbook sales, library searches, and academic advising are provided at these offices. The off-campus locations, however, are not intended as a branch campus of La Salle, and, therefore, do not supply the full range of academic support services available at main campus. Students enrolled in courses at the Bucks County Center and the Montgomery County Center have the same rights to facilities on main campus as do all other students, and their participation in the academic life and student activities on main campus is encouraged.

Located at Silver Lake Executive Campus, 33 University Drive in Newtown, Pa., approximately one mile from the Newtown-Yardley exit of Interstate 95, the Bucks County Center includes traditional classrooms, seminar rooms, a psychological assessment lab, nursing labs, computer classrooms and labs, executive training and professional development facilities, a student lounge, and a resource center that houses library materials and computer work stations. This state-of-the-art facility offers an undergraduate degree-completion program in Organizational Leadership during the day. The R.N.-BSN and graduate programs are available at the Bucks County Center during the evening. The Achieve Program, our undergraduate part-time evening and weekend nursing program that leads to a BSN, is offered at the Bucks County Center.

The Montgomery County Center is located at Metroplex Corporate Center on Chemical Road in Plymouth Meeting, Pa, approximately one-half mile from the Germantown Pike East/Plymouth Meeting Exit 19 of Interstate 476. The facility includes traditional classrooms, seminar rooms, computer classrooms and labs, executive training and professional development facilities, a student lounge, and a resource center that houses library materials and computer work stations. Graduate programs along with certificate programs are offered at the Montgomery County Center.

The degree-completion programs provide transfer options for students at local community colleges who want to go on to earn a bachelor's degree at La Salle.

FLEXIBILITY

Increasingly, adults are beginning, resuming, and/or completing their degree programs part time at night or online in order to meet work and family obligations during the day. Alternatively, some students work at night and take courses during the day. As new professional opportunities arise and personal goals change, more adults are enrolling in educational programs to broaden their education and to facilitate career advancement or career change.

La Salle University's part-time evening and weekend programs exist to provide learning opportunities and educational support for those adults seeking credit courses for a degree, professional growth or credentials, or educational enrichment. Major programs are designed to provide students with the opportunity to gain mastery of the information, skills, techniques, and technologies of their field. The hallmark of La Salle University has been its rapid response to the academic needs of emerging populations with newly designed programs of collegiate study.

La Salle University is committed to the principle that the desire to learn and the need to learn is a lifelong process. Consequently, learning experiences are structured to provide increased competency and personal fulfillment.

La Salle University is proud not only of the education it delivers but also of the way in which it is delivered. Students receive quality instruction and are introduced to many faculty members who have made significant contributions in research and in their respective professions.

Individual attention is enhanced by the smaller-than-average class size. At La Salle, no one is lost in the crowd. The style, size, and scale of classes are geared to enhance the education of the individual student. Advisement opportunities also reinforce this concept. Advisers are available in the various special programs, in the departmental majors, and in other areas of student services. Both faculty and administrators are committed to providing students with an environment in which teaching and learning can take place. La Salle University remains an environment of support and challenge to those individuals seeking to further their personal, academic, and career goals.

SUMMER SESSIONS

A variety of courses are offered in both day and evening sessions during the summer. Online courses also have been added to the summer sessions. Students may use these courses to enrich their academic programs, to lighten their regular schedules, to make up failures, or, in some instances, to accelerate progress toward a degree.

Properly qualified applicants from other accredited institutions also are admitted to the summer sessions.

For more information, call 215.951.1234.

ADMISSION

To qualify for admission, candidates must meet the following general procedural requirements and have earned a diploma from an accredited high school or have been granted a general equivalency diploma (GED) from a state department of education.

Qualified applicants desiring to pursue their education at La Salle are welcome in evening and part-time programs. Admission decisions are based on past scholastic record, present scholarship, aptitude, experience, potential, and recommendations.

All applicants, except those who already hold a bachelor's degree from an accredited college or university, may be given verbal and mathematical placement examinations. The results of these examinations enable the Admission Committee to evaluate an applicant's verbal and mathematical aptitudes.

Students can apply for admission beginning in the fall, spring, or summer semester. Once admitted, students are classified according to the program of study for which they have applied (i.e., as a candidate for the Associate of Arts, Bachelor of Arts, or Bachelor of Science). An applicant may also be admitted as a special or non-matriculated student to take courses without reference to degree requirements.

La Salle does reserve the right to refuse admission or require the withdrawal of any student whose presence would be in conflict with the ideals of the University or with the observance of its regulations.

APPLYING FOR ADMISSION

1. Secure an Application for Admission form, complete it, and return it with an application fee of \$35 to the Office of Adult Enrollment, La Salle University, 1900 West Olney Ave. Philadelphia, PA 19141. A prospective student can also apply online by using the CPCS Web site, www.lasalle.edu/schools/cpcs, and clicking on "Apply Now."
2. Request that the high school from which you graduated and any colleges or universities that you attended send an official transcript of your record to the Office of Adult Enrollment. A photocopy of a state equivalency diploma (GED) may be submitted in lieu of a high school record.
3. You will receive final notification of the status of your application. If you applied for admission with advanced standing (based on official transcripts submitted from other colleges or universities), you also will be notified of the extent of advanced standing credit granted (i.e., accepted as transfer credits by La Salle).

TRANSFER CREDITS

An applicant who has attended another college or university accredited by one of the regional accrediting associations may be admitted to La Salle with advanced standing credit if the following conditions are met:

The courses must be approved for transfer by the Office of Adult Enrollment in consultation with the Deans of the University.

Credit will be considered for courses completed at the institution from which the applicant is transferring, if they have a quality point value equivalent to or above the La Salle "C" grade (2.0). The grades are not posted on your transcript nor computed in your academic index. Courses accepted for transfer are listed by name and number of credit hours earned. Students interested in transferring should have a minimum GPA of 2.25 with a GPA of 2.5 preferred. Certain programs may require other requirements.

A total of 70 credits is the maximum number that can be transferred to La Salle from other institutions.

At least half of the courses required by the major department (i.e., major requirements) must be completed at La Salle.

La Salle reserves the right to refuse advanced standing credit for whatever reasons deemed proper.

Junior- and senior-level business core courses will require validation (through exam or completion of specified upper-division course with a minimum "C" grade) in order to transfer.

STUDENT SERVICES

La Salle University is committed to providing a rich educational experience for all students by offering the opportunity to develop intellectually, professionally, socially, and spiritually.

IDENTIFICATION CARD

Each new student is issued an identification card, which is required for the use of the Connelly Library, Hayman Center (the physical recreation center), and the Independence Blue Cross Fitness Center. Photo identification cards are available at the University ID and Gold Card Account Office located in the lower level of the La Salle Union (adjacent to the Commuter Lounge and Food Services Office).

The La Salle University ID card serves as a means of access to a special Gold Card account. After depositing money in the account, students can use their ID to make purchases in the Campus Store, the Union Market convenience store, all food service areas, vending, etc.

For more information, contact the Gold Card Office at 215.951.1578.

RELIGIOUS ACTIVITIES

The Chapel of La Salle University provides a convenient center both for personal meditation and for group worship. Its facilities are available to the student body at all times. In addition, graduation ceremonies open with the Baccalaureate Mass, to which graduating seniors, their families, and friends are invited.

Upon request and by appointment, a campus minister will meet with a student.

STUDENT ORGANIZATIONS AND ACTIVITIES

ALPHA SIGMA LAMBDA

Alpha Sigma Lambda, the premier national honor society for adult students, was inaugurated at La Salle in December 1966. The La Salle University Alpha Delta chapter is open by invitation to men and women who have been enrolled in a college or university for an average of four semesters, completed a minimum of 30 semester credits at La Salle, and have a minimum academic index of 3.4. The Alpha Delta chapter seeks to promote and recognize the efforts and accomplishments of adult scholars through a formal induction and reception, which is usually held once each academic year.

ALPHA EPSILON SOCIETY

The Alpha Epsilon alumni honor society was instituted at La Salle University in 1936 to recognize "high scholarship in the pursuit of a Christian and liberal education together with the exceptional but unrewarded participation in the extracurricular life of the University." Members are selected each year from the upper fifth of the senior class, which includes evening and weekend students.

The Society also inducts, from time to time, members of the faculty and alumni who have demonstrated loyalty and service to the University.

SIGMA THETA TAU

Sigma Theta Tau, an international honor society for nursing, was initiated at La Salle in 1988. It is open to students who have demonstrated superior achievement and scholarship in nursing. Inductions occur in the spring semester of each academic year.

AWARDS AND HONORS

DR. JOSEPH J. SPRISLER AWARD

This award honors an evening and weekend student who has exemplified outstanding participation and leadership abilities in extracurricular activities and contributed unselfishly to the enrichment of student life in La Salle University's undergraduate evening degree programs.

HUGH CARROLL AWARD

Established in 1972 to commemorate the 25th anniversary of the University's undergraduate evening degree programs, the Hugh Carroll Award is presented to an evening and weekend student who has contributed the most to the advancement of the University's evening undergraduate programs. This award may be in recognition of work performed in a single year or over a period of years.

VICTOR D. BROOKS AWARD

This award honors the evening and weekend students possessing the highest cumulative index. To qualify for the Victor Brooks award, at least half of the student's credits must be earned at La Salle University.

SCHOOL OF NURSING AND HEALTH SCIENCES AWARDS

The School of Nursing and Health Sciences honors nursing students with the R.N.-BSN award for achievement and the Center for Nursing Excellence for Leadership.

PUBLICATIONS

THE EXPLORER

The Explorer is the yearbook published for the members of each graduating class. The book serves as a record of college life and activities.

INTRAMURAL ATHLETICS AND RECREATIONAL FACILITIES

The intramural sports program at La Salle offers a wide variety of athletic activities, and students are welcome to participate when their schedules permit. Recreational facilities at Hayman Center include the gym, pool, and exercise areas, as well as locker rooms. In addition, South Campus houses the Independence Blue Cross Fitness Center. Outdoor tennis courts and an all-weather outdoor track are also available for use by students. Day and evening hours are available. Further information and schedules of hours and activities are available from the athletic office at the Hayman Center.

FOOD SERVICES

The University has contracted ARAMARK Dining Services to manage all the dining facilities at the University. Food services are available all evenings and weekends, when classes are held, in the Union Food Court. The Union Market, a convenience store adjacent to the Union Food Court, offers everything from frozen food to fresh fruits and vegetables, along with soft drinks, snacks, and gourmet coffee.

THE CAMPUS STORE

The University has contracted Barnes and Noble to manage the Campus Store, located in Wister Hall. It offers general school supplies, stationery, trade books, textbooks, and some personal care items.

Hours of operation for the fall and spring semesters are Monday through Thursday, 8:30 a.m. to 7 p.m., Friday, 8:30 a.m. to 3:30 p.m., and Saturday 10 a.m. to 3 p.m. Hours during semester breaks can vary. Summer hours are Monday through Thursday 8:30 a.m. to 5:00 p.m. and Friday 8:30 to 3:30 p.m. Extended hours are posted for semester openings.

The selling and distribution of books at the off-campus centers are arranged and coordinated through the main Campus Store.

THE ALUMNI ASSOCIATION

The Alumni Association seeks to promote the welfare of La Salle University and to encourage good fellowship among alumni. To achieve these ends, the Association works principally through the University Alumni Office and class organization.

The Alumni Association is controlled and directed by the alumni in cooperation with the University administration. The governing board is called the Alumni Board of Directors. It consists of representatives from each graduating class and a Director of the Association appointed by the University.

Alumni are encouraged to take an active part in promoting the attendance of worthy and talented students, to take an intelligent interest in the academic affairs of the University, to support the University financially to the best of their ability, and to foster the growth of the University. Alumni are also encouraged to assist The Career Services Office by calling to its attention job opportunities for La Salle students.

EXPENSES

All fees listed in this catalogue reflect fees at the date of publication. However, in view of rising costs, La Salle University must reserve the right to amend or add to these charges at any time and to make such changes applicable to both new and current students.

APPLICATION FEE

A non-refundable application fee of \$35 is due with the application for admission. This fee can be waived if applying online.

TUITION

The tuition charge is based on the number of credit hours taken in any semester and is calculated at \$540 per credit hour. Students enrolled in Post-Baccalaureate programs: Nutrition, Pre-Med Certificate, Pre-Speech-Language Pathology are charged \$655 per credit hour. The charge for students in the ACHIEVE nursing program is \$575 per credit hour. Clinical nursing courses are assessed a \$100 exam fee. A complete listing of tuition charges and fees can be found at www.lasalle.edu/financeadmin/bursar. Payment in full at the time of registration or formal arrangements for the automatic payment plan is required to complete registration. The automatic payment plan is a monthly payment plan. Please visit <http://my.lasalle.edu> to enroll. Evening students registering for more than 11 credits in the day school will be charged the full-time day division tuition rate and activities fee.

GENERAL UNIVERSITY FEE

A General University Fee of \$100 is charged per semester regardless of the number of credit hours taken during the semester. This fee helps support all of the support services provided to the student, such as registration, billing, academic support, and Commencement.

TECHNOLOGY FEE

A technology fee of \$50 is charged per semester for part-time students. A technology fee of \$100 is charged per semester for full-time students.

LATE FEES

A 1 percent monthly late fee will be assessed for all students who have not made payment in full or who have not made acceptable payment arrangements by the official first day of the semester. This fee will be calculated and assessed on the 30th day of the semester and again every 30 days thereafter. If you are unable to make payment in full, you are encouraged to sign up for the automatic payment plan or refer to the Financial Aid section of the University Web site for directions on how to apply for financial aid.

PARKING FEE

Main Campus parking for evening and part-time students is \$45 per semester and \$10 for the summer or \$990 per year. Parking is free in the G Lot - Shoppes at La Salle at Chew and Wister streets near the Main Campus and at the Bucks County and Montgomery County centers.

OTHER FEES:

Excelsior Examination fees vary according to the examination scheduled. Students should consult the Excelsior website at www.excelsior.edu/exams. Excelsior exams are available to students with less than 90 credits on their La Salle record.

CLEP Examinations carry a \$80 testing fee and a \$15 administrative fee per exam. Credit awarded through CLEP carries a \$25-per-credit posting fee to be paid at the time the credit is assigned.

A special examination fee of \$5 is charged when a student takes any make-up examination (with instructor's approval). A \$10 fee is charged for special make-up final examinations.

The Office of the University Registrar charges a \$5 transcript fee for an official transcript. No transcripts may be issued until all financial obligations to the University have been settled satisfactorily.

A candidate will not be recommended for a degree, diploma, or certificate until all financial obligations have been paid.

PAYMENT OF TUITION

Fall semester electronic bills (eBills) will be available for viewing and payment in early July, and spring semester eBills will be available in early December. Payments are due as follows:

Fall semester: First Wednesday in August

Spring semester: First Friday in January

Credit card (American Express, Discover, MasterCard, and VISA) and eCheck (ACH) payments can be made at <http://my.lasalle.edu>. Credit card payments are subject to a 2.75 percent convenience fee; however, eCheck payments are not subject to a convenience fee. An ACH payment is an electronic debit of a checking or savings account. You must have your account number and routing number available to make an ACH payment. If you choose to pay via wire transfer, instructions are available on the secure portal. You must include your student ID number.

If you choose to mail your payment, make your check or money order payable to La Salle University and forward it to La Salle University, P.O. Box 536386, Pittsburgh PA 15253-5905.

Write your student ID number on the face of the check/money order to ensure accurate and timely processing. A \$35 fee will be assessed for all returned checks. If the University receives a total of two returned checks, all future payments must be made via cash, certified check, or money order. **DO NOT SEND CASH THROUGH THE MAIL.**

There is a payment drop box outside of the Office of Student and Accounts Receivable, located on the first floor of the Lawrence Center. **DO NOT PUT CASH IN THE DROP BOX.**

If full payment cannot be made, the Actively Managed Payment Plan (AMPP) is available for the fall, spring, and summer semesters; and an annual plan is available for fall and spring only. All financial obligations must be satisfied before a student's enrollment is finalized.

ACTIVELY MANAGED PAYMENT PLAN

The Actively Managed Payment Plan (AMPP), administered by Nelnet Business Solutions, is an interest-free option that allows you to pay your education expenses over monthly installments during the school year. The annual (fall and spring, only) and fall semester plans begin July 5. The spring semester plan begins December 5. The summer semester plan begins April 9. The annual plan enrollment fee is \$55. The enrollment fee for each semester plan is \$35.

FINANCIAL OBLIGATIONS

At the time of registration, the student contracts for the full amount of the tuition and related fees, regardless of the arrangement for payment. A student who is financially delinquent or who has a record of indebtedness cannot attend class, register for subsequent semesters, or receive grade reports, transcripts, or a diploma until such indebtedness is paid.

TUITION REDUCTION FOR CATHOLIC SCHOOL TEACHERS

Students employed as full-time teachers in Catholic schools within the dioceses of Philadelphia, Allentown, Trenton, Camden, and Wilmington may receive a 30 percent tuition reduction for courses taken in all programs, except for Graduate Religion and Psy.D. To apply for this tuition reduction, the student is required to present a letter to the Office of Financial AID from his or her principal, verifying full-time employment for each semester the tuition reduction is granted. The student must apply each semester.

REFUND OF TUITION

The following refund policies apply to all students.

Under certain circumstances, students who drop during the first week of the semester, or withdraw during the second through fourth weeks of the semester, may receive a partial refund of tuition. There are no exceptions to the following terms and conditions

Fall, Spring, and Full-term Summer Semesters

Before and during first week*:	100%
During second week:	60%
During third week:	40%
During fourth week:	20%
After fourth week:	No refund

Accelerated and Five-and a-Half-week Summer Semesters

Before and during the first day of class:	100%
After the first day, during the first week of class:	60%
After the first week of class:	No refund

Intersession Semester

Before and during the first day of class**:	100%
After the first day of class :	No refund

*The first week is defined to be the first day that classes begin for the semester and the following six days, regardless of whether the student attends the first class meeting.

**The first day is defined to be the first day that class meets.

For the purpose of refund, the student shall be considered to be in continuous attendance up to and including the date of submission of proper notice of withdrawal. The notice of withdrawal must be addressed to the Dean's Office of the student's respective college or school. Ceasing to attend or giving notice to an instructor does not constitute proper notice. The allowed percentage of refund shall be based upon the official withdrawal date, which shall be determined by the date the notice of withdrawal is received by the Director or the postmark, if mailed.

For the purpose of refund computation, a week shall be defined as the period of seven successive days beginning with the official University opening of classes and not the first day in actual attendance by a particular student. Withdrawal forms are available in the College of Professional and Continuing Studies Office, at the Bucks County Center, and at the Montgomery County Center.

La Salle University endeavors to treat all students fairly and consistently through its published tuition refund policy. However, it recognizes that in rare instances individual circumstances may warrant exceptions from this published policy and an appeal may be filed with the Tuition Refund Appeals Committee. To prepare an application for submission to the committee, an undergraduate student who wishes to file an appeal should contact the Assistant Dean of his or her school/college; a graduate student should contact his or her Program Director. The deadline for submitting an appeal for the fall term is 30 calendar days after the first day of the following spring term; the deadline for appeals for the spring or summer term(s) is 30 calendar days after the first day of the following fall term.

FINANCIAL AID

Federal and state financial aid programs and information are listed in the day section of this catalog.

COMMON SCHOLARSHIP

Students may complete a Common Scholarship application in order to qualify for multiple private scholarship opportunities, such as the Brother Ellis Scholarship, that are administered by the Office of Financial Aid, each academic year. The minimum grade point average for scholarship consideration is 2.5, with some scholarships requiring a 3.0 or higher.

CHARLOTTE W. NEWCOMBE FOUNDATION

Scholarships are offered to women at least 25 years of age who are part-time or full-time students and who will be enrolled at La Salle for a minimum of six credits during the term when the scholarship will be used. The student must demonstrate a financial need, have a minimum cumulative grade point index of 2.5, and have completed a minimum of 60 credits by the term during which the scholarship will be used and of which six credits must have been earned at La Salle University. Applications are available in the forms section of the Student Financial Services Web site and must be submitted by Aug. 1 for fall and spring semesters.

MODERN HANDLING EQUIPMENT COMPANY SCHOLARSHIP PROGRAM

Through the generous auspices of the Modern Handling Equipment Company, evening students pursuing an undergraduate degree in our School of Business are eligible for this scholarship for the fall and spring semesters. Students must be enrolled for a minimum of six credits during the term when the scholarship will be used. Information on eligibility and scholarship applications are available in the Office of Student Financial Services or in the forms section of the Student Financial Services Web site and must be submitted by Aug. 1 for both the fall and spring semesters.

ACADEMIC PROGRESS

Academic progress information for full-time students is listed in the day section of this catalog.

Part-time students are making adequate progress toward the degree if they have:

- 1) Completed three-fourths of the total credits attempted, when the combined credits attempted in semesters for which funds were received total 12 or more semester hours in new coursework at satisfactory levels as indicated:
 - a) Completed Freshman Status (0-23 credits)
1.50 cumulative academic index
 - b) Completed Sophomore Status (24-53 credits)
1.75 cumulative academic index
 - c) Completed Junior Status (54-83 credits)
2.00 cumulative academic index
 - d) Completed Senior Status (84+ credits)
2.00 cumulative academic index
- 2) Completed graduation requirements within a maximum of 13 years of part-time studies. Note that guidelines for academic progress for financial aid are defined in the Student Financial Services section titled "Satisfactory Standards of Academic Progress for All Financial Aid" at the front of this catalog.

ACADEMIC CENSURE

ACADEMIC CENSURE

Academic censure is intended to be a service to the student who is in academic difficulty. It serves to alert some students to the severity of their academic problem and to encourage them to seek the help and counsel they need. For others, it is the imposition of a time period away from academic endeavors to permit adjustment of priorities.

Academic censure may assume one of two forms, probation or suspension, depending on the student's academic standing. During the evaluation of student records at the end of each semester, a student will normally be subject to the form of academic censure indicated, if the cumulative grade point average (GPA) falls below the level outlined.

For purposes of censure, the sum of the number of credits transferred from another institution and the number of credits attempted at La Salle are used to determine the student's year.

PROBATION

A student is placed on probation when he/she has attained a cumulative grade point average of (a) less than 1.75 after any term in the freshman year, (b) less than 1.9 after any term in the sophomore, or (c) less than 2.0 after any term in the junior or senior year.

During the probation period, the student must consult with his/her academic adviser concerning remedial measures he/she can pursue to improve his/her academic performance. He/she must also limit his/her course load to two courses (six credits).

SUSPENSION

A student is liable for suspension when he/she has attained a cumulative GPA for two or more successive semesters of (a) less than 1.75 during their freshman year (zero-23 credits), (b) less than 1.9 during the sophomore year (24-53 credits), or (c) less than 2.0 during the junior (54-83 credits) or senior (84-plus credits) year. At the discretion of the Dean, a student may be permitted to pursue an additional semester on probation with the two-course-per-semester limitation or encouraged to pursue academic programs elsewhere. After one year of suspension, a student can apply to be reinstated to the college. The decision to readmit the student can involve an evaluation of approved coursework taken elsewhere to determine the student's readiness to resume coursework at La Salle.

The Renewal Policy can assist students who need to raise their GPAs after their return to La Salle.

DEANS' HONOR LIST

The Dean's Honor List is published at the end of each fall and spring semester. Students enrolled in degree programs who complete at least three credits of La Salle University course work and earn a semester grade point average of 3.5 and above are placed on the Dean's Honor List. An academic convocation is held in the fall semester.

ACADEMIC ADVISEMENT

Academic advisers are available to consult with and to assist students in planning and pursuing their educational goals at the University. In addition, the Department Chairs and Program Directors serve as academic advisers for their particular subject areas, and they provide supplementary

counseling in choosing a major program, in meeting major requirements, and in developing new areas of interest. Students in the School of Nursing and Health Sciences are advised directly by the School of Nursing and Health Sciences academic adviser. The School of Nursing and Health Sciences publishes specific information about policies and program goals in the R.N.-BSN Student Handbook. These are available from the School of Nursing and Health Sciences student adviser.

REGISTRATION

During announced registration periods published on the academic calendar, students are required to meet with their department chair or academic advisor to create a roster of courses for the upcoming semester. The student may register for courses via the mylasalle portal or in person during the times specified by the Office of the University Registrar. The Office of Student Accounts Receivable will bill the student following each registration cycle.

- Fall, Spring, and Full-term Summer semesters, students may register through the first week.
- Accelerated, Five and a Half Week Summer and Intersession semesters, students may register through the first day of class.

A student, who chooses to drop a course during the registration period, will not have the course recorded on their academic transcript. After the registration period is over, students may withdraw from a course on or before the withdrawal deadline. Refer to the section entitled "Course Withdrawal."

ROSTER PLAN

In the fall and spring semesters, three-credit-hour courses usually meet once a week for a 160-minute period, which includes a 10-minute break. Four-credit courses usually meet twice a week for 125-minute periods. Courses with laboratories require additional time. Courses offered under the Accelerated Scheduling format meet for a total of seven weeks, on one night per week or on three alternate Saturdays. Exact meeting times are posted in the Course Roster for each semester. The general pattern of class periods is as follows:

MAIN CAMPUS

Monday through Thursday
6:15-8:55 P.M.

Saturday
9 A.M.-noon

LA SALLE/BUCKS COUNTY/MONTGOMERY COUNTY

Monday through Thursday

Courses offered in the accelerated programs follow various day and hour formats.

ROSTER REQUIREMENTS

Evening and weekend students who maintain a satisfactory scholarship index are permitted to schedule a maximum of 12 credit hours in any semester. Most students, however, roster six credit hours each semester,

and a number of students choose to take three credit hours. The number of courses that a student is permitted to take is dependent upon the student's ability, past academic record, program of study, and time available for study.

ATTENDANCE POLICY

Students are expected to attend classes regularly. If students must be absent because of conditions beyond their control (e.g., illness or serious personal or family situations), they should explain the problem to their instructor. If an absence extends over a protracted period of time, the Office of the Dean of the individual student's school should be notified. Attendance is taken from the first regular class day regardless of the time of registration.

CHANGE IN COURSE

The student is responsible for following the sequence of courses for the curriculum in one's major field of study. If changes are desired, approval must be obtained in writing from the Department Chair and the Dean. Students should contact their advisor for approvals.

CHANGE IN MAJOR

Evening and weekend students who wish to change their major curriculum must file a written request for a Change of Major in the CPCS Office. Nursing students should contact their adviser in the School of Nursing and Health Sciences.

CHANGE IN DIVISION

Students who have earned fewer than 90 credits and are in good academic standing may change from undergraduate day to undergraduate evening status, and vice versa. Students who have more than 90 credits are not permitted to transfer divisions.

The conditions for transfer differ, depending on the originating program:

- A student who wishes to transfer from the undergraduate evening to an undergraduate day program should have earned at least 15 credits at La Salle. In addition, the student must have a minimum GPA of 2.5 (if 15-30 credits have been earned) or 2.25 (if more than 30 credits have been earned).
- A student who wishes to transfer from undergraduate day to undergraduate evening must be transferring to a degree program offered in the evening.

Students wishing to change their division status should see the Assistant Dean of their respective school or their adviser.

CHANGE IN DIVISION POLICY FOR INACTIVE STUDENTS

La Salle undergraduate day students with 90 or more credits who have been inactive for four or more years are permitted to return to the University as an evening student to complete requirements for their degree. A student will be able to complete the degree in the undergraduate evening program, providing the major is an active evening major at the time the student is reactivated. If the student's major from his/her prior experience at La Salle is not an active major offered in the evening program, the student

will need to switch majors to an active evening major. If the student does not wish to switch majors, he/she must remain a day student to complete degree requirements.

The University reserves the right to require students to repeat coursework where content has become outdated due to the amount of elapsed time between taking the course and seeking credit for a degree.

WITHDRAWAL

It is the student's responsibility to notify the University in the event that he or she needs to withdraw from a course(s)

Students may withdraw from a course(s) prior to its completion under the following conditions:

1. Students must have approval from their Dean's Office. Students must file a Course Withdrawal form with their Dean's Office by the "Last day for withdrawal from classes," published in the Academic Calendar, located in the current edition of this catalog, and located on the University's Web site, www.lasalle.edu. Please be advised that the date of filing the withdrawal notice is considered as the date of withdrawal from the class(es).
2. Students should consult with their financial aid counselor and/or veteran's benefits coordinator to understand how this change in their enrollment status may affect their aid. Additionally, international students should contact one of the international education associates at the Multicultural and International Center.

Ceasing to attend a class does not constitute a withdrawal; students must officially withdraw by filling out the Course Withdrawal form in their Dean's Office. Ceasing to attend without officially withdrawing will result in the student receiving a grade for the course, possibly a failing grade. A "W" designation will only be assigned upon official withdrawal from a course.

La Salle University does not grant students a leave of absence. Students who wish to leave the University temporarily during a semester must file a request for withdrawal through their Dean as indicated in the section above.

EXAMINATIONS

Examinations are given at any time during the course at the instructor's discretion, at mid-semester, and at the conclusion of the semester.

Final examinations are conducted at the times published in the examination schedule issued each semester.

Nursing students must make special arrangements for examinations with their Nursing course instructors.

RENEWAL POLICY FOR RETURNING STUDENTS

La Salle University evening and weekend students who have not enrolled in credit courses at any college or university for a period of five years, who return to an evening and weekend undergraduate degree program, and who have successfully completed 12 consecutive credit hours with a grade of "C" or better in each course may request a "transcript renewal" in writing from the Dean. Should the request be granted, the student will have the

option of having all “Fs” renewed or all “Fs” and all “Ds” renewed. Grades of renewed courses will remain and be noted on the transcript and cumulative grade point average will be adjusted accordingly. This request may be made only once by a given student.

CREDIT FOR COURSES TAKEN AT OTHER INSTITUTIONS

Regularly enrolled La Salle students who are in good standing may be approved to take courses at other institutions, subject to college, department, or school restrictions.

Please note:

- Prior to having 60 credits on one's La Salle transcript, students are permitted to take courses at a two- or four-year school that bring their credit total to 60 credits.
- After attaining 60 credits on their La Salle transcript, students are permitted to take a maximum of 12 transfer credits, but only at a four-year school.
- Major courses may not be taken at other institutions.
- Credit is transferred only for grades of “C” (2.0) or better; however, the letter grade is not included in the computation of a student's academic index at La Salle.
- Courses taken at La Salle for which a student received a grade may not be repeated elsewhere; however, a course from which a student withdrew and thus received a “W” grade may be repeated elsewhere.
- Students must obtain written permission from the Dean's Office of the student's school or college two weeks prior to the start of the semester.
- Permission for credit for study abroad programs, other than those sponsored by La Salle University, must be obtained in advance from the dean's office of the student's school or college.

It is the responsibility of the student to have an official transcript of credit for approved off-campus courses sent to the dean's office for inclusion in the student's record.

The transfer credit requirement and residency requirement are repeated here from other sections of this bulletin because of their impact on courses taken at other institutions.

Transfer Credit requirement

- A total of 70 credits is the maximum number that can be transferred to La Salle from other institutions.

Residency requirement

- Students are required to take their last 30 credits at La Salle.

COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

Undergraduate students may receive credit for approved courses taught in the

La Salle University curriculum through participation in the College-Level Examination Program (CLEP) of the College Entrance Examination Board. Students who wish to attempt credit through examination must receive permission from the Assistant Dean of their major/program (Day students). Evening and Online students must obtain the permission from

their Academic Adviser to determine which examinations are acceptable, the signature of approval must be executed on the CLEP Application form.

While the academic Dean determines the credits to be granted for CLEP, the individual department designates the subject examinations, which are applicable to specific courses at La Salle University. There are CLEP Examination restrictions and passing score requirements outlined on the CLEP website.

All CLEP exams must be taken by July 15 (summer semester), Nov. 15 (fall semester), or April 15 (spring semester) in order for those credits to be included in that particular semester. If these deadlines are not met, graduation will be postponed to the next conferral date.

All CLEP Examination instructions can be found on the College of Professional and Continuing Studies website at www.lasalle.edu/schools/cpcs/, click on Academic Resources and select CLEP.

END-OF-COURSE EXAMINATION

Students who believe that their experience and study have trained them sufficiently to bypass a given La Salle University course may challenge that course through an end-of-course examination. (End-of-course-examinations are offered at the discretion of individual departments in the School of Arts and Sciences. End-of-course examinations are not offered for courses in the School of Business. End-of-course examinations are restricted in the School of Nursing and Health Sciences; students should contact their adviser directly.) A written request should be submitted to the Department Chair, who will then request the approval of the Dean. There is a \$30 charge for each examination. Students who successfully complete the examination will receive credits for the course challenged, which will be posted on their La Salle transcripts upon receipt by the Office of Student and Accounts Receivable of a \$25 per credit administrative fee. This credit is not assigned a letter grade, nor is it computed in determining the student's cumulative academic index.

AMERICAN COUNCIL ON EDUCATION (ACE) APPROVED COURSES

Students who have successfully completed educational programs and seminars approved by the American Council on Education's Program on Noncollegiate Sponsored Instruction (PONSI) may be eligible to receive credit. This credit is not assigned a letter grade, nor is it computed in determining the student's cumulative academic index. A written request with documentation of course completion should be forwarded to the Dean's Office for evaluation.

REQUIREMENTS FOR DEGREES

ASSOCIATE'S DEGREE

A candidate for an associate degree must meet the following requirements:

- completed course work equivalent to a minimum of 60 credit hours, at least 30 of which have been fulfilled at La Salle University;
- have not attained more than 84 credit hours;
- have not received a prior associate degree;
- fulfilled all course requirements prescribed by the University for the specific associate degree;
- have a cumulative academic index of 2.0;
- the candidate must file an application for the associate degree at least four months before the completion of the requirements.

Associate degrees can be conferred in August, January, or May.

Associate degree recipients can receive a diploma during Commencement exercises in May.

BACHELOR'S DEGREE

A candidate for the bachelor's degree must meet the following requirements:

- completed course work equivalent to a minimum of 120 credit hours; the 120 credit hours must include at least 38 courses of three credits or more; in determining the number of courses, a course carrying six credit hours or more will be counted as equal to the lowest number of courses obtained by dividing the credit value by three;
- fulfilled all University Core and major requirements;
- have a cumulative academic index of 2.0 overall as well as in the major courses;
- filed an application for graduation one year before the expected date of graduation.
- Residency requirement: students are required to take their last 30 credits at La Salle.

SECOND BACHELOR'S DEGREE

La Salle University will award either a B.A. or B.S. degree to a student who has already earned a bachelor's degree from an accredited institution under the following conditions:

1. The student has obtained written permission from the appropriate Dean and Department Chair.
2. If the student holds a bachelor's degree from La Salle University, the student must meet substantial requirements of the major as determined at the time the student matriculates in the program leading to the second degree. A minimum of 30 credit hours is required.
3. If the student holds a degree from an institution other than La Salle, a maximum of 70 credit hours may be transferred toward the second degree. The student must fulfill the Core requirements of one religion and one philosophy course and the requirements of the major as determined at the time the student enrolls in the second degree program.

HONORS

The bachelor's degree with honors is conferred on a student who has completed course requirements at the University with a cumulative academic index not lower than 3.40 and who has not incurred any academic censure.

The candidate who has earned an index between 3.40 and 3.59 is graduated with the distinction *Cum Laude*.

The candidate who has earned an index between 3.60 and 3.79 is graduated with the distinction *Magna Cum Laude*.

The candidate who has earned an index of 3.80 or better is graduated with the distinction *Maxima Cum Laude*.

POLICY ON GRADUATION REQUIREMENTS

Students are expected to fulfill the requirements of the curriculum which is in place at the time of matriculation. Students, who have not attended La Salle for a period of two years or more, will not be grandfathered to the time of initial matriculation but will need to fulfill the curricular requirements at the time of reentry to La Salle. Individual waivers and adjustments can be made by the Chair with notification to the Dean's office for major program

requirements and by the Dean for University Core requirements. Students will be notified of changed requirements through publications, the advisement system, and the roster.

CONFERRAL OF DEGREE

La Salle University confers degrees three times a year on Aug. 31, Jan. 15, and on the date of the Commencement exercises in May. Students receiving diplomas in August or January are invited to participate formally in the Commencement exercise of the following May.

CURRICULUM

All degree programs have a similar structure, which includes the Core Curriculum, major requirements, and Free electives:

THE CORE CURRICULUM

The Core Curriculum clusters course requirements into areas defined by educational objectives: "Powers," "Frameworks of Scientific Understanding," "Patterns of Meaning," and "Understanding at Home and Abroad."

"Powers" refers to competencies that enable students to learn, to think, and to communicate. With this coursework, students will emerge from the Core Curriculum possessing a strong set of skills in reading, writing, oral communication, and mathematics. They also will learn how to use computer technology to aid their work in each of these areas. These competencies will be integrated in courses in all areas of the Core, but they will be taught directly in courses in writing, public speaking, mathematics, and computer science.

"Frameworks of Scientific Understanding" refers to concepts and methods learned in courses in the natural and social sciences. In these courses, students will become familiar with the scientific method and sharpen their understanding of the natural processes and the social developments that shape the world in which we live. The "Frameworks of Scientific Understanding" category includes courses in economics, political science, psychology, sociology, biology, chemistry, geology, and physics.

"Patterns of Meaning" refers to a set of capacities students must acquire to engage the moral, aesthetic, and spiritual significance of human events and achievements. Courses in the humanities (religion, philosophy, literature, history, fine arts, and foreign languages) will enable students to develop these capacities.

"Understanding at Home and Abroad" refers to fostering the Christian Brothers' ideals of community, social justice, and compassionate understanding across barriers dividing human beings. Students are required to enroll in one course in the Academic Bulletin designated by the symbol of a "house" (🏠 Understanding at Home) and one course designated by the symbol of a "plane" (✈️ Understanding Abroad). Some students may fulfill the Understanding at Home or Understanding Abroad requirement through an independent project with the approval of the Department Chair and the Core Director. Faculty and staff will mentor a limited number of such projects.

CORE COURSES

All courses in the core may be counted toward any minor or major barring exclusions by the academic departments sponsoring the minor or major.

To complete the core requirements, most Arts and Sciences majors must complete a maximum of 19 courses; School of Business majors, a maximum of 16 courses; and School of Nursing and Health Sciences majors, a maximum of 15 courses. The following is a general outline of the core (specific requirements will vary among major programs).

POWERS COURSES

- English 110
- English 210
- Mathematics 150
- Communication 150 or Business 150
- Computer Science 151)

FRAMEWORKS OF SCIENTIFIC UNDERSTANDING COURSES

Natural Sciences (one course from the following disciplines)

- Biology
- Chemistry
- Geology
- Physics

Social Sciences (two courses, one from each area)

- Economics or Political Science
- Psychology or Sociology

PATTERNS OF MEANING COURSES

(two courses in each of five areas, followed by a third course in one of the 5 areas)

- Religion
- Philosophy
- Literature
- History
- Fine Arts or Foreign Languages

MAJOR REQUIREMENTS

Major requirements are those courses determined by your major's department to fulfill the requirements for your degree. Major requirements vary and may include courses outside your primary department. They may include “controlled electives” that allow you to choose courses from several different stated offerings or from offerings in several different departments. Major requirements may even be organized differently; for example, business administration majors are required to take the introductory courses in the business core drawn from several different departments, as well as the professional studies courses in accounting, management, marketing, or finance.

FREE ELECTIVES

Free electives offer a further opportunity to influence your own program of education. You may select courses of special interest to fulfill the free electives in your academic program. The Curriculum Progress Chart is used by your adviser to review your academic progress. Examples of the Curriculum Progress Charts for the Associate of Arts, Bachelor of Arts, and Bachelor of Science degrees are included in this bulletin.

ASSOCIATE IN ARTS IN LIBERAL ARTS CURRICULUM PROGRESS CHART

I. Powers (5 courses)

- A. Writing I
 - **ENG 110** College Writing I
- B. Writing II
 - **ENG 210** College Writing II
- C. Numbers
 - _____
- D. Speech
 - **COM 150** Public Speaking
- E. Information Technology
 - **CSC 151** Introduction to Computing Using Packages

II. Frameworks of Scientific Understanding (3 courses)

- A. Natural Science
- B. Social Science
 1. Economics or Political Science
 2. Psychology or Sociology

III. Patterns of Meaning (8 courses)

- A. Religion
 1. **REL 150** The Christian Tradition
or **REL 153** The Dynamics of Religion
 2. **REL** REL 200 or 300-Level
- B. Philosophy
 1. **PHL 151** The Human Person
or **PHL 152** Moral Choice
 2. **PHL** PHL 200 or 300-Level
- C. Literature
 - **ENG 150** Themes in Literature and Culture
or **LIT 150** Modern European and Latin American Writers
- D. History
 - **HIS 151** Global History to 1500
or **HIS 155** Themes in American History
- E. Fine Arts or Language (one of the following three)
 - **ART 150** Introduction to Art
 - **MUS 150** The Art of Listening
 - **Foreign Language**
- F. Second Course (Literature, History, Fine Arts, or Language)
 - _____

IV. Electives

1. _____
2. _____
3. _____
4. _____

BACHELOR OF ARTS OR SCIENCE PROGRESS RECORD***I. Powers (5 courses)**

- A. Writing I
• **ENG 110** College Writing I
- B. Writing II
• **ENG 210** College Writing II
- C. Numbers
• _____
- D. Speech
• **COM 150** Public Speaking
- E. Information Technology
• **CSC 151** Introduction to Computing Using Packages

II. Frameworks of Scientific Understanding (3 courses)

- A. Natural Science
• _____
- B. Social Science
1. Economics or Political Science
2. Psychology or Sociology

III. Patterns of Meaning (8 courses)

- A. Religion
1. **REL 150** The Christian Tradition
or **REL 153** The Dynamics of Religion
2. **REL** REL 200 or 300-Level
- B. Philosophy
1. **PHL 151** The Human Person
or **PHL 152** Moral Choice
2. **PHL** PHL 200 or 300-Level
- C. Literature
• **ENG 150** Themes in Literature and Culture
or **LIT 150** Modern European and Latin American Writers
- D. History
• **HIS 151** Global History to 1500
or **HIS 155** Themes in American History
- E. Fine Arts or Foreign Language
• **ART 150** Introduction to Art
• **MUS 150** The Art of Listening
• **Foreign Language**
- F. One of the following:
• **ENG 250** Writers and their Worlds
• **LIT 250** Topics in World Literature
• **HIS 251** Global History 1500 to Present
• Another course in what was taken in category E:
Fine Arts (200 or 300-level) or Foreign Language

IV. Major Requirements

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

V. Electives

1. _____
2. _____
3. _____
4. _____

¹ May be in English Literature or in Foreign Literature in English Translation.

***This curriculum progress chart is subject to department requirements and restrictions. Students should consult with their academic advisor for proper selection of courses.**

This curriculum progress chart is used for the evening Organizational Leadership major.

ENGLISH LANGUAGE INSTITUTE

La Salle University's English Language Institute (ELI) was established to provide the highest quality English as a foreign Language (EFL) instruction for international students and business professionals. Courses focus on all aspects of EFL learning proficiency—listening, speaking, reading, and writing—to meet learning goals. The ELI recognizes that learning English requires more than just studying in the classroom. ELI students are encouraged to interact with other students and share experiences as a valuable part of their education and for learning English. As the ELI is a part of and located on the campus of La Salle University, EFL students are encouraged to participate in campus activities as well as events organized by the ELI.

ELI 005

This level develops the English language skills necessary for speaking, listening, and reading for beginner level students interested in formal study at La Salle University. The objectives of the course of study include academic vocabulary development, improvement of listening skills in academic settings, note-taking skills, grammar, and reading comprehension. The skills of listening, writing, speaking, and reading are monitored by specific learning outcomes consistent with beginner student needs. For communication fluency, students will be taught accent reduction exercises. Successful completion of this one-semester course (14 weeks) satisfies requirements for entry to ELI 010.

ELI 010

This level further develops listening, speaking, and reading skills from ELI 005, while adding an academic writing and research skills component that teaches students the style of writing required at the university level. The learning objectives build on the basic skills needed for writing, listening, speaking, and reading comprehension. Another core component of this level is the skills needed for vocabulary development, improvement in writing, reading comprehension analysis, and preliminary development of academic essay and research paper writing skills. Students will be expected to read and present material both verbally and through short essay writing. 14 weeks is required to complete ELI 010. Successful completion of this course satisfies requirements for entry to ELI 015.

ELI 015

This intermediate level develops academic listening and speaking skills and reading/writing scenarios from ELI 010. Learner outcomes for listening/speaking include academic listening skill improvement, development of effective note-taking skills, and improved discussion and presentation skills. Students at this level are expected to work effectively in groups and comprehend intermediate level lectures. Learner outcomes for the reading/writing component include further reading comprehension, writing proficiency, academic specific vocabulary, and research skills. Activities for this level include formal classroom presentations, reading/listening specific to academic content, and research reports. 14 weeks is required to complete ELI 015. Successful completion of this level satisfies requirements for entry to ELI 020.

ELI 020

This level further develops high-level intermediate academic listening, reading, and writing scenarios for students planning to matriculate into an undergraduate program. This course is designed around special topics to better prepare students for the challenges faced in the undergraduate university classroom, with special attention given to presentation skills, writing academic papers, and lecture comprehension. Learner outcomes include academic vocabulary development, research writing, listening skills improvement, further development of effective note-taking skills, presentation skills, and issues of enculturation. Activities for this level include

formal classroom presentations, discussions specific to academic content, test-taking, academic lectures, and research reports. The learning objectives build on the skills learned in ELI 015, and successful completion of this course satisfies requirements for formal undergraduate matriculation to the University. 14 weeks is required to complete ELI 020.

ELI 025

This advanced level ELI course further develops the academic listening, reading, speaking, and writing scenarios for upper level ESL students. The course is designed to immerse students in the language and activities of graduate level classes to better prepare them for matriculation into graduate programs at La Salle. This course prepares students for university study through replicating the texts and tasks encountered in academic contexts. Learner outcomes include mastery of critical academic skills in vocabulary development, research writing, listening skills improvement, reading comprehension, and writing essays. Activities for this level include formal classroom presentations, discussions specific to academic listening and reading content, test-taking, academic lectures, and research reports. The learning objectives build on the skills learned in ELI 020. 14 weeks is required to complete ELI 025.

ELI 030

ELI 030 was designed to teach critical thinking skills and academic writing and presentations for undergraduate (sophomore and above transfers) and graduate students preparing for matriculation at La Salle. Activities at this level are similar to what students will face in La Salle's ENG 110 writing program as the same text and similar syllabus is used. In addition, students will be required to demonstrate they have developed the critical thinking skills for presentations, classroom discussions, and academic writing. This 14 week course requires more independent study and one on one meetings with ELI faculty. Students who successfully complete ELI 030 are prepared for undergraduate and graduate study at La Salle.

THE ASSOCIATE IN ARTS DEGREE

The Associate of Arts in Liberal Arts is structured like the bachelor's degree programs, but it requires only half as many credit hours to attain (60). The courses that fulfill the requirements for the associate's degree can be applied to the bachelor's degree. At least 30 credit hours must be fulfilled at La Salle University.

THE BACHELOR'S DEGREE

The undergraduate curriculum enables the student to pursue an academically valid general education and an in-depth study in a major academic field. The highly flexible program preserves the elements of a common intellectual experience appropriate to a liberal arts university, while at the same time affording the adult student freedom and choice in designing an educational experience which helps to develop knowledge, skills, and abilities.

The program of study leading to a bachelor's degree consists of 120 credits distributed among courses in the University Core Curriculum, major requirements, and free electives. The 120 credits must include at least 38 courses of three credits or more. (See Academic Policy on Bachelor's Degree Requirements)

The Bachelor of Arts can be earned in criminal justice, information technology, organizational leadership, psychology, and religion.

The Bachelor of Science can be earned in business administration and nursing. The Bachelor of Social Work also can be earned.

Curriculum requirements for the Bachelor of Arts, Bachelor of Social Work, Bachelor of Science in Business Administration, and Bachelor of Science in Nursing are explained in their respective school or college.

BACHELOR OF ARTS IN ORGANIZATIONAL LEADERSHIP

Organizational Leadership is an online program offering adult learners an experiential learning setting to develop strategic-thinking, through the application of technical and professional expertise, to solve real world business problems.

The curriculum provides many opportunities for learners to practice the role of an organizational development consultant—recognizing, planning, implementing, and evaluating the impact of change within an organization as well as the potential impact on other organizations.

ORGANIZATIONAL LEADERSHIP PROGRAM COMPETENCIES:

Knowledge

- Identify effective leadership skills in order to meet organizational goals.
- Understand how a global perspective, team and group dynamics, organizational structure, change management, culture, and innovation connect with effective organizational leadership.
- Explain the effective leadership tools and techniques for survival, growth, increased productivity, and relationship building in today's fast-paced business environment.

Skills

- Develop approaches to recognize, plan, and implement change in complex organizational systems.
- Generate effective, organizationally-relevant communication—written, oral, and technological.
- Set priorities for outcomes and results that impact the organization, e.g., thinking critically and problem solving.
- Facilitate meetings and presentations using variety of technologies for different audiences within an organization.
- Evaluate employee performances, re-training strategies, and organizational needs.
- Analyze financial reports and organizational impacts.
- Assess market research and business restructuring approaches.

Attitudes

- Appreciate a variety of approaches for building professional relationships with clients and employees.
- Value the role of leadership in organizational success.

A Bachelor of Arts degree in Organizational Leadership enhances an individual's potential for both formal and informal leadership positions. Graduates are equipped with the interpersonal skills to develop key business relationships necessary to influence decision makers within their organizations. They gain the skills to unlock their potential to become effective, constructive leaders who will implement change within complex organizations.

The Organizational Leadership courses listed below are offered in a seven-week online format (Fall, Spring or Summer). All other required core curriculum courses, and many elective courses, may be offered in a seven-week online format. Organizational Leadership is especially designed for adult learners who want to finish what they started and complete their degrees.

ORGANIZATIONAL LEADERSHIP DEGREE COMPLETION PROGRAM CURRICULUM:

- **ORL 201** Introduction to Organizational Leadership
- **ORL 301** Human Resources Leadership
- **ORL 303** Writing at Work

- **ORL 304** Leadership Skills: Understanding, Assessment, and Development
- **ORL 310** Organizational Change in Complex Adaptive Systems
- **ORL 314** Team Analysis, Group and Intergroup Dynamics
- **ORL 320** Organizational Assessment, Diagnosis Intervention, and Evaluation
- **ORL 330** Social Media, Marketing, and Leadership
- **ORL 340** Analytics, Metrics, and Operations Leadership
- **ORL 350** Corporate Conversations and Leadership
- **ORL 401** Senior Capstone Project
- **PSY 225** Social Psychology

Students in the Organizational Leadership program must successfully complete a minimum of 120 credits to earn the Bachelor of Arts degree. At least half of the courses required in the major must be completed at La Salle University. Students must complete the program with a minimum 2.00 GPA.

The online Organizational Leadership program is part of the College of Professional and Continuing Studies, which is dedicated to meeting the needs of adult learners. This program has been designed to help students achieve their educational goals quickly without sacrificing quality.

The University core liberal arts curriculum is offered in an online format. Course instructors are skilled in online teaching and have advanced degrees. There is an emphasis on carefully blending organizational theory and practice. Students in the program are expected to participate in online discussions, submit written papers, and complete projects as assigned. Undergraduate students must enroll in at least 6 credits (two courses) to be eligible to apply for financial aid.

Course Descriptions

ORL 201

INTRODUCTION TO ORGANIZATIONAL LEADERSHIP
3 credits

This course will introduce students to the interdisciplinary field of organizational leadership, providing the framework within which other courses in the major will fit. Issues of diversity, leadership, and community will be covered, as well as the micro and macro aspects of organizations.

ORL 301

HUMAN RESOURCES LEADERSHIP
3 credits

This course focuses on how human resources add value to the organization. It focuses on HR strategy aligned to business strategy to deliver value and improve organizational performance. Students will analyze their organization's mission/vision and values. They will discuss external realities and people strategies designed to enable their organization to achieve its mission goals. Students will examine the design, delivery, and evaluation of human resources policies and programs.

ORL 303

WRITING AT WORK
3 credits

There is a very strong need for a writing intensive course that will stress the day-to-day writing requirements of a leader at work. This course will focus on writing in a global marketplace, ethical issues in business writing, collaborative writing, basic business correspondence, report writing and written presentations. The course will also address how to edit the writings of others at work.

ORL 304

LEADERSHIP SKILLS: UNDERSTANDING, ASSESSMENT, AND DEVELOPMENT
3 credits

Students in this course will have the opportunity to gain an understanding of the critical skills that are necessary to develop in order to support successful leadership in organizations. This course begins with the premise that the most fundamental skill is the skill of self-assessment. By partaking in a myriad of assessment activities, students will gain an understanding of their own personal assets and liabilities. Throughout the course, students will gain an understanding of the most important skills associated with leadership based on sound research. Students will have the opportunity to apply this theoretical knowledge by developing leadership development plans.

ORL 310

ORGANIZATIONAL LEADERSHIP AND CHANGE IN COMPLEX ADAPTIVE SYSTEMS
3 credits

This course examines how change takes place within complex adaptive systems. It also examines the role of leadership and focuses on specific skills that are required to be an effective leader and agent of change in a complex adaptive system.

ORL 314

TEAM ANALYSIS AND LEADERSHIP SKILL DEVELOPMENT
3 credits

Students in this course will have the opportunity to gain an understanding of current theories and thinking regarding teams and team development. This course will afford students the opportunity to develop their leadership skills in a team environment. Analysis and experience will be the foundation of the skill development.

ORL 320

ORGANIZATIONAL ASSESSMENT, DIAGNOSIS, INTERVENTION, AND EVALUATION
3 credits

This course is an overview of the theories and strategies to diagnose and intervene within an organization to increase the effectiveness of the organization, including its employee performance. The course will provide opportunities for learners to practice the role of an organizational development consultant, including learning the interpersonal skills to develop the key business relationships necessary to influence decision makers within the organization. Since the field of organizational leadership (ORL) is dynamic, the course will leverage the latest books, articles, and ORL strategies. The course will require students to make presentations sharing their ORL analysis of an organization (either professional or personal affiliation) using the strategies and tools learned in the course.

ORL 330 (TBA)

SOCIAL MEDIA MARKETING
3 credits

The learning expectation for this course is to become familiar with various social media and marketing techniques and how they are used for communications and engagement in a enterprise environment. The learner will develop strategies for using social media and recognize best practices and successful initiatives used by companies that are successful in social media campaigns

ORL 340 (TBA)

ANALYTICS, METRICS AND OPERATIONS LEADERSHIP
3 credits

This course focuses on enterprise intelligence, enterprise analytics and metrics. It will examine the fundamentals of enterprise metrics including user models and case studies. It will look at lifecycle, how to implement enterprise analytics, and the confluence of people, data, process and technology. The course will discuss why good data sources and the ensuring analytics are vital to the health of an organization and how to apply it to your own experience and profession.

ORL 350 (TBA)

CORPORATE CONVERSATIONS AND LEADERSHIP
3 credits

Corporate Conversations and Leadership is designed to introduce students to leadership perspectives and the role conversation plays in effective leadership and leadership strategies. The course explores communication variables involved when leaders attempt to influence members to achieve a goal. Topics include high-potential leadership challenges, conversations to build relationships, conversations to develop others, conversations to make decisions, and conversations to take action. This course will also focus on your own personal development and building your authentic leadership voice

ORL 401

SENIOR CAPSTONE PROJECT
3 credits

The Capstone Project provides students with the opportunity to demonstrate and incorporate what they have learned throughout their course of study in organizational leadership at La Salle. It requires students to apply the knowledge and skills they have learned to address a specific real or invented organizational concept of their own choosing. Students will be required to research and describe in detail the situation, analyze the environment, identify the stakeholders, and then develop a comprehensive and realistic approach to ensure that their intervention addresses the situation effectively. The Capstone also requires strong peer review of the the Capstone Project.

PRE-BUSINESS ADMINISTRATION PROGRAM (PBA)

Students interested in pursuing a B.S. in Business Administration will be accepted initially into the Pre-Business Administration Program. Upon successful completion of 22 credits in Liberal Arts courses (listed below) and 18 credits in business courses (listed below), students with a 2.25 cumulative academic index are eligible for admissions into the bachelor's degree program in the School of Business Administration. Students may designate their intended business professional studies option while enrolled in the PBA Program.

PRE-BUSINESS ADMINISTRATION PROGRAM (PBA)

Intended Business Professional Studies Option: Accounting or General Business Administration

PRE-BUSINESS (PBA) CURRICULUM PROGRESS CHART

To move from Pre-Business Administration to Business Administration status, students must meet the following criteria:

1. have a total of at least 40 credits
2. have a cumulative GPA index of at least 2.25
3. have completed the following courses:

Liberal Arts

1. **ENG 110**
2. **ENG 210**
3. **MTH 101**
4. **MTH 114** (4 cr.)
5. **PSY** or **SOC**
6. **CSC 151**
7. _____
Liberal Arts

Business Courses

1. **BUS 101**
2. **BUS 150** (2 credits)
3. **BUS 202**
4. **BUS 207 E** (2 credits)
5. **BUS 208 E** (2 credits)
6. **ECN 150**
7. **ECN 201**

Note: PBA students are not permitted to take 300 or 400 level business courses.

PRE-NURSING PROGRAM

Students, with fewer than 60 credits in transfer, who are interested in pursuing a Bachelor of Science in Nursing from La Salle's School of Nursing, will initially be accepted into the Pre-Nursing (PNUR) Program. Upon successful completion of a minimum of 60 credits at La Salle in the prescribed courses, students with a 3.0 cumulative academic index are eligible for consideration for the bachelor's program in the School of Nursing. Students in the PNUR program will be required to complete the Powers and Patterns of Meaning requirements along with eight specific courses in the Frameworks of Scientific Understanding as noted below. Students must maintain grades of "B" or better in each of the five Natural Sciences and "C" or better in the Social Sciences. Only one course in the Natural Sciences may be repeated to attain a better grade.

Powers:

HSC 217 Statistics for Health Science Professionals
or **ECN 213** Introductory Statistics will fulfill the "numbers" requirements.

Frameworks of Scientific Understanding:

Natural Sciences

BIO 161 Anatomy and Physiology I
BIO 162 Anatomy and Physiology II
BIO 163 Clinical Microbiology
CHM 161 Chemistry of the Life Sciences
NUTR 165 Principles of Nutrition

Social Sciences

SOC 150 Introduction to Sociology
PSY 210 Developmental Psychology

Choose one of the following:

PSY 150 Introduction to Psychology
or **PSYC 220** Psychopathology
or **PSY 225** Social Psychology

THE PRE-SPEECH-LANGUAGE PATHOLOGY PROGRAM

The PreSLP program provides post-baccalaureate students who do not have the required background in communication sciences and disorders with the prerequisite courses in basic human communication sciences needed to apply to a master's degree program in speech-language pathology.

This unique program offers the recommended 10 to 11 required courses online, affording students the choice of a flexible schedule to pursue the needed prerequisites for a master's program in speech-language pathology.

Upon completing the PreSLP program, students demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, linguistic, and cultural bases.

Students are strongly encouraged to take all PreSLP courses unless their records indicate that they have taken equivalent courses and earned a B or higher in those courses. By completing the PreSLP program, students are prepared to apply to a graduate program in speech-language pathology. However, entrance into the PreSLP program does not guarantee acceptance into La Salle's graduate Speech-Language Pathology Program.

The following courses are the recommended PreSLP courses and will be offered online. Note that WB indicates online and P WB courses are limited to students enrolled in the PreSLP program:

COSD 100P WB

INTRODUCTION TO LANGUAGE AND COMMUNICATION
3 credits

This course is an introduction to the study of the grammar and sound systems of natural languages with an emphasis on English. Historical and present-day controversies on linguistic theories and the nature of language are emphasized.

COSD 102P WB

INTRODUCTION TO COMMUNICATION DISORDERS
3 credits

This course is an introductory survey of normal processes and disorders of speech, language, and hearing. The behavioral and social consequences of communication disorders in people throughout the life span are presented. Different categories, symptoms, and causes of communication disorders are examined. The roles of the speech-language pathologist and audiologist in the evaluation and treatment of communication disorders are discussed. Preferred American Speech-Language-Hearing Association (ASHA) practice patterns pertaining to a variety of professional situations are surveyed.

COSD 200P WB

PHONETICS
3 credits

This course involves the exploration and study of American English pronunciation through the application of the International Phonetic Alphabet (IPA). Students will be trained in transcription of English phonemes and allophones and introduced to distinctive feature analysis, phonological rules, prosodic features, dynamics of articulation, American dialectal variants, and developmental phonology.

COSD 202P WB

ANATOMY AND PHYSIOLOGY OF THE SPEECH AND HEARING MECHANISMS
4 credits

This course is designed to give students a basic understanding of the structural organization (anatomy), function (physiology), and neural control for speech production and hearing. The course will emphasize both normal and disordered systems. Two hours lecture, four hours laboratory. Prerequisite: BIO 161 and BIO 162, BIO 164P WB, or permission of instructor.

COSD 203P WB

LANGUAGE DEVELOPMENT
3 credits

This course explores the specific nature, sequence, and patterns of language development from birth through adolescence and its relation to other aspects of child development. Conditions that place infants and children at risk for speech and language disorders are explored. Patterns of normal language development are discussed as a guide for the evaluation and treatment of children with developmental language disorders. Prerequisite: COSD 100, COSD 100P WB, or permission of instructor.

COSD 211P WB

ACOUSTIC BASES OF SPEECH AND HEARING
3 credits

This course explores the physical characteristics of speech sounds and the psychophysical processes involved in hearing and speech perception. Sound waves, resonance, decibels, and spectrogram reading are discussed. Computer applications with practical implications are explored.

COSD 304P WB

INTRODUCTION TO AUDIOLOGY
3 credit

This course is a survey of the field of audiology, including the measurement of hearing and the nature and causes of hearing impairment in infants, children, and adults. Students are introduced to strategies used by audiologists and physicians in managing hearing impairment.

COSD 306P WB

NEUROLOGICAL BASES OF COMMUNICATION AND BEHAVIOR
3 credits

This course is an examination of the structure (neuroanatomy), organization (neurophysiology), and functions of the central and peripheral nervous systems as they relate to speech, language, hearing, and cognition. Behavioral manifestations of normal and abnormal brain functioning are contrasted. Prerequisite: COSD 202 or equivalent, or permission of instructor.

COSD 308P WB

CLINICAL PROCEDURES IN SPEECH AND LANGUAGE PATHOLOGY
4 credits

This course introduces the speech-language-hearing science major to the clinical and supervisory process. Basic information regarding certification, professional standards, and ethics are discussed. Goal setting, lesson planning, methods of observing, describing and recording behavior, informal assessment, and related topics are also discussed. Behavioral observation and computer technology in the measurement and modification of speaker-listener attributes are examined. Students develop clinical writing skills appropriate to various speech-language pathology settings. This course is an introduction to the clinical practicum experience and requires observation of a wide variety of clinical cases. Prerequisite: COSD 102, COSD 200, COSD 203, or equivalents, or permission of instructor.

COSD 314P WB

DIAGNOSTIC PROCEDURES IN SPEECH AND LANGUAGE PATHOLOGY
3 credits

This course provides the student majoring in speech-language-hearing science with a framework for understanding the diagnostic process in speech-language pathology. General topics in the area of diagnostics are discussed, including obtaining and interpreting assessment information. Report-writing and presentation of findings are examined. Observations of diagnostic testing by an American Speech-Language-Hearing Association (ASHA)-certified speech-language pathologist are required. Principles and procedures common to the diagnosis of most communication and swallowing disorders are considered. Assessments of culturally and linguistically different individuals are surveyed. The ASHA Code of Ethics is emphasized. Standardized testing as well as alternatives to standardized testing are explored. Prerequisite: COSD 102, COSD 200, COSD 203, or equivalents, or permission of instructor.

GENERAL ASHA CERTIFICATION REQUIREMENTS

The 2014 ASHA certification guidelines require students to complement their courses in basic human communication sciences with additional courses. These guidelines require students to have a course in biology, physical science, and statistics. In addition, students need to have courses in the social and behavioral sciences. Currently, La Salle does not offer most of these courses online. Students who have not completed these requirements on the undergraduate level may have to take these courses on either La Salle's campus or another institution to gain the credits needed to be accepted into a master's program.

To fulfill these requirements, La Salle University suggests the following:

- **BIO 164 WB** Essentials of Anatomy and Physiology (Biological Sciences)
- **PHY 205** Essentials of Physics for Health Sciences (Physical Sciences)
- **HSC 217** Statistics for the Health Sciences
- **EDC 103** Educational Psychology OR **PSY 210** Developmental Psychology
- **PSY 220** Psychopathology (Social and Behavioral sciences)

Course Descriptions**BIO 164 WB**

ESSENTIALS OF ANATOMY AND PHYSIOLOGY
4 credits

This is a Web-based course designed to present the essentials of human anatomy and physiology. The cell as the fundamental unit of life is discussed and examined, including structure and metabolism. The organization of cells into tissues, tissues into organs, and organs into systems is thoroughly explored, and the integumentary, skeletal, muscular, and nervous systems are focal points of study. The course examines in depth the structure and function of five organ systems: (1) endocrine system, (2) blood and cardiovascular system, (3) lymphatic and immune system, (4) respiratory system, and (5) digestive system. The course emphasizes structure and function relationships as well as the interaction among the organ systems. There will be an array of lecture and laboratory exercises involving the use of computerized data acquisition and analyses.

POST-BACCALAUREATE PREMEDICAL CERTIFICATE PROGRAM

La Salle University's Post-Baccalaureate Premedical Certificate Program affords individuals an opportunity to change their current career path with one in the health professions. This program provides students with the necessary prerequisites for admissions into medical school or another health professions program. The program is not intended for post-baccalaureate

students who need to enhance their academic profile by retaking these undergraduate prerequisites. Students in La Salle's post-baccalaureate program have undergraduate degrees in engineering, business, and liberal arts.

Post-baccalaureate premedical students can choose to complete the program in 15 months or 21 months. The premedical prerequisites include general chemistry, organic chemistry, physics, biology and math, and additional elective courses. At La Salle these courses would be CHM 111-112, CHM 201-202, PHY 105-106, BIO 210-220, and MTH 113. All courses are taken with La Salle undergraduates. Students who complete a minimum of seven science/math courses in this program receive a Certificate in Premedical Sciences.

The post-baccalaureate program has established Accelerated Acceptance programs with Robert Wood Johnson Medical School and The Philadelphia College of Osteopathic Medicine. Eligible candidates can apply and be accepted and matriculate within the same year. Requirements for each of the accelerated programs can be found at the Post-Baccalaureate Premedical Certificate Program Web site: (http://www.lasalle.edu/schools/cpcs/content.php?section=post_bac_certificates&group=prehealth&page=overview)

**SCHOOL OF
ARTS AND SCIENCES**

EVENING AND WEEKEND PROGRAMS

ASSOCIATE IN ARTS IN LIBERAL ARTS CURRICULUM PROGRESS CHART
I. Powers (5 courses)

- A. Writing I
 - **ENG 110** College Writing I
- B. Writing II
 - **ENG 210** College Writing II
- C. Numbers
 - _____
- D. Speech
 - **COM 150** Public Speaking
- E. Information Technology
 - **CSC 151** Introduction to Computing Using Packages

II. Frameworks of Scientific Understanding (3 courses)

- A. Natural Science
- B. Social Science
 1. Economics or Political Science
 2. Psychology or Sociology

III. Patterns of Meaning (8 courses)

- A. Religion
 1. _____
 2. _____
- B. Philosophy
 1. _____
 2. _____
- C. Literature
 - _____
- D. History
 - _____
- E. Fine Arts or Foreign Language
 - _____
- F. Second Course (Literature, History, Fine Arts, or Language)
 - _____

IV. Electives

1. _____
2. _____
3. _____
4. _____

BACHELOR OF ARTS OR SCIENCE PROGRESS RECORD*

I. Powers (5 courses)

- A. Writing I
 - **ENG 110** College Writing I
- B. Writing II
 - **ENG 210** College Writing II
- C. Numbers
 - _____
- D. Speech
 - **COM 150** Public Speaking
- E. Information Technology
 - **CSC 151** Introduction to Computing Using Packages

II. Frameworks of Scientific Understanding (3 courses)

- A. Natural Science
 - _____
- B. Social Science
 1. Economics or Political Science
 2. Psychology or Sociology

III. Patterns of Meaning (11 courses)

- A. Religion
 1. _____
 2. _____
- B. Philosophy
 1. _____
 2. _____
- C. Literature¹
 1. _____
 2. _____
- D. History
 1. _____
 2. _____
- E. Fine Arts
 1. _____
 2. _____

OR

Foreign Language

 1. _____
 2. _____

Concentration Option

 - _____

Students will select an approved third course in one of the Patterns areas.

IV. Major Requirements (number varies by department)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

V. Electives (number varies)

1. _____
2. _____
3. _____
4. _____

¹ May be in English Literature or in Foreign Literature in English Translation.

***This curriculum progress chart is subject to department requirements and restrictions. Students should consult with their academic advisor for proper selection of courses.**

This curriculum progress chart is used for the evening Criminal Justice, Information Technology, Psychology, Religion, and Social Work majors.

ASSOCIATE IN LIBERAL ARTS BUSCA CURRICULUM PROGRESS CHART

I. Powers (5 Courses)

- A. Writing I
 - **ENG 110 BS** College Writing I: Persuasion
- B. Writing II
 - **ENG 210 BS** College Writing II: Research
- C. Numbers
 - **MTH 150 BS** Mathematics Myths and Realities
- D. Speech
 - **BSCA 150** English for Academic Purposes
embeds COM 150
- E. Information Technology
 - **CSC 151 BS** Introduction to Computing Using Packages

II. Frameworks of Scientific Understanding (3 Courses)

- A. Natural Science
 - **BIO 158 BS** Life Science: A Human Approach
- B. Political Science
 - **POL 151 BS** Principles of American Government
- C. Sociology
 - **SOC 150 BS** Principles of Sociology

III. Patterns of Meaning (12 courses)

- A. Religion
 1. **REL 211 BS** The New Testament
 2. **REL 220 BS** Catholicism in the Modern World
- B. Philosophy
 1. **PHL 151 BS** The Human Person
 2. **PHL 206 BS** Social and Political Philosophy
- C. Literature
 1. **LIT 150 BS** Themes in Literature and Culture
 2. **LIT 250 BS** Writers and their Worlds
- D. History
 1. **HIS 300 BS** History of the United States to 1877
 2. **HIS 305 BS** The United States from 1877 to the Present
- E. Foreign Language
 1. **BSCA 150** English for Academic Purposes
 2. **BSCA 150** English for Academic Purposes
- F. Concentration Option
 - **BSCA 150** English for Academic Purposes
- G. Foreign Language
 - **BSCA 250** English for Academic Purposes

BUSCA (BILINGUAL UNDERGRADUATE STUDIES FOR COLLEGIATE ADVANCEMENT) PROGRAM

BUSCA offers the Spanish-speaking community the degree of Associate of Arts with a concentration in English for Academic Purposes. The program of studies fulfills the core requirements of the School of Arts and Sciences and facilitates the students' transition to a bachelor's degree program.

The BUSCA curriculum is designed to help the students become proficient in English in an educational environment that is comfortable and challenging. BUSCA also provides instruction in U.S. culture and history so that BUSCA graduates will be fully integrated citizens or residents.

Bilingual support services are available to all BUSCA students.

BUSCA offers Spanish-speaking students a quality Catholic educational experience grounded in the Christian anthropological assumption that all are created in the image and likeness of God. BUSCA reflects the University's Catholic and Lasallian mission by educating Hispanic students so they can prosper spiritually, intellectually, and socially as well as economically. BUSCA engages in educational programs designed to empower Hispanic students to be bilingual/bicultural leaders in contemporary U.S. society.

MISSION STATEMENT

The Bilingual Undergraduate Studies for Collegiate Advancement (BUSCA) Program, a five-semester Associate of Arts degree program at La Salle University, offers Hispanic students a unique opportunity to transform their lives and their futures. BUSCA offers an inclusive, supportive learning community that focuses on the distinctive academic challenges of Spanish-dominant students. The BUSCA faculty, staff, and administration respect each individual student and strive to build on each student's educational foundation, maximizing on academic strengths and actively addressing weaknesses. As the BUSCA students strive to develop a stronger foundational base of knowledge, improved academic and English language skills, deeper intellectual curiosity, and increased self-confidence, they are challenged by a rigorous liberal arts-based curriculum and a demanding and nurturing faculty and staff. Upon graduating with a valuable degree and sixty fully transferable credits into the bachelor's degree program at La Salle University, BUSCA graduates are equipped to pursue further education and to become lifelong learners and bilingual leaders in our communities, society, and world.

PROGRAM GOALS

1. The BUSCA Program strives to create an inclusive learning environment that fosters critical thinking and in which students learn individually and collaboratively.
2. The faculty engages and challenges students with a relevant curriculum while using and sharing best practices for English language development.
3. Throughout their experience in the BUSCA Program, the students develop their intellectual curiosity and voice and start on their path to be lifelong learners and leaders in the community.
4. By the end of the program, we expect students to have shown improvement in their written and spoken Academic English and acquired a base of knowledge that enables them to advance academically, personally, and professionally.

STUDENT LEARNING OUTCOMES

1. Use oral and written conventions of American English.

2. Speak clearly and effectively in a classroom or professional setting.
3. Summarize, paraphrase, and extrapolate meaning from readings, conversations, and research.
4. Explain, analyze, and critique information in written and spoken form.
5. Conduct and evaluate research effectively.

ADMISSION REQUIREMENTS

- An official high school or university transcript, or an original GED certificate or equivalent
- A completed recommendation form
- Completion of the Language Placement Test.
- Interviews with the Administrative Assistant and the Director

BUSCA offers Spanish-speaking students a quality Catholic educational experience grounded in the Christian anthropological assumption that all are created in the image and likeness of God. BUSCA reflects the University's Catholic and Lasallian mission by educating Hispanic students so they can prosper spiritually, socially, and economically. BUSCA engages in educational programs designed to empower Hispanics to be bilingual/bicultural leaders in contemporary U.S. society.

COURSE DESCRIPTIONS

BSCA 150 FOUNDATIONS COURSE

The primary objective of this English foundations course is to introduce the Spanish-speaking student to American English in the university context through spontaneous and directed oral, writing, and reading exercises. The course also guides the Spanish-speaking student through the acculturation process into typical American culture and academic life at the University. The course includes an emphasis on cross-cultural communication skills, beginning reading and writing exercises, grammar-based themes, public speaking, and other skills necessary to initiate a successful academic career.

BSCA 150 is the first course taken by a student entering the BUSCA program. It is a unique course for several reasons. First, it is a 12-credit course. Second, the classes for this one course are spread out over four weeknights. Third, there are four components to this course (Grammar, Composition, Conversation, and University Studies) and several instructors. Fourth, the student's final grade in all four components will be averaged together to form one final grade. Finally, BSCA 150 is unique because each student must earn a final grade of "C" or higher in order to continue in the BUSCA program. In other words, BSCA 150 is a prerequisite for all other courses in BUSCA.

BSCA 250CAPSTONE SEMINAR
Capstone

This course serves as the ninth and final English for Academic Purposes course in the BUSCA program. It is intended to guide fifth-semester BUSCA students in their understanding of undergraduate university requirements and expectations and to refine the students' proficiency with the English language. Special emphasis is placed on continuing to develop the students' English language communication skills, persuasive writing, oral argumentation, critical reading, and facility with conducting academic research. The BSCA 250 students sharpen their skills through the analysis of provocative contemporary issues and through authentic language practice, such as debates, interviews, role plays, oral reports, presentations, essays, and a research paper.

Students must earn a "C" or higher in BSCA 250 to earn an Associate Degree and continue their studies in a bachelor's degree program at La Salle.

SEQUENCE OF COURSES FOR BUSCA**Semester 1**

BSCA 150*	English for Academic Purposes: Prerequisite for all other courses (12 credits) *Students must earn a "C" or higher in each English class to take the sub- sequent English class
------------------	--

Semester 2

LIT 150*	English for Academic Purposes: Literature 1
ENG 110*	English for Academic Purposes: College Writing 1: Persuasion
CSC 151	Computing Using Packages
REL 211	The New Testament

Semester 3

LIT 250*	English for Academic Purposes: Literature 2 Prerequisite: LIT 150
HIS 300	History of the United States until 1877
PHL 151	Philosophy: The Human Person
MTH 150	Mathematics: Myths and Realities

Semester 4

ENG 210*	English for Academic Purposes: College Writing 2 Prerequisite: ENG 110
PHL 206	Political and Social Philosophy
SOC 150	Principles of Sociology
REL 220	Catholicism in The Modern World

Semester 5

BIO 158	Biology: A Human Approach
POL 151	Principles of American Government
HIS 305	History of the United States: 1877 to the Present
BSCA 250**	English for Academic Purposes: Capstone Seminar Prerequisite: ENG 210 **Students must pass this course with a minimum final grade of "C" to earn their Associate Degree

A cumulative GPA of 2.0 is required to receive the associate's degree.

BUSCA students may apply to a bachelor's degree program at La Salle University only upon graduation from BUSCA with the associate's degree and a minimum final grade of "C" in BSCA 250.

BUSCA

BUSCA ofrece a la comunidad hispanohablante el grado de Asociado en Artes Liberales con una concentración en “English for Academic Purposes.” El programa de estudios reúne los requisitos básicos de la Facultad de Artes y Ciencias y facilita la transición del estudiante a un programa de bachillerato universitario.

El currículum de BUSCA aborda las aspiraciones de los estudiantes en hacerse proficientes en el inglés mientras se les brinda un ambiente educativo donde el estudiante se siente como en casa, apreciado y retado académicamente. BUSCA también brinda instrucción sobre la cultura e historia de los Estados Unidos para que los graduados se integren en la sociedad estadounidense contemporánea y sean ciudadanos o residentes bien informados.

BUSCA ofrece apoyo bilingüe tanto académico como administrativo a todos los estudiantes.

BUSCA ofrece a los estudiantes hispanohablantes una experiencia educativa católica de calidad basada en la asunción antropológica cristiana de que todos somos creados a la imagen y semejanza de Dios. BUSCA refleja la misión de la universidad católica y lasalista, proporcionando una educación a los estudiantes hispanos, de manera que puedan prosperar de manera intelectual, espiritual y social, así como también económicamente. BUSCA se compromete a diseñar programas educativos que permiten a los hispanos ser líderes bilingües y biculturales de la sociedad contemporánea estadounidense.

REQUISITOS DE ADMISIÓN

- Un certificado oficial de una escuela secundaria, de una universidad o GED (o equivalente del GED)
- Un formulario de recomendación
- Una prueba escrita de nivel de inglés
- Una entrevista con la asistente administrativa
- Una entrevista con la directora

MISIÓN DE BUSCA

El programa BUSCA, conocido por sus siglas en inglés (Bilingual Undergraduate Studies for Collegiate Advancement), es un programa de la Universidad de La Salle del Grado de Asociado en Artes, de cinco semestres, que ofrece a los estudiantes hispanos una oportunidad única para transformar sus vidas y su futuro.

BUSCA ofrece una comunidad de aprendizaje y apoyo, tomando en cuenta los retos académicos de los estudiantes hispanohablantes. Tanto el profesorado como el personal y la administración de BUSCA respetan a cada estudiante como individuo, y se esfuerzan por construir una plataforma educativa sólida, aprovechando al máximo las capacidades académicas de los estudiantes y abordando activamente sus debilidades.

Al tiempo que se reta a los estudiantes de BUSCA para que desarrollen una base de conocimientos más amplios, adelanten sus habilidades, tanto académicas como del idioma inglés, escudriñen en el área intelectual y mejoren la auto-confianza, también se encaran a un plan de estudios rigurosos en el área de las artes y un profesorado y personal que exige tanto como apoya. Después de graduarse con un título de sesenta créditos, que son transferibles en su totalidad para el programa de licenciatura en la Universidad de La Salle, los graduados de BUSCA están preparados para continuar sus estudios, continuar en un proceso de aprendizaje constante y ser líderes bilingües en la comunidad, la sociedad y el mundo.

SECUENCIA DE CURSOS PROGRAMA BUSCA

Semester 1

BSCA 150*	English for Academic Purposes: este curso intensivo de inglés es un requisito que hay que cumplir antes de tomar cualquier otro curso del currículo (12 créditos) *Los estudiantes deben sacar una “C” o más alta en cada curso de inglés para poder tomar el curso siguiente de inglés.
------------------	---

Semester 2

LIT 150*	English for Academic Purposes: Literatura 1
ENG 110*	English for Academic Purposes: el Arte de escribir 1: Persuasión
CSC 151	Introducción a la computación con el uso de programas
REL 211	El Nuevo Testamento

Semester 3

LIT 250*	English for Academic Purposes: Literatura 2 (pre-requisito: Lit 150)
HIS 300	Historia de los Estados Unidos hasta 1877
PHL 151	Filosofía: la persona humana
MTH 150	Matemáticas

Semester 4

ENG 210*	English for Academic Purposes: el Arte de escribir 2: Investigación (pre-requisito: Eng.110)
PHL 206	Filosofía política y social
SOC 150	Sociología: Principios de la sociología
REL 220	Religión: La iglesia católica actual

Semester 5

BIO 158	Biología humana
POL 151	Principios del gobierno estadounidense
HIS 305	Historia de los Estados Unidos de 1877 al presente
BSCA 250**	English for Academic Purposes: Seminario (pre-requisito: Eng 210) ** Para recibir el Título de Asociado, los estudiantes tienen que aprobar BSCA 250 con una nota mínima de “C” y mantener un promedio de 2.0.

Los estudiantes de BUSCA podrán solicitar admisión a un “Bachiller universitario” en la Universidad La Salle una vez que ellos aprueben el curso de BSCA 250 con una nota mínima de “C” y que se hayan graduado de BUSCA con el Título de Asociado.

BSCA 150**CURSO DE FUNDAMENTOS**

El objetivo principal de este curso de fundamentos de inglés es introducir al estudiante hispanohablante al inglés americano en el contexto universitario, a través de la vía conversacional espontánea y dirigida, y a través de ejercicios de lectura y escritura. El curso también ayuda al estudiante hispanohablante a adaptarse a la asimilación de la cultura americana y la vida universitaria. El curso hace énfasis en las habilidades de comunicación intercultural, a través de ejercicios de lectura y de escritura, de temas basados en la gramática, la oratoria y otras habilidades necesarias para iniciar una carrera académica exitosa.

BSCA 150 es el primer curso tomado por el estudiante que entra en el programa BUSCA. Se trata de un curso único por varias razones; en primer lugar, se trata de un curso de doce créditos. En segundo lugar, las clases de este curso se imparten cuatro días de semana en la tanda nocturna. En tercer lugar, hay cuatro componentes de este curso (gramática, composición, conversación y estudios universitarios), cada uno con diferentes profesores. En cuarto lugar, la calificación final en los cuatro componentes se promedia, para formar una calificación final del alumno. Por último, el curso BSCA 150 es único, debido a que cada estudiante debe obtener una calificación final de “C” o mayor, con la finalidad de continuar en el programa BUSCA. En otras palabras, BSCA 150 es un requisito previo para todos los cursos en BUSCA.

BSCA 250**SEMINARIO FINAL
Capstone**

Este curso es el noveno y último de inglés con propósitos académicos en el programa BUSCA. Su propósito es servir como guía para que el estudiante de quinto semestre conozca cuales son los requisitos de la universidad en cursos subgraduados y cuales son las expectativas, además le ayuda a perfeccionar las habilidades de comunicación en inglés. Este curso hace especial énfasis en continuar el desarrollo del estudiante en las habilidades de comunicación, la escritura persuasiva, la argumentación oral, la lectura crítica y facilita la realización de trabajos de investigación. Los estudiantes del curso BSCA 250 desarrollan sus habilidades a través del análisis de temas de actualidad y a través de la práctica auténtica; tales como debates, entrevistas, juegos de rol, informes orales, presentaciones, ensayos y trabajos de investigación.

Los estudiantes tienen que aprobar BSCA 250 con una nota mínima de “C” para recibir el Título de Asociado y continuar sus estudios en un programa de “Bachiller universitario” en la Universidad de La Salle.

THE ASSOCIATE IN ARTS DEGREE

The Associate in Arts in Liberal Arts degree is structured like the Bachelor's degree programs, but requires only half as many (60) credit hours to attain. The courses which fulfill the requirements for the Associate degree can be applied to the Bachelor's degree.

THE BACHELOR'S DEGREE

The undergraduate curriculum enables the student to pursue an academically valid general education and an in-depth study in a major academic field. The highly flexible program preserves the elements of a common intellectual experience appropriate to a liberal arts university while at the same time affording the adult student freedom and choice in designing an educational experience which helps to develop knowledge, skills and abilities.

The program of study leading to a Bachelor's degree consists of 120 credits distributed among courses in the University Core Curriculum, Major Requirements, and Free Electives. The 120 credits must include at least 38 courses of three credits or more. (See Academic Policy on Bachelor's Degree Requirements.)

The Bachelor of Arts degree can be earned in Criminal Justice, Psychology, and Religion.

The Bachelor of Science degree can be earned in Information Technology. The Bachelor of Social Work can also be earned.

Curriculum requirements for the Bachelor of Arts, Bachelor of Science, and Bachelor of Social Work are explained on the following pages.

SOCIAL WORK PROGRAM

The Social Work Program of La Salle University has its roots in the tradition and mission of the Christian Brothers. The Social Work Program supports the University's mission to pursue the “free search for truth by teaching its students the basic skills, knowledge, and values that they will need for a life of human dignity.” The Program seeks to establish an atmosphere in which community members may openly bear witness to their convictions on world peace and social justice. Students integrate Lasallian values with the theory, skills and values of the social work profession. Building upon the liberal arts foundation of the university, the Program prepares students for generalist social work practice in the urban community.





Students develop the ability to think systematically, are grounded in social work theory, and utilize generalist practice skills in a variety of settings. The program fosters a spirit of inquiry into matters of human diversity and social justice with an expectation that the process will stimulate an active commitment to social change. The students undertake an exploration of the self as a means of understanding and incorporating the values of the profession. Students are encouraged to acknowledge their unique gifts, and to challenge their limitations so they have conscious self-awareness in their practice as professional social workers.

Graduates earn a Bachelor of Social Work (B.S.W.), which prepares them for practice in the social services and related fields. The undergraduate degree also prepares students for graduate study. Many M.S.W. (Master in Social Work) programs offer advanced standing to qualified B.S.W. graduates, which can reduce the time required to obtain the M.S.W. from two years to one year.

COURSE DESCRIPTIONS

All courses are listed alphabetically by department. Courses with no semester designation are usually offered on a rotating basis. Consult course rosters.

KEY

- (F) Offered in Fall term
- (S) Offered in Spring term
- (F, S) Course may be rostered in either Fall or Spring term. The year is indicated if the course is offered in alternate years. When a course number has been changed this year, the former number is given in parenthesis.
-  Identifies courses that have been designated as writing intensive.
-  Identifies courses that have been designated as “Understanding at Home.”
-  Identifies courses that have been designated as “Understanding Abroad.”
-  Identifies courses that have been designated as having a service-learning component.

Courses listed in this section are subject to change through normal academic channels. New courses and changes in existing course work are initiated in the departments and approved by the curriculum committee consisting of faculty, student, and administrative representatives.

ART AND ART HISTORY

Susan M. Dixon, Chair

Art History

Associate Professors: Conaty, Dixon

Assistant Professors: Holochwost, Moriuchi

Lecturers: Farrell, Feliz, Heise, Scarborough

Studio Art

Lecturers: Eckhoff, Ghenov, Schaefer

PATTERNS COURSES

■ FINE ARTS

• ARTH 150

- Any 200-level course in the Art History section.
- Any 300-level course in the Art History section.

Students should take **ARTH 150** before taking 300 level courses.

COURSE DESCRIPTIONS

ARTH 150 (F, S)

INTRODUCTION TO ART

3 credits/Patterns 1

This course will introduce students to basic elements of visual literacy through the exploration of art history in a variety of cultural traditions, geographic locations, and chronological periods. Students will learn about principles of design, form, and iconography while exploring the art of different societies and cultures.

ARTH 201-202 (F, S)

HISTORY OF ART I AND II

3-6 credits/Patterns 2

This course is a chronological survey of architecture, painting, sculpture, and minor arts from major cultures, especially in the West. Emphasis is on identification and comprehension of styles, monuments, and traditions. ART 201 covers pre-historic art to ca. 1400; ART 202 covers the Renaissance to the 21st century.

ARTH 203

ANCIENT ART

3 credits/Patterns 2

This course examines selected early civilizations to the 4th century A.D. and the Early Christian era, emphasizing Greek, Roman, and other Mediterranean cultures. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ARTH 205

MEDIEVAL ART

3 credits/Patterns 2

This course addresses the development of the visual arts from the late Roman period to the late Gothic period of the 15th century. Special emphasis is on the establishment of Christian iconography and the evolution of church types. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ARTH 213

THE RENAISSANCE IN ITALY

3 credits/Patterns 2

This course involves the study of Renaissance civilization concentrating on the architecture, painting, and sculpture of Italy from 1200 to 1570. Emphasis will be on such masters as Donatello, Michelangelo, Raphael, Leonardo da Vinci, and Titian. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ARTH 216

BAROQUE AND ROCOCO ART

3 credits/Patterns 2

This course focuses on the styles, trends, and major forces in the visual arts of Western Europe during the 17th and 18th centuries, with special focus on the works of Bernini, Rubens, and Rembrandt. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ARTH 217

19TH-CENTURY ART

3 credits/Patterns 2

This course examines painting's evolution, content, and style, from circa 1780 to the turn of the 20th century. Emphasis is on major schools and artists, including Romanticism, Realism, Impressionism, and Post-Impressionism. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ARTH 222

AMERICAN ART: NATIVE AMERICAN TO MODERN

3 credits/Patterns 2

This survey course introduces American art through the study of selected artists and works of art, many of them in local museums. It traces the evolution of American art from Native American beginnings, through the Colonial and Federal periods, concluding in the World War II era and contemporary eras. Prerequisite: 100- or 200-level Art History or permission of the instructor.



ARTH 223

AMERICAN ARCHITECTURE

3 credits/Patterns 2

This course is a study of representative types, movements, and styles of American architecture from colonial to post-modern. Issues covered in the course include the tension between aesthetics and usefulness and the relationship of architecture to culture and context. Some emphasis is placed on urban architecture, including Philadelphia. Field trips to significant architectural sites are included. Prerequisite: 100- or 200-level art history or permission of the instructor.



ARTH 224

LATIN AMERICAN ART

3 credits

An examination of the visual culture of Latin America beginning with the Spanish and Portuguese arrival and colonization of the New World to the present. It will encompass the study of painting, sculpture, graphics, architecture and other visual media from Mesoamerica, Central America, South America and the Caribbean, as well as Chicano art production in the United States.

ARTH 226

INTRODUCTION TO MUSEUMS
3 credits/ Patterns 2

Students will learn about the history and evolution of the museum and consider some of its main objectives. Topics will include the mission and function of art museums -- collection, care of objects, exhibition, and education -- as well as the politics of interpretation and display. Site visits to local art museums and presentations by curators and museum directors from the area complement readings and lectures by the instructor.

ARTH 227

MUSEUMS OF PHILADELPHIA
3 credits/ Patterns 2

In this course, students visit at least 10 of Philadelphia's art museums and galleries and study such works as Egyptian and other African sculpture, Renaissance and Impressionist paintings, contemporary photographs, American furniture, and Japanese prints. The on-site excursions are supplemented by class discussions and presentations.

ARTH 270

SPECIAL TOPICS IN ART HISTORY
3 credits/Patterns 2

Topics in this course vary from semester to semester. The course may be repeated for credit if the material is essentially different.

ARTH 316

WOMEN AND ART
3 credits/Patterns 2



This course encourages students to think critically about the contributions of women artists, collectors, critics, models, and viewers to the fields of art and art history. These are areas that have been historically dominated by men, and this course requires that students look beyond the traditional models of art criticism to consider how gender has shaped women's artistic practice and their response to works of art. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ARTH 319

MODERN ART
3 credits/Patterns 2

This course entails the study of developments in late 19th and early 20th century art as they pertain to the rise of Modernism. Movements to be examined include Post-Impressionism, Expressionism, Cubism, Futurism, and Surrealism. While the focus will be on painting and sculpture, related developments in architecture and the decorative arts may also be considered. Particular attention will be paid to the social and historical context for the production of the works of art studied. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ARTH 320

ART AFTER 1945
3 credits/Patterns 2



This course will explore late 20th-century and early 21st-century developments in the arts, with a particular focus on the rise of the American art scene in the years following World War II. Abstract Expressionism, Minimalism, Pop Art, Body and Performance Art, and Land Art will be discussed in depth. Contemporary art (art produced since 1980), including important contemporary movements outside the United States and museum culture of the late 20th and early 21st century, will also be a focus. Prerequisite: 100- or 200-level Art History or permission of the instructor.

ARTH 322

TOPICS IN AMERICAN ART
3 credits/ Patterns 2

This is an advanced course that takes an in-depth look at a particular topic in American Art. Possible subject include The Hudson River School, American Genre Painters, The Art and Artists of Mexico, and American Impressionism. Prerequisite: 100 or 200 level Art History course or permission of the Chair.

ARTH 325

TOPICS IN GLOBAL ART
3 credits/ Patterns 2

This is an advanced art history course that surveys the visual arts in selected non-Western societies. Students will study and analyze the styles, methods and cultural contexts of the visual arts from Africa, Asia, Mesoamerica, and Oceania. Prerequisite: 100 or 200 level Art History course or permission of the Chair.

ARTH 340

ART AND CULTURE
3 credits/ Patterns 2

This is an advanced art history course that takes an in-depth look at the art and society of one particular culture or historical period. This course offers a thematic approach to understanding art in a cultural context such as Art and Politics or Urban Art. Prerequisite: 100- or 200-level Art History course or permission of the Chair.

ARTH 370

SPECIAL TOPICS IN ART HISTORY
3 credits/Patterns 2

Topics in this course will vary from semester to semester. The course may be repeated for credit if the material is essentially different.

ARTH 380

RESEARCH TOPICS IN ART HISTORY
3 credits/Capstone



This course provides an analysis and application of methods used in art criticism and research, with emphasis on writing. Subjects of study will vary. Required for Art History majors but open to qualified advanced general students, with permission of the instructor.

ARTH 460

INTERNSHIP
3 credits

The internship is designed to give art history majors and minors the opportunity to gain real-world experience in the art field. Students will meet regularly with a faculty member and will be encouraged to reflect on the relationship between their coursework and their internship experience. Prerequisites are a cumulative GPA of at least 3.0 overall and in the major and approval of the Chair. Students must apply for internships. Application forms, available in the Fine Arts Department office, should be returned to the office during registration period before internships can be approved.

ARTH 480

EXHIBITION SEMINAR
3 credits

This course is an upper-level elective for art history majors or for any major (with instructor permission) with an interest in museum studies. It gives our students practical, yet rigorous training in anticipation of a museum or gallery career, one of the major career options for the B.A. Art History.

The exhibition seminar is a special course with the outcome of an exhibition, most often in the La Salle University Art Museum.

Studio Courses

ART 102

DIGITAL ART STUDIO

3 credits

In this course, students will learn the fundamental principles and techniques associated with creating and modifying digital images, and how to prepare these images for viewing on screen and in print. Both raster (paint) and vector (draw) type graphics will be studied, using appropriate software applications. The concepts and skills learned in this course will prepare students to handle all subsequent visual communication more effectively. Prerequisite: CSC 151.

ART 215

COLOR THEORY

3 credits

This course offers an introduction to color models, color interaction, and the human perception of color. The course will address color in both subtractive (pigmented) and additive (electronic) environments, and theoretical work will be reinforced by practical exercises in various media. Prerequisite: ART 102.

ART 220

ELECTRONIC VISUAL COMMUNICATION

3 credits

This course provides an overview of issues related to the history and theory of images and their cultural function; assessment and analysis of digital images and their effectiveness, primarily through the World Wide Web; application of newly gained knowledge to the creation of students' own visual projects. Emphasis will be on looking at the interactive potential of images in digital media and on devising analytical, assessment, and production strategies that focus on the dynamic potential of these interactive images. Prerequisite: ART 102.

ART 260-261

OIL PAINTING

3-6 credits

This course is an introduction to basic techniques of painting, drawing, and perspective. Preparation of canvas and media. Exercises in indoor and outdoor painting.

ART 262

PRINT MAKING

3 credits

This course is an introduction to basic print processes. Relief, intaglio, collograph printing, followed by mixed-media projects. Experimentation encouraged.

ART 263

DRAWING

3 credits

This course provides students with mastery of basic principles of observation and familiarity with the potential and limitation of various media. Study of proportion, volume, perspective, and anatomy. Representation of still lifes, the human figure, and landscape using various media.

ART 265-66

FIGURE SCULPTING

3 credits

This is a studio sculpture class in which students sculpt the human figure in non-hardening clay, working from live models covering as wide a range of body types as possible. An emphasis will be placed on anatomy. Course may be repeated for advanced credit (Art 266) after completion of Art 265.

ART 268

INTRODUCTION TO DIGITAL PHOTOGRAPHY

3 credits

This course introduces basic concepts, techniques and terminology in digital photography such as how sharpness and exposure affect images and the way they are perceived by viewers. Getting images from camera to computer, to print and/or web, and using software such as Adobe Photoshop will be covered.

ART 270

SPECIAL TOPICS IN STUDIO ART

Material will vary from semester to semester. May be repeated for credit if course is essentially different.

BIOLOGY

James Pierce, Ph.D., Chair

FRAMEWORKS COURSES

■ Natural Science

- BIO 157, 158
-

COURSE DESCRIPTIONS

BIO 157

LIFE SCIENCE: AN ENVIRONMENTAL APPROACH

3 credits/Frameworks

This is a foundation biology course for non-majors that places an emphasis on the unifying concepts of ecology. It is intended to demonstrate interconnections between the life and physical sciences, provide opportunity for in-depth exploration of environmental issues, and establish a relevance to students' lives. Topics will include human influence on patterns and products of change in living systems, energy matter and organization, and human interaction and interdependence with other living systems.

BIO 158

LIFE SCIENCE: A HUMAN APPROACH

3 credits/Frameworks

This is a foundation biology course for non-majors that places emphasis on the unifying concepts of human biology. It is intended to demonstrate interconnections between the life and physical sciences, provide opportunity for in-depth exploration of life and establish a relevance to students' lives. Topics include: maintaining dynamic equilibrium in humans, human reproduction and inheritance, human growth and differentiation.

BIO 161-162

ANATOMY AND PHYSIOLOGY

4 credits

This basic course focuses on the structure and functioning of the human body with emphasis placed on the interrelationships of the major organ systems. Intended for Allied Health students. Three hours of lecture, two hours of laboratory; two terms. BIO 161 is a prerequisite for BIO 162.

BIO 163

CLINICAL MICROBIOLOGY

4 credits

Topics in this course include structure, growth, and identification of medically important microorganisms; role of specific pathogens in the etiology of human disease; immunology; chemotherapeutic and antibiotic control of infectious diseases. Intended for Allied Health students. Three hours lecture, two hours laboratory.

Note: Course descriptions for other prerequisite courses are found in other sections of this catalog.

CHEMISTRY

William Price, Ph.D., Chair

PROGRAM GOALS

1. We strive to prepare our students by providing a strong foundational base in chemistry.
2. We strive to maintain a community of active learners.
3. We strive to acknowledge the diversity in students' needs, goals and backgrounds.
4. We strive to connect chemistry to the world around us.
5. We strive to prepare students for graduate school, professional school and employment in fields related to chemistry and biochemistry - ultimately to prepare them for a lifetime of learning.

STUDENT LEARNING OUTCOMES

1. Students demonstrate proficiency with required subject material as defined by the American Chemical Society for institutional accreditation.
2. Students demonstrate proficiency in laboratory practices including application of standard formulation techniques, familiarity with common instrumentation, and implementation of laboratory safety procedures.
3. Students demonstrate effective communication of results to others including through both written and oral presentations. Effective communication defined to include proper use of grammar, organization of material, effective presentation of results, and development of data-driven conclusions.
4. Students demonstrate ability to utilize existing scientific literature including a familiarity with available search tools as well as the ability to extract key findings from published research works.

FRAMEWORKS COURSES

■ NATURAL SCIENCE

- CHM 150, 152

COURSE DESCRIPTIONS**CHM 111 (F)**GENERAL CHEMISTRY I
4 credits

General Chemistry I provides a firm basis for understanding the fundamentals of chemistry. This course covers atomic and molecular structure, stoichiometry, thermochemistry, and the periodic table. The descriptive chemistry is principally concerned with the reactions of nonmetals and of ions in solution. The class consists of three hours of lecture and three hours of laboratory.

CHM 112 (S)GENERAL CHEMISTRY II
4 credits

General Chemistry II builds on the concepts of General Chemistry I and focuses on gasses, properties of solutions, kinetics, equilibrium, acid-base

chemistry, and electrochemistry. The laboratory experiments reinforce the concepts covered in lecture. A C- or better in CHM 111 is a prerequisite for this course. The class consists of three hours of lecture and three hours of laboratory.

CHM 150 (F, S)

CONSUMER CHEMISTRY

3 credits/Core: Frameworks of Scientific Understanding

Consumer Chemistry is a non-mathematical examination of the development of fact and theory in chemistry and the utilization of chemistry by society. Topics may include energy, pharmaceuticals, environmental effects, food additives, or synthetic materials. No prior knowledge of chemistry required. The course consists of three hours of lecture/laboratory sessions.

CHM 152

INTRODUCTORY FORENSIC SCIENCE

4 credits/Frameworks

This course is for non-science majors who are interested in learning more about how evidence from a crime scene is collected, analyzed and evaluated. Of necessity, the course will be numerical in nature, but not math intensive. As a multidisciplinary area of study, the course will use concepts from chemistry, biology, biochemistry, physics, toxicology, statistics and other fields and will employ hands-on learning activities and laboratories, group work and the traditional lecture format to convey the course material. Four hours lecture/laboratory sessions.

CHM 161 (F)

CHEMISTRY OF THE LIFE SCIENCES

4 credits

Chemistry for the Life Sciences is a course for students typically majoring in nursing or nutrition. The course gives a general knowledge of chemistry (mostly inorganic) with an emphasis on health-related topics and problem-solving strategies. Descriptive and quantitative principles are discussed. The only prerequisite is high school algebra. This course consists of three hours of lecture and three hours of laboratory.

COMMUNICATION

Lynne A. Texter, Ph.D., Chair

POWERS COURSE

■ SPEECH

- COM 150
-

COURSE DESCRIPTIONS

COM 102 (F, S)

INTERPERSONAL COMMUNICATION

3 credits



This course is designed to increase students' communication knowledge and skills in their relationships with others, including friends, family, coworkers, and romantic partners. Specific topics include relationship development, listening, self-disclosure, the influence of culture on interpersonal communication, and managing conflict effectively.

COM 150 (F, S)

PRESENTATION SKILLS

3 credits/Powers Course

The presentation skills course teaches students how to research, structure, and deliver effective oral presentations. It requires active student participation in order to build both skills and confidence. Among the topics covered in the course are: analyzing the audience; identifying, selecting, and critically evaluating content; matching presentation content to presentation goals; using visual aids effectively; and dealing with speaking anxiety.

COM 206

FUNDAMENTALS OF JOURNALISM

3 credits



This beginning journalism course introduces students to basic news reporting and writing techniques across multiple platforms, including print, broadcast, and online. Although the emphasis will be on news reporting, students will get introduced to feature writing as well.

COM 207

PRINCIPLES OF PUBLIC RELATIONS

3 credits



Public relations has been called “the unseen power” that influences culture, business, politics, and society. This class introduces students to the wide-ranging field of public relations, the role it plays in managing organizational relationships of all kinds, and the skills required to succeed in one of the fastest-growing communication professions.

COM 302

BROADCAST JOURNALISM

3 credits



This course focuses on reporting for TV and radio broadcast with an emphasis on hard news but including some feature stories. Prerequisite: COM 208.

COM 303 (S)

SCRIPTWRITING

3 credits



This course is an introduction to and application of scriptwriting techniques in formats appropriate for the media of radio, television, and film.

COM 357

PUBLIC RELATIONS WRITING

3 credits



Writing is one of the top-rated skills for public relations professionals, and this course introduces students to the principles of planning and pre-writing as the basis for successful writing efforts. Students will learn how to produce a variety of pieces for print and electronic media, including press releases, backgrounders, brochures, newsletter articles, and public service announcements, as well as other tools designed to engage an organization's key stakeholders.

COMPUTER SCIENCE

Course listings under Mathematics & Computer Science

CRIMINAL JUSTICE

Course listings under Sociology, Social Work and Criminal Justice

ECONOMICS

H. David Robison, Ph.D., Chair

FRAMEWORKS COURSE■ **SOCIAL SCIENCE**

- ECN 150

COURSE DESCRIPTIONS**ECN 150** 

INTRODUCTORY MACROECONOMICS:
THE U.S. IN THE GLOBAL ECONOMY I
3 credits/Frameworks

After introducing students to the what and how of economic thinking, the course explores the causes of national economic prosperity and economic problems such as unemployment and inflation. It also discusses the role of fiscal and monetary policies, economic growth, and international economic relations among the US and other countries.

ECN 201

INTRODUCTORY MICROECONOMICS: BUSINESS FIRM AND MARKET
ANALYSIS I
3 credits

This course explores many issues pertaining to the operation of businesses and the markets in which they operate. Among these are the behavior of consumers, the determinants of prices and production levels, and the efficiency of market outcomes. As time allows, the course applies economic thinking to issues like: economic inequality, environmental concerns, international trade, and firms with monopoly power. Prerequisite: ECN 150

ECN 213

INTRODUCTORY STATISTICS FOR ECONOMICS AND POLITICAL SCIENCE
3 credits

This course addresses basic statistical methods used in the analysis of economic and political phenomena and decision-making. Emphasis is on the application of statistical techniques and the sound interpretation of statistical results. Topics include: descriptive statistics, probability, sampling and sampling distributions, statistical estimation, hypothesis testing, simple regression and correlation.

ECN 335 (F, S) 

INTERNATIONAL TRADE AND TRADE WARS
3 credits

This course provides an overview of the U.S. in the global economy and the history of the World Trade Organization (WTO), an examination of the WTO's dispute settlement mechanism, and an examination of major trade disputes that involve the U.S. The course ultimately explores how international trade laws, politics, diplomacy, and multi-national corporations in pursuit of profits interact. Prerequisite: ECN 150.

ECN 340 

AMERICAN ECONOMIC HISTORY
3 credits

This course describes and analyzes long-term economic growth and development since colonization. Stresses changes in demographic, technological, and institutional factors as they interact with the market system. Applies basic economic concepts and theories of growth to significant historical questions. Prerequisite: ECN 150.

ENGLISH AS A SECOND LANGUAGE (ESL)

(see Foreign Languages and Lit.)

FOREIGN LANGUAGES AND LITERATURES

Luis A. Gomez, Ph.D., Chair

ENGLISH AS A SECOND LANGUAGE (ESL) COURSES

ESL 150

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES
AND AMERICAN CULTURE

(Novice Level)

3 credits

This course focuses on the development of basic skills in listening, speaking, reading, and writing English. Attention given to American Cultural values to strengthen language usage. Additional hours for Practicum in conversation are required.

ESL 260

ENGLISH LANGUAGE USAGE AND AMERICAN CULTURE

(Intermediate Level)

3 credits

This course assumes prior knowledge of spoken and written English. It emphasizes continuing development of listening, speaking, reading, and writing skills in English language and explorations of American cultural values. Emphasis is placed on various disciplinary approaches. Additional hours for Practicum in conversation are required.

ESL 280

ADVANCED CONVERSATION AND COMPOSITION

(Intermediate High Level)

3 credits

This course follows ESL 150 and 260 and is offered to speakers of limited-English proficiency. This course should be taken prior to WRT 107. A continuation of the developmental speaking, listening, reading, and writing skills with special emphasis upon refinement of speaking and writing skills. Reading materials will be used that reflect past and present American culture. Additional hours for Practicum in conversation are required.

WRT 107

WRITING FOR NON-NATIVE SPEAKERS

(Advanced Level)

3 credits

Designed for non-native speakers who have achieved basic English language competency, this bridge course is a special section of the University's College Writing I course. Instruction in the writing process, invention, and in necessary grammatical and organizational skills. Emphasis on writing from personal experience. Upon successful completion, students may enroll in ENG 108. Prospective students should consult an advisor or the coordinator.

LITERATURE IN TRANSLATION

PATTERNS COURSES

Literature:

- LIT 150, 250

LIT 150

MODERN EUROPEAN AND LATIN AMERICAN WRITERS

3 credits/Patterns

This course is an examination of modern French, German, Hispanic, Italian and Russian literatures in English translation. A study of attempts by representative men and women to comprehend their times and their cultures and to express their understandings of modern life in literature. Selected works of prose, poetry, and drama. Short critical papers.

LIT 250

SELECTED TOPICS IN WESTERN LITERATURE

3 credits/Patterns

This course provides an examination of specific topics in modern French, German, Hispanic, Italian, and Russian literatures in English translation. The topics may include motifs, such as the search for lost innocence, love and suffering or the examination of specific literary movements such as Romanticism, Neo-Classicism, Post-Modernism. Selected works of prose, poetry and drama. Short critical papers.

The English Department also offers courses that fulfill the core requirement in Literature.

FOREIGN LANGUAGE — CONVERSATION AND CULTURE

PATTERNS COURSES

German 150, Irish-Gaelic 150, Japanese 150, and Spanish 150, German 250, Irish-Gaelic 250, Japanese 250, Spanish 250, and Spanish 360

COURSE DESCRIPTIONS

German 150

CONVERSATION AND CULTURE I

3 credits/Patterns

This is an introductory course in conversation and culture in German. Students will develop elementary level ability in speaking German and will be introduced to the heritage and culture of Germany. No prior knowledge of German is required.

Irish-Gaelic 150

CONVERSATION AND CULTURE I

3 credits/Patterns

This is an introductory course in conversation and culture in Irish-Gaelic. Students will develop elementary level ability in speaking Irish-Gaelic and will be introduced to the heritage and culture of Ireland. No prior knowledge of Irish-Gaelic is required.

Japanese 150

CONVERSATION AND CULTURE I

3 credits/Patterns

This is an introductory course in conversation and culture in Japanese. Students will develop elementary level ability in speaking Japanese and will be introduced to the heritage and culture of the Japanese. No prior knowledge of Japanese is required.



Spanish 150CONVERSATION AND CULTURE I
3 credits/Patterns

This is an introductory course in conversation and culture in Spanish. Students will develop elementary level ability in speaking Spanish and will be introduced to the heritage and culture of Hispanics. No prior knowledge of Spanish is required.

German 250CONVERSATION AND CULTURE II
3 credits/Patterns

This course is a continuation of introductory studies in conversation and culture in German. Development of ability to speak German plus information on the heritage and culture of German-speaking peoples. Assumes some prior knowledge of German (approximately one semester).

Irish-Gaelic 250CONVERSATION AND CULTURE II
3 credits/Patterns

This course is a continuation of introductory studies in conversation and culture in Irish-Gaelic. Development of ability to speak Irish-Gaelic plus information on the heritage and culture of the Irish. Assumes some prior knowledge of Irish-Gaelic (approximately one semester).

Irish-Gaelic 260 (S)IRISH LANGUAGE AND CULTURE
3 credits/Patterns

This is a conversational course in the Irish language together with an examination of the various aspects of Irish culture. Students will receive a brief introduction to Irish social, cultural and political history. There will also be presentations on Irish music, literature and film. This course is a Travel Study allowing students to travel to Ireland during spring break.

Japanese 250CONVERSATION AND CULTURE II
3 credits/Patterns

This is a continuation of introductory studies in conversation and culture in Japanese. Development of ability to speak Japanese plus information on the heritage and culture of the Japanese. Assumes some prior knowledge of Japanese (approximately one semester).

Spanish 250CONVERSATION AND CULTURE II
3 credits/Patterns

This is a continuation of introductory studies in conversation and culture in Spanish. Development of ability to speak Spanish plus information on the heritage and culture of Hispanics. Assumes some prior knowledge of Spanish (approximately one semester).

Spanish 360READING STRATEGIES IN SPANISH
3 credits/Patterns

This course is an introduction to reading strategies involving Spanish texts. Readings include short features on topical subjects. Assumes some prior knowledge of Spanish (approximately two semesters).

Special TopicSPANISH FOR HISPANICS-IN SPANISH
3 credits

This advanced course in Spanish is for native speakers of the language; its principal goal is to develop and refine oral and written skills of students whose dominant language is Spanish. The course includes extensive reading selections which form the basis for oral and written composition. Students will also receive extensive review of the grammatical and syntactical structure of the language.

FOREIGN LANGUAGES

PATTERNS COURSES

FRN, GER, SPN 101-102

COURSE DESCRIPTIONS

FRENCH**FRN 101-102**ELEMENTARY FRENCH
3-6 credits

These courses are typically organized and designed to encourage communication and to offer insight into the culture of the speakers of French. Information is provided on the geo-political areas in which French is spoken and the cultural habits and orientation of its speakers.

FRN 201-202INTERMEDIATE FRENCH
3-6 credits

These courses promote communication through a knowledge of French and French culture. They involve further study of the structural and lexical features of French based upon topical subjects. They enhance an understanding of the in-depth culture of France through presentations on its traditions of art, music and literature.

GERMAN**GER 101-102**ELEMENTARY GERMAN
3-6 credits

These courses are typically organized and designed to encourage communication and to offer insight into the culture of the speakers of German. Information is provided on the geo-political areas in which German is spoken and the cultural habits and orientation of its speakers.

GER 201-202INTERMEDIATE GERMAN
3-6 credits

These courses promote communication through a knowledge of German and German culture. They involve further study of the structural and lexical features of German based upon topical subjects. They enhance an understanding of the in-depth culture of German-speaking countries through presentation on their traditions of art, music, and literature.

SPANISH**SPN 101-102**ELEMENTARY SPANISH
3-6 credits

These courses are topically organized and designed to encourage communication and to offer insight into the culture of the speakers of Spanish. Information is provided on the geo-political areas in which Spanish is spoken and the cultural habits and orientation of its speakers.

SPN 201-202INTERMEDIATE SPANISH
3-6 credits

These courses promote communication through a knowledge of Spanish and Hispanic cultures. They involve further study of the structural and lexical features of Spanish based upon topical subjects. They enhance an understanding of the in-depth culture of Spanish-speaking countries through presentations on their traditions of art, music, and literature.

SPN 301-302CONVERSATION AND COMPOSITION
3-6 credits

These courses involve conversations on topical subjects and in-depth analyses of structural, lexical and grammatical features of Spanish. The conversations are drawn on the cultural activities and perspectives of the speakers of Spanish (holidays, work habits, plight of ethnic minorities, church and family).

**SPN 307**COMMERCIAL SPANISH
3 credits

This course is intended to acquaint the student with commercial Spanish terminology combined with lectures, readings, and translations of business letters. Introduction of new vocabulary used in the business world with emphasis on Spanish American idiomatic expressions.

SPN 311-312SURVEY OF SPANISH LITERATURE
3-6 credits

This course is an introduction to the study of peninsular Spanish literature from the Middle Ages to the present. Readings and discussions in Spanish.

**SPN 313**SURVEY OF SPANISH AMERICAN LITERATURE
3 credits

This course focuses on reading and discussion of works from the colonial period to the 20th century, with special emphasis upon contemporary Latin American literature.

SPN 321SURVEY OF SPANISH CIVILIZATION
3 credits

This course is a cultural and historic study of Spain's past, examining the effects of Rome and Islam, the period of Spanish domination and later decline, and the status of present-day Spain.

SPN 322SURVEY OF SPANISH AMERICAN CIVILIZATION
3 credits

This course is a cultural and historic presentation of the diversity of Latin America from the Aztecs and Incas to the Conquest, the viceroalties, and the establishment of independent nations; course concludes with a thorough study of today's Latin America.

SPN 350-351INTRODUCTION TO BILINGUAL-BICULTURAL STUDIES
3-6 credits

This course addresses linguistic and cultural problems in teaching English to speakers of other languages. Emphasis on materials, techniques and attitudes of teachers and students. Special emphasis on the vocabulary and idiom of the Caribbean. Cultural survey of present day problems in Puerto Rico and other Caribbean countries.

SPN 352INTRODUCTION TO TRANSLATION AND INTERPRETATION
3 credits

This introductory translation and interpretation course provides students with an overview of translation theory while providing practice with a variety of texts. Students practice translating from Spanish to English and vice versa in different topics. Basic concepts and problems in the area of translation studies are identified and discussed. Students also discuss different types and modes of translation as well as translation strategies and techniques. In addition, students are familiarized with the role and functions of translator and/or interpreter in the process of intercultural communication.

SPN 402INTRODUCTION TO SPANISH SOCIOLINGUISTICS
3 credits

This course introduces students to the study of Spanish language variation within its social context. Social factors such as geography, race, gender, age, social class, economics, education, as well as specific linguistic features belonging to certain Spanish speaking communities, will be discussed. Students will familiarize with speech community, data collection, types of linguistic variation, and the sociolinguistic variable. In addition to learning about the concepts, questions, and methods associated with sociolinguistic research as they are applied to language, students will discuss and review studies of language variation in different speaking communities. Finally, students will examine language contact situations such as Spanish in the United States.

SPN 480SEMINAR
3 credits

Topics of investigation vary from semester to semester.

GEOLOGY, ENVIRONMENTAL SCIENCE, AND PHYSICS

Henry A. Bart, Ph.D., Chair

GEOLOGY

FRAMEWORKS COURSES

■ NATURAL SCIENCE

- GEO 150, 151, 152, 153, 154

COURSE DESCRIPTIONS

GEO 150

PLANET EARTH

4 credits/Frameworks

This course is an introduction to the physical processes that interact to change the interior and the surface of the earth, including weathering, earthquakes, volcanoes, glaciation, marine erosion, Continental Drift, and mountain building. Three hours lecture, two hours laboratory.

GEO 151

ENVIRONMENTAL GEOLOGY

4 credits/Frameworks

This course is an introduction to the geologic processes that shape our planet and modify environments. Such fundamental concepts as land-use planning, development of urban areas, hazardous waste disposal in natural systems, use of resources, and soil development and modification will be emphasized. Three hours lecture, three hours laboratory.

GEO 152

OCEANOGRAPHY

3 credits/Frameworks

This course involves a study of the physical processes that affect the oceans of the earth. Emphasis will be on tides, currents, waves, chemistry of the sea, and geology of ocean basins. Three hours lecture.

GEO 154

ASTRONOMY

3 credits/Frameworks

This course offers a contemporary view of the universe from the big bang to its possible ends, our sun and its planets, galaxies, the life and death of stars, white dwarfs, neutron stars, quasars, black holes, life on earth and the possibility of extraterrestrial intelligence. Three hours lecture.

PHYSICS

FRAMEWORKS COURSE

- PHY 150

COURSE DESCRIPTIONS

PHY 105

GENERAL PHYSICS I

4 credits

This course addresses vectors, elementary mechanics of point particles and rigid bodies, and gravitation. Prerequisite: MTH 113. Four-hour lecture/two-hour laboratory is required.

PHY 106

GENERAL PHYSICS II

4 credits

Simple harmonic motion and waves are addressed in this course. Elementary optics, electromagnetism, and DC circuits are the topics that will be emphasized in this course. Four-hour lecture/two-hour laboratory is required. Prerequisite: PHY 105.

PHY 120

SCIENCE, TECHNOLOGY, AND SOCIETY

3 credits

This course is a study of some interactions between science, technology, and society. Topics include: the scientific community; history of technology; weapons; science, technology, and the arts; technology and change.

PHY 121

WOMEN, MEN; SCIENCE, TECHNOLOGY

3 credits

This course is an exploration of gender components in science and technology. Extra-scientific influences on scientific theories; why there are not more female engineers and scientists; how science views male/female differences; use of science to reinforce social attitudes; the political content of technology and how technology impacts differently on men and women.

PHY 150

SOME REVOLUTIONS IN PHYSICS

3 credits/Frameworks

This course offers a non-mathematical introduction to physics with emphasis on studying the processes of scientific change. Ancient astronomy and mechanics. The Copernican/Newtonian Revolution, Special Relativity.

PHY 201 (F)

COMPUTER ELECTRONICS I

3 credits

Topics in this course include full and half-adders using 2's complement; flip flops; clocks; registers; counters; addressing functions; MUX/ DEMUX; memory; op codes; fetching.; computer assembly programming concepts. Prerequisite: CSC 157 and MTH 161, or permission of department chair.

PHY 202 (S)

COMPUTER ELECTRONICS II

3 credits

Topics in this course include basic electronics, including resistors, capacitors, diodes, transistors and transformers. Building basic logic gates from basic electronic components. Constructing logic circuits from logic gates including Karnaugh maps. Prerequisite: PHY 201

HISTORY

Stuart Leibiger, Ph.D., Chair

PATTERNS COURSES

■ HISTORY

- HIS 151, 155, 251

COURSE DESCRIPTIONS

HIS 151

GLOBAL HISTORY TO 1500

3 credits/Patterns

This course examines the development of the first civilizations in Africa, Asia, the Mediterranean, and the Americas, with the aim of exploring their distinctive approaches to human needs and social organization. Students are also introduced to historical methodology, historiography, and different perspectives on how we view the past.

HIS 155 (F, S)

THEMES IN AMERICAN HISTORY: A BIOGRAPHICAL APPROACH

3 credits/Patterns 1

This introductory survey course covers United States history through the lives of representative Americans. Course readings consist of a series of paired biographies of major figures who confronted the pivotal issues and challenges of their times. Course themes include the establishment of the colonies, the emergence of American national identity, the founding and preservation of the republic, the struggle against slavery and racism, the spread of capitalism and industrialization, the rise of foreign affairs, the influence of immigration, the growth of the federal welfare state, and the creation of an inclusive society. Overall, the course addresses the experiences of different races, classes, genders, and ethnicities.

HIS 251

GLOBAL HISTORY 1500 TO PRESENT

3 credits/Patterns

This course is a study of the evolution and interactions of the cultures of Europe, America, Africa, and Asia from 1500 to the present, designed to give students a greater understanding of the relationships among modern nations so necessary in today's shrinking globe. (Formerly History 150)

HIS 430 (F, S)

INTRODUCTION TO PUBLIC HISTORY

3 credits

Public History communicates historical information to the general public within a variety of media. This course looks at how public historians (curators and collections care specialists; archivists; historic site managers and interpreters; historic preservationists and historic district advocates; historic archaeologists and architects) participate in and lead those activities. This course uses local public history sites to gain a professional-level comprehension of public history practices, ideas, and career opportunities.

Area I United States History

HIS 300

US REPUBLIC TO 1877

3 Credits/Core Concentration

This course traces the unfolding of American history from colonial times through the Civil War and Reconstruction. The coming of the Revolution, its results, the Federalist experiment, Jeffersonian and Jacksonian democracy, slavery and its opponents, and the trauma of the Civil War and its aftermath are examined. The central place of Philadelphia during much of this period is also given special attention.

HIS 305

THE UNITED STATES SINCE 1877

3 credits

This course is the second half of the survey begun by the core concentration course, HIS 300. It covers the Progressive Movement, American involvement in World War I, the Roaring Twenties, America between the wars, World War II, the Cold War, the Civil Rights Movement, the Vietnam Era, and the United States at the dawn of the 21st century.

HIS 324

HISTORY OF PHILADELPHIA

3 credits

This course examines the historical development of Philadelphia from colonial times to the present, emphasizing the way people lived, the impact of transportation upon city growth, and the changing nature of industrialization. Lectures combined with field trips. Cost of field trips requires an additional fee of \$40.00. (Formerly HIS 224)

HIS 329

HISTORY OF U.S. WOMEN

3 credits

This course provides an in-depth analysis of the experience of women in American culture. Special attention is given to the women's rights movement, women in the Industrial Revolution, and women in World War I and World War II.

HIS 331

AMERICA'S MILITARY PAST

3 credits

This course explores the impact of the America military establishment upon American society, and the formation of defense strategy and foreign policy. (Formerly HIS 231)

HIS 333

THE AMERICAN IMMIGRANT

3 credits

This course examines the history of immigration to America and its ethnic impact upon American institutions. (Formerly HIS 233)

HIS 337

THE AFRICAN AMERICAN EXPERIENCE IN AMERICA

3 credits

The main themes in African American history from the African experience to the present, with special attention given to slavery, protest movements, civil rights, and black achievement are addressed in this course.

HIS 340 (F, S)

TOPICS IN U.S. HISTORY
3 credits

This course offers an examination of selected topics illustrating the political, social, and cultural history of the modern world.

HIS 341

RUSSIAN-AMERICAN DIPLOMATIC HISTORY
3 credits

This course will survey the diplomatic relations between the United States and the Soviet Union from the American Revolution to the Reagan-Gorbachev summit of 1987.

HIS 342

HISTORY OF THE WESTWARD MOVEMENT IN AMERICA
3 credits

This course presents a study of the American frontier emphasizing pioneer life, federal Indian policy, and the settlement of the Great Plains and Far West. (Formerly HIS 242)

HIS 347

PRESIDENTIAL ELECTIONS
3 credits

A historical analysis of presidential campaigns from 1900 to the present, the course stresses the evolution of political techniques, issues, political parties, and personalities.

HIS 402

AMERICAN REVOLUTION
3 credits

This course is an intensive analysis of concepts and movements generated in the American colonies which resulted in revolution and separation of the British settlements. (Formerly HIS 302)

HIS 413

JEFFERSONIAN-JACKSONIAN DEMOCRACY
3 credits

This course is a detailed analysis of the development of the American political system in an increasingly democratic society. (Formerly HIS 313)

HIS 415

FIERY TRIAL: CIVIL WAR
3 credits

This course offers a detailed study of the disruption of the Union, stressing the causes, personalities, and human drama of the military events leading to Appomattox. (Formerly HIS 315)

HIS 425

MODERN AMERICA
3 credits

This course examines the growth of government involvement at home and abroad since 1939.

HIS 429 (F, S)

THE EMERGENCE OF MODERN AMERICA, 1877-1913
3 credits

This course focuses on the nationalization of American life, including the building of the railroad network, the rise of industry, the labor movement, immigration, and urbanization.

HIS 447

THE UNITED STATES IN THE PACIFIC BASIN
3 credits

This course examines the interrelationship of the United States and the East Asian world in the modern period.

Area II European History**HIS 310**

EUROPE TO 1400
3 credits

This course traces the unfolding of Western civilization from pre-history to the Renaissance. The legacies of Greece and Rome; the heritage of both early Christian Europe and the Byzantine and Islamic civilizations; and the contribution of later medieval society to the governmental, economic, and intellectual growth of Europe.

HIS 311

EUROPE FROM 1400 TO PRESENT
3 credits

This course surveys the decline of feudal institutions, emergence of modern European states, expansion into the Western hemisphere, the impact of the Renaissance, Scientific Revolution and Enlightenment, rise of nationalism, development of modern totalitarianism, and the impact of two world wars on Western society.

HIS 325

IMPERIALISM IN THE MODERN WORLD
3 credits

This course examines the causes and consequences of imperialism in the modern world. It considers and compares imperial institutions, ideologies, economies, and cultures. It also studies the variety of ways in which subject peoples shaped these encounters and evaluates the significance of these experiences for the post-colonial global order.

HIS 328

WOMEN AND HISTORY
3 credits

This course examines the history of women and their changing role and position in Western Europe from the Classical Period to the 20th century. Particular attention to the explanations of changed status in successive historical eras; e.g., The Greeks, The Romans, etc. (Formerly HIS 228)

HIS 335

GREEK CIVILIZATION
3 credits

This survey course stresses the development of Greek civilization until the death of Alexander the Great. (Formerly HIS 235)



HIS 336

THE ROMAN EMPIRE
3 credits

This survey course places a special emphasis upon the Roman Republic and the Empire until 476 A.D. (Formerly HIS 236)

HIS 338

THE EARLY MIDDLE AGES
3 credits

This course is a study of the period from 284 A.D. until c. 1000 A.D., emphasizing the synthesis of Roman, Christian, and barbarian cultures. (Formerly HIS 238)

HIS 339

THE LATER MIDDLE AGES
3 credits

This course is a study of the period from c. 1000 A.D. until the Renaissance, focusing on the social, economic, intellectual, and political revival of Europe. (Formerly HIS 239)

HIS 343

MODERN EUROPE 1789 TO 1914
3 credits

A survey of Europe in the “long nineteenth century,” this course begins with the French Revolution and ends with the outbreak of World War I. It focuses on the political and social history of France, Germany, and Russia.

HIS 345

TWENTIETH-CENTURY EUROPE
3 credits

Beginning with World War I and ending with the collapse of the Soviet Union, this course surveys major events of twentieth-century European history.

HIS 348 (F, S)

MUSCOVY AND THE RUSSIAN EMPIRE, 1462-1917
3 credits

This course examines the history of the Muscovite state and of the Russian empire from 1462 to 1917. Central themes include autocratic rule, state-building, imperial expansion, church-state relations, Westernization, serfdom, popular rebellion, modernization, and revolution.

HIS 355

TOPICS IN MODERN EUROPEAN HISTORY
3 credits

This course examines selected topics illustrating the political, social, and cultural history of modern Europe.

HIS 440

MODERN IRELAND
3 credits

This course examines the major political, social, and economic developments in Ireland since the Famine of 1845. (Formerly HIS 340)

HIS 452 (F, S)

20TH-CENTURY RUSSIA AND THE USSR
3 credits

Major themes of this course include revolution, collapse of empire and creation of the Union of Soviet Socialist Republics, industrialization, Stalinist repression, World War II, reform, and the collapse of the Soviet Union.

HIS 458

RECENT BRITAIN: EMPIRE TO WELFARE STATE
3 credits

This course analyzes the political, socio-economic, and cultural history of modern Britain. It explores the development of parliamentary government, democracy, the modern state, empire, capitalism, and urban-industrial society as well as the cultural changes accompanying and informing these transformations. British modernity was indeed precocious, and this course evaluates the context, causes, and consequences of that experience.

Area III Non-Western History**HIS 303**

TWENTIETH-CENTURY THIRD WORLD
3 credits



This course traces the recent history of the world outside the “core,” using case studies to try to understand the big picture of global history and see how historical changes affected the daily lives of individuals in the Third World. The topics covered will include the impact of the world wars and the Cold War; the circumstances of empire, the processes of decolonization, and the experiences of independence; and the history of local economies in the face of globalization.

HIS 307

LATIN AMERICA THE COLONIAL PERIOD
3 credits



This course examines major developments in the history of colonial era Latin America (1400s through early 1800s). These include the expansion of native civilizations prior to European contact, European arrival and the establishment of the Spanish and Portuguese empires, the development of these empires, and the increasing conflicts of the late imperial period. The course considers cultural change and continuities in pre-colonial and colonial Latin America, the development of political, religious, and social institutions, and patterns of trade and economic connections inside and outside the region.

HIS 308

LATIN AMERICA IN REVOLUTION
3 credits



This course focuses on revolutionary movements in Latin America from Independence to the present, with special emphasis on Cuba, Chile, Mexico, Brazil, and Central America. (Formerly HIS 232)

HIS 325

IMPERIALISM IN THE MODERN WORLD
3 credits



This course is a study of the expansion of western nations into the world of Asia and Africa in the 19th century, and the contraction of western influence in these areas in the 20th century. (Formerly HIS 225)

HIS 334 (F, S) →

THE POLITICAL ECONOMY OF LATIN AMERICA
3 credits

This course begins by examining aspects of the indigenous societies prior to the arrival of Europeans in what has come to be called “Latin America.” Throughout, it considers issues such as colonialism, militarism, race, gender relations, and religion that have shaped the societies, politics, and economies of nations from Mexico and the Caribbean to those of the Southern Cone. The goal of the course is to afford class members the opportunity to better understand Latin America’s history as a basis for comprehending its likely future.

Cross-listed with ECN 334 and POL 334.

HIS 344 →

TOPICS IN AFRICAN HISTORY
3 credits

This course is an introductory survey of African history from the origins of humanity to the events of the recent past, with special attention paid to the early modern and modern eras. The course focuses on the global role of Africans in the history of the world, the importation of commodities and culture, the ways outsiders have portrayed Africa and Africans, the daily lives and experiences of the continent’s inhabitants, and the challenges of using the available sources for “doing” African history.

HIS 346 →

EAST ASIA IN THE MODERN WORLD
3 credits

This course examines changes in Modern Asia as a result of the rise of industrialism, urbanism, nationalism, and western influence. (Formerly HIS 246)

HIS 350 (F) →

TRADITIONAL CHINA TO 1840
3 credits

This course will trace the social, political, cultural, and economic origins of the Chinese dynastic system, the elaboration and triumph of Confucianism, and the expansion of the empire south of the Yangtze and west to Central Asia. The course will conclude with an overview of the initial western intrusion into this wealthiest and most populous of traditional civilizations.

HIS 351 (S) →

MODERN CHINA, 1840 TO THE PRESENT
3 credits

Beginning with the traumas of the Opium Wars and Taiping Rebellion, this course will provide an overview of China’s initial attempts at using foreign technology to safeguard the Confucian polity, the rending of the social fabric during the Republican and Civil War eras, and the eventual triumph of Chinese Communism. The economic reforms of Deng Xiaoping and the events leading to Tiananmen Square will receive particular attention.

HIS 352 (F) →

TRADITIONAL JAPAN TO 1840
3 credits

For nearly two millennia, the people of Japan have shown a remarkable ability to marry religious, political, and cultural innovations from abroad with vigorous indigenous institutions. The result has been one of the world’s most remarkable cultural syntheses. This course will trace the origins and development of the imperial system, the influence of Shinto and Buddhism, the development and elaboration of the early Shogunates, and

conclude with an examination of Tokugawa society on the eve of Japan’s “opening” to the west.

HIS 353 (S) →

MODERN JAPAN, 1840 TO THE PRESENT
3 credits

This course will assess the astounding transformation of Japan from Tokugawa seclusion to the dynamic superpower of today. Along the way such topics as the impact of the Meiji Restoration, Japan’s “special relationship” with China and the Asian mainland, the grand catastrophe of World War II, and the resurgence of a demilitarized economic colossus in the Pacific Rim will be examined.

HIS 354 (F, S) →

THE MODERN MIDDLE EAST
3 credits

This course investigates the history of the modern Middle East since the 18th century. It examines the political, economic, social, and cultural transformations of this period in the Ottoman Empire, its successor states, Egypt, and Iran. Topics include the encounter with Western imperialism, modernization, ideological change, revolution, and war.

HIS 356

TOPICS IN MODERN NON-WESTERN HISTORY
3 credits

This course is an examination of selected topics illustrating the political, social, and cultural history of the non-Western world.

HIS 370-470 →

SPECIAL TOPICS IN THIRD WORLD AREAS
3 credits

Central America, the Middle East, China, India, etc.

Other Courses

Depending on the specific topic, these courses can be taken for either Area I, II, or III.

HIS 460

DIRECTED READINGS
3 credits

This course focuses on readings of certain basic books relating to a specific historical topic, theme, or era; assignments discussed in seminar-tutorial fashion.

HIS 475 (F, S)

INTERNSHIP
3 credits

Working under a public historian, a student will expand his/her understanding of American History through hands-on participation at a historical site, museum, or archive. The internship requires meetings with a faculty supervisor, an on-site project, a major paper, and an evaluation by the site historian.

HIS 480-485

SEMINARS

3-6 credits

These courses focus on methodology and historiography; bibliographical essay required in 480; seminar research paper required in 481.

HUMANITIES**Humanities 100**

READINGS: THE HUMANITIES

1 credit

Independent reading of important books in literature, history or the social sciences. No regular class meetings. Essay examination or final research paper for Pass-Fail grade.

**MATHEMATICS, COMPUTER SCIENCE,
AND INFORMATION TECHNOLOGY**

Jonathan C. Knappenberger, Chair

Professors: Longo, McManus

Associate Professors: Blum, Highley, Kirsch, Redmond

Assistant Professors: McCoe, Turk

POWERS COURSES■ **INFORMATION TECHNOLOGY**

- **CSC 151**

■ **NUMBERS**

- **MTH 114**
- **MTH 150**

REQUIREMENTS**Required for B.A. in Information Technology (14 Courses)**

- **CSIT 220**
 - **CSIT 301**
 - **CSIT 320**
 - **CSIT 321**
 - **CSIT 420**
 - **CSIT 422**
 - **CSC 230**
 - **CSC 240**
 - **CSC 310 or CSIT 380**
 - **BUS 203** or one CSIT/CSC elective numbered 280 or higher
- One CSIT/CSC elective numbered 280 or higher
- **MTH 260**
 - **PHY 201**
 - Two of the following
 - **CSC 343**
 - **CSIT 327**
 - **CSC 340 or 341** (both cannot count toward this requirement)

COURSE DESCRIPTIONS**MATHEMATICS****MTH 101**

INTERMEDIATE ALGEBRA

3 credits

Algebraic operations, linear and quadratic equations, exponents and radicals, elementary functions, graphs, and systems of linear equations will be studied in this course. Students who have other college credits in mathematics must obtain permission of the Department Chair to enroll in this course. NOTE: Not to be taken to fulfill major requirements.

MTH 114

APPLIED BUSINESS CALCULUS

4 credits/Powers

This course is an introduction to functions and modeling as well as differentiation. There will be a particular focus on mathematical modeling and business applications. These applications include: break-even analysis; compound interest; elasticity; inventory and lot size; income streams;

and supply and demand curves. The course will include the frequent use of Microsoft Excel. A TI-84 or TI-83 graphing calculator is required. Co-requisite: CSC 151. Prerequisite: MTH 101 or its equivalent.

MTH 150

MATHEMATICS: MYTHS AND REALITIES

3 credits/Powers

This course is an overview of mathematical concepts that are essential tools in navigating life as an informed and contributing citizen, logical reasoning, uses and abuses of percentages, interpreting statistical studies and graphs, the basics of probability, descriptive statistics, and exponential growth. Applications of these topics include population statistics, opinion polling, voting and apportionment, statistics in disease diagnoses and health care, lotteries and games of chance, and financial mathematics.

MTH 260

DISCRETE STRUCTURES I

3 credits

This course is the first half of a two-semester course in discrete mathematics. The intended audience of the course consists of computer science majors (both B.A. and B.S.) and IT majors. Topics in the course include logic, sets, functions, relations and equivalence relations, graphs, and trees. There will be an emphasis on applications to computer science.

COMPUTER SCIENCE
CSC 151

INTRODUCTION TO COMPUTING USING PACKAGES

3 credits/Powers

This course includes a survey of computers and computer systems as well as problem-solving and computer applications for business and social science. This will provide an introduction to a PC-based Graphical User Interface/windowed operating system. Computer packages including a word processor, electronic spreadsheet, and presentation software are presented. Internet use is explored, including electronic mail and the World Wide Web. Credit will be given for only one of CSC 151, CSC 152, CSC 153, and CSC 155.

CSC 230

PROGRAMMING CONCEPTS AND USER INTERFACES

4 credits/Powers

The focus of this course is on problem-solving and variables, control flow, iteration, modules, arrays, file processing, classes, and objects, and . The course will also address basic graphical-user interface concepts (forms/pages and controls) for desktop and/or Web or mobile environments. Three hours of lecture and two hours of laboratory are scheduled per week.

CSC 240

DATABASE MANAGEMENT SYSTEMS

3 credits

This course addresses components of database systems, database models: entity-relationship, relational, hierarchical, network; normalization, integrity, relational algebra, query languages, system security, distributed databases, social and ethical concerns; implementation of case studies using a relational DBMS.

CSC 310

COMPUTERS, ETHICS, AND SOCIAL VALUES

3 credits

This course emphasizes privacy and information use/misuse offline and online, intellectual property, the First Amendment, e-waste, accuracy of information, ethics, effects of computers on work and society; , responsibilities and risks of computing, and current issues, such as credit cards and associated debt, cyberwar, and cloud computing. Prerequisites: CSIT 220 and CSC 240.

CSC 340

.NET PROGRAMMING

3 credits

Programming in .NET (such as Visual Basic.NET or C#) and Active Server Pages (ASP.NET) that supports work with databases and the Web; models that support database access, such as MS SQL, Entity Framework, and LINQ; design and development of solutions to problems using database tools and programming; and database-driven Web sites, including validation, navigation, and security, will be topics of focus in this course. Prerequisites: CSC 230 and CSC 240.

CSC 341

OPEN-SOURCE APPLICATION DEVELOPMENT

3 credits

Students will develop Web solutions that integrate client- and server-side interfaces. The emphasis for the course will be on development for server side, with results being viewed and designed for the client. At least half of the course will include database maintenance using the open-source solution, including development of authentication and authorization. Prerequisites: CSC 230 and CSC 240.

CSC 343

CLIENT-SIDE SCRIPTING

3 credits

This course will require students to design and develop standards-based client interfaces for Web/Client-side applications using the latest versions of HTML, CSS, and Javascript. Students will study Web-based standards and application/design styles. Students will also use popular Web-development tools. Some mobile development will be included in the course. Prerequisite: CSC 230.

INFORMATION TECHNOLOGY

DESCRIPTION OF PROGRAM

In the Evening Division, the Department offers a program in Information Technology that leads to a B.A. The information technology major is designed for those students interested in the study of networks and client support systems. The program is offered with a practical, hands-on focus alongside the necessary theory. The primary goal of this program is the preparation of graduates for direct entry into the information technology profession with sufficient background to make continuing contributions in the field.

COURSE DESCRIPTIONS
CSIT 220

DATA COMMUNICATION NETWORKS
3 credits

Current methods and practices in the use of computer networks to enable communication, physical layers, architectural layers, design, operation, management, and the ISO standards will be addressed in this course. Local, cloud, and wide-area networks are examined. Student projects may include introductory LAN design, implementation, and administration.

CSIT 301

COMPUTER ARCHITECTURE
3 credits

This course is an introduction to computer architecture and hardware, underlying structures needed to accomplish tasks electronically, and hardware and software architecture components relative to memory management, I/O control, and processing capabilities. Prerequisite: CSIT 220.

CSIT 320

LANS AND NETWORK ADMINISTRATION
3 credits

This course is a practical approach to network administration methodology using current technologies; network hardware; Network Operating System installation; account management; file sharing; network printing; protocol and services configuration; client connectivity and troubleshooting; network application support; server maintenance; and cross-platform integration. One hour of lecture and two hours of laboratory are scheduled per week. Prerequisite: CSIT 220.

CSIT 321

CLIENT SUPPORT
3 credits

This course will address the installation, maintenance, and customization of a PC client operating system (OS), additional system and application software; and hardware installation. It will also focus on a survey of OS utilities, services, and settings, including command-line instructions, menus, start-up processes, purposes of essential OS files, browser options, the task manager, the registry, firewall, etc. Prerequisite: CSIT 220.

CSIT 327

ADMINISTRATIVE SCRIPTING
3 credits

Production environments use scripts because of the rapid deployment and their “hands-off” nature, which is lacking in GUIs. The main focus is the use of scripts to automate installation, maintenance, and analysis of operating systems, networks, and applications. This course will examine popular scripting languages that are used in Windows and Linux environments. Prerequisites: CSC 230 and CSIT 320.

CSIT 370-379

SELECTED TOPICS IN INFORMATION TECHNOLOGY
3 credits

This course is an introduction to specialized research in computers and computing, concentrating on one particular aspect of information technology. The subject matter will vary from term to term. Prerequisite: junior or senior standing.

CSIT 380

APPLIED TECHNOLOGY SYSTEMS
3 credits

Students will receive an overview of software systems used in a business environment. The course will discuss the network architecture needed to support these environments, including specific issues related to licensing, metrics, infrastructure, and environmental requirements. Prerequisites: CSIT 220 and CSC 240.

CSIT 422

INFORMATION SECURITY
3 credits

This course will focus on basic computer security concepts, terminology, and issues, including network security, Windows security, and Linux security; hardening, TCP/IP, scanning, sniffing, IPSec, public key infrastructure, Kerberos, certificates, cryptography, firewalls, and intrusion detection systems security policies, and processes. Prerequisite: CSIT 320 or CSIT 321.

MUSIC

Susan Dixon, Chair

Lecturers: Galvan, Gray, Haffley, Reese

PATTERNS COURSES

■ MUSIC HISTORY:

• MUS 150

• Any 200 level course in the Music History section.

• Any 300 level course in the Music History section.

Students should take MUS 150 before taking a 200 or 300 level course

Studio courses do not count for Patterns requirements

COURSE DESCRIPTIONS

MUS 150

THE ART OF LISTENING

3 credits/Patterns

This course is an exploration of the ways and means of musical composition as a denominator for experiencing music from different time periods and cultures. Popular and classical music, American and European, old and new.

MUS 203

AMERICA'S MUSIC

3 credits / Patterns 2



This course is a study of the major movements in the cultivated and vernacular traditions in 19th-, 20th-, and 21st-century American music. Classical and popular music.

MUS 208

EARLY MUSIC

3 credits/Patterns

This course focuses on the evolution of sacred and secular music from the early Christian Church to the time of Bach. The great periods of vocal music, the creation of new forms, and the development of dramatic and instrumental music.

MUS 211

MUSIC AND THE ENLIGHTENMENT

3 credits / Patterns 2

This course addresses the development of the classical style in Western European music from the age of the Rococo to the time of Beethoven, with special emphasis upon the contributions of Haydn and Mozart.

MUS 212

MUSIC AND ROMANTICISM

3 credits/Patterns 2

This course is a study of 19th-century developments in music. The symphonic poem, art-song, and music-drama. Expansion of instrumental technique; development of orchestral and chamber music forms; and growth of nationalism.

MUS 213

MUSIC AND THE MODERNS
3 credits/Patterns 2

This course examines the emergence of new developments in musical composition in the 20th and 21st centuries. Examination of techniques and styles from impressionism to electronic music.

MUS 214

JAZZ
3 credits/Patterns



The evolution of jazz as a style and form, including Dixieland, Ragtime, Swing, Boogie, Bop, Cool, Funky and recent jazz-rock innovations.

MUS 270

SPECIAL TOPICS IN MUSIC HISTORY
3 credits/Patterns

The content of this course will vary with each semester. May be repeated for credit if course material is essentially different.

MUS 304

COMPOSERS AND THEIR WORLDS
3 credits/Patterns 2

Emphasis in this course will be placed on the relationship between music and culture. Selected composers. Material varies from semester to semester. Prerequisite: MUS 150.

MUS 305

THE SYMPHONY
3 credits/Patterns 2

This course focuses on the growth of the orchestra and orchestral instruments from simple ensembles to the post-romantic orchestra of the late nineteenth and twentieth centuries. The emergence of the conductor. Masterworks of principal European and American composers. Prerequisite: MUS 150.

MUS 370

SPECIAL TOPICS IN MUSIC HISTORY
3 credits/Patterns

Content will vary from semester to semester. May be repeated for credit if course material is essentially different.

PHILOSOPHY

Marc R. Moreau, Ph.D., Chair

PATTERNS COURSES

- PHL 151, 152

COURSE DESCRIPTIONS**PHL 151**

THE HUMAN PERSON
3 credits/Patterns

This course is a study of the human person that integrates the biological, social, and religious dimensions of human life. Possible topics include freedom and determinism, body and soul, the individual and society, and mortality and immortality.

PHL 152

MORAL INQUIRY AND MORAL CHOICE
3 credits/Patterns

This course provides an investigation of classic moral theories. Possible topics include virtue and happiness, social justice, moral relativism, and moral obligation. General principles will be applied to concrete moral issues.

PHL 206

SOCIAL AND POLITICAL PHILOSOPHY
3 credits/Patterns II or Concentration Option

This course is a critical examination of the nature of society through the reading and discussion of primary philosophical texts. Themes include: person and society, the foundation of the political order, human rights and law, justice and society, and the natural and the social sciences. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 213 (F)

PHILOSOPHY OF SPORTS
3 credits

This course is a philosophical investigation of sports and athletics and their significance as a basic human experience. Topics include sports and the achievement of human excellence; sports as a basis of social and cultural structure; and the analysis of sports in philosophical movements such as Marxism and existentialism. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 222

LOVE AND HUMAN SEXUALITY
3 credits/Patterns II or Concentration Option

This course is a philosophical exploration of human love and sexuality. Classical and contemporary writings will be used. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 223

PERSPECTIVES ON DEATH
3 credits/Patterns II or Concentration Option

This course offers a study of various philosophical strategies for coming to terms with human death. Philosophical views on death applied to problems such as aging and dying, suicide and euthanasia, the medical conquest of death, and definitions of death. Of particular value for students choosing

careers in the health professions. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 264

CRITICAL THINKING

3 credits/Patterns II or Concentration Option

This course aims at developing the skill of analyzing, interpreting, and criticizing arguments from a variety of disciplines. Topics include: clarification of concepts, distinguishing between conclusions and reasons for conclusions, evaluation of arguments, and the recognition of fallacies. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 265

PHILOSOPHY OF ART

3 credits/Patterns II or Concentration Option

This course is an introduction to the philosophy of art with emphasis on the metaphysics of beauty and on art's role in politics and society. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 266

PHILOSOPHY LOOKS AT FILM

3 credits/Patterns II or Concentration Option

This course is an application of philosophical perspectives to the study of film, with special attention to international cinema. The course will approach film either as a unique form of art or as a unique medium for engaging traditional philosophical questions. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

**PHL 267 (F, S)**

PHILOSOPHICAL APPROACHES TO GOD

3 credits/Patterns II or Concentration Option

This course is a study of philosophical positions about the existence and nature of God. Themes discussed include various concepts of God; the possibility of proof for the existence of God; and the philosophical dimensions of the religious experience. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 268

TOPICS IN EASTERN PHILOSOPHY

3 credits/Patterns II or Concentration Option

This course will study the major philosophers and philosophies of the East through a focus on one or more of the following philosophical traditions: Indian, Chinese, Japanese, Buddhist, or Islamic. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 269

WORK AND CULTURE

3 credits

This course offers a philosophical consideration of the relationship between work and other dimensions of human life. Topics include: work and society, work and rationality, work and morality, work and play, work and creativity, and work and alienation. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PHL 303 (F, S)

AMERICAN PHILOSOPHY

3 credits/Patterns II or Concentration Option

This course offers a critical history of thought in North America, tracing its gradual transformation from 17th-century Puritanism to 20th-century



pragmatism. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 306

ENVIRONMENTAL PHILOSOPHY

3 credits/Patterns II or Concentration Option

The course is designed to provide the student with an introduction to a wide range of philosophical issues and problems that attach to the attribution of moral concern to the environment. Topics may include deep ecology, ecofeminism, social ecology, social action, and the moral standing of animals as well as other living beings. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 310

EXISTENTIALISM

3 credits/Patterns II or Concentration Option

This course focuses on a critical study of existentialist thinkers and themes from the 19th and 20th centuries. Topics may include absurdity, nihilism, subjectivity, freedom, authenticity, and the Other. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 313

METAPHYSICS

3 credits/Patterns II or Concentration Option

This course provides a study of the ways in which major philosophers have answered questions about the basic nature of reality. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 323

PHILOSOPHY OF SCIENCE

3 credits/Patterns II or Concentration Option

The course looks at the practice of science, its aims, its methods, and its relation to society. Possible topics include the justification of scientific findings, the nature of scientific progress, the various branches of science, morally responsible scientific practice, and science and religion. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 325

SYMBOLIC LOGIC

3 credits/Patterns II or Concentration Option

This course offers an introduction to formal logic, including truth-functional and quantificational logic. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 330-336

THE GREAT PHILOSOPHERS

3 credits/Patterns II or Concentration Option

This course is an in-depth study of a single major thinker from the philosophical tradition. Emphasis on the critical reading of texts, although attention will be given to the historical setting of the thinker's work. Previous thinkers have included St. Augustine, Karl Marx, Simone de Beauvoir, Martin Heidegger, Ludwig Wittgenstein, Pope John Paul II, and Michel Foucault. Prerequisites: PHL 151 or 152 or HON 131 or permission of the Department Chair.

PHL 350
BUSINESS ETHICS
 3 credits

Business practices re evaluated in the light of ethical principles. Special concerns given to moral dimensions of management decision-making and to the ethical problems of consumerism and government control. Prerequisites: PHL 151 or 152 or permission of the Department Chair.

PSYCHOLOGY

Joseph F. Burke, F.S.C., Ph.D., Chair

FACULTY

Joseph F. Burke, F.S.C., Ph.D., Chair

Professors: Burke

Associate Professors: Armstrong, Cardaciotto, Collins, Falcone, Fingerhut, McClure, Montague, Moon, Spokas, Williams, Wilson, Zelikovsky

Assistant Professors: Goldbacher, Jacob, McMonigle, Sude

Professors *Emeriti*: McCarthy, Rooney

FRAMEWORKS COURSE

- PSY 155

REQUIREMENTS

■ **REQUIRED FOR MAJOR IN PSYCHOLOGY: 12 COURSES**

- PSY 155
- PSY 310
- PSY 311
- PSY 330
- Seven electives in psychology, including **three** of the following:
PSY 410, 415, 420, 425, 430
- MTH 150 or higher

COURSE DESCRIPTIONS

See the Psychology entry in the School of Arts and Sciences day section of this catalog for course descriptions.

PUBLIC ADMINISTRATION

Michael Dillon, Ph.D., Chair

POWERS COURSE

- **NUMBERS**
- ECN 213

FRAMEWORKS COURSE

- **SOCIAL SCIENCE**
- POL 151

COURSE DESCRIPTIONS AND REQUIREMENTS

See above under Political Science

RELIGION

Maureen O'Connell, Ph.D., Chair

FACULTY

Maureen O'Connell, Ph.D., Chair

Rev. Francis Berna OFM, Director of Graduate Religion

Professors: McGinniss FSC, McGuinness

Associate Professors: Angeles, Copeland, O'Connell, Pastis

Assistant Professors: Crawford FSC, Dougherty, Downey, Regan, Smith

Lecturers: Cleveland, Conway, Dolan, Hallahan, Janicki, Johnson, Kinzler, Klose, McGowan, McMullan, Monaco

Professors *Emeriti*: Kelly

REQUIREMENTS

■ REQUIRED FOR MAJOR IN RELIGION: 13 COURSES

- One from **REL 150** or **153**.
- **REL 400**

Majors will take courses from each of the following areas:

A. Bible (two courses)

- **REL 210** Hebrew Bible/Old Testament
- **REL 211** The New Testament
- **REL 212** The Prophets of Ancient Israel
- **REL 214** The Gospels
- **REL 315** St. Paul
- **REL 316** Women in the Bible

B. Christianity (two courses)

- **REL 220** Catholicism and the Modern World
- **REL 223** Jesus and His Mission
- **REL 224** Christian Spirituality: Visionaries, Mystics, and Saints
- **REL 225** The Sacraments
- **REL 226** Christian Worship
- **REL 244** Religion in America
- **REL 245** Catholicism in the U.S.
- **REL 246** Encountering Evil
- **REL 247** Theologies of Suffering
- **REL 324** La Salle and His Legacy
- **REL 345** Religion and Philadelphia
- **REL 360** Religious History of Ireland

C. Other World Religions (one course)

- **REL 231** Buddhism in Asia and Beyond
- **REL 232** Judaism, Islam, and Other Religions of the Near East
- **REL 233** Islam in America
- **REL 270** Special Topics

D. Religion, Ethics, and Culture (two courses)

- **REL 240** Contemporary Religious Thought
- **REL 241** Women and Religion
- **REL 250** Contemporary Moral Problems
- **REL 251** Peace, Justice, and the Christian Tradition
- **REL 352** Playing God: Religion, Ethics, and the Life Sciences
- **REL 353** Social Justice and Community Service
- **REL 354** Love, Sex, and Friendship: Religious Perspectives on Human Relationships

■ REQUIRED FOR DUAL MAJORS

- One from **REL 150** or **153**
- Nine electives

- **REL 400**

- **REQUIRED FOR MINOR IN RELIGION**

- One from **REL 150** or **153**
- Five **REL** electives

Religion majors may choose the major program as described above or Religion-Education:

- **REL 150/153** two courses in non-Christian religions;
- two courses in Bible (one at the 200 level; one at the 300 level);
- **REL 220**
- **REL 225**
- **REL 250** or **251**
- Four REL electives (chosen in consultation with REL and EDC advisors)
- Plus **EDC 103, 104, 224, 225, 304, 306, 401, 470**.

All upper-division courses, except REL 242, qualify for Patterns 2 status; REL 242 has elective status only.

PATTERNS COURSES

- **RELIGION**

- **REL 150 OR 153**

COURSE DESCRIPTIONS

REL 150 (F, S)

EXPLORING CHRISTIANITY

3 credits/Patterns 1

This course is a study of Christianity. Students will be introduced to four major topics: the biblical origins of Christianity; the development of the doctrine concerning Christ; key divisions within the churches worldwide; and contemporary beliefs and practices.

REL 153 (F, S)

EXPLORING RELIGION

3 credits/Patterns 1

This course is a study of religion that introduces students to religious symbols and rituals, as well as ideas about God and gods, salvation, death, evil, human suffering, and myths. This course also explores how religion affects social values, ethics, economics, and politics, as well as the positive impact that religions can exert to encourage people to work for justice and the common good.

REL 210

THE HEBREW BIBLE/OLD TESTAMENT

3 credits/Patterns 2 or Concentration Option

This course examines the Jewish canonical writings in their historical and cultural contexts, introduces the scholarly tools employed to discover the meaning(s) of the documents, and investigates the rich and complex development of the religion of ancient Israel and biblical Judaism(s). The deuterocanonical writings, those not included in the Jewish canon, will also be discussed.

REL 211

THE NEW TESTAMENT

3 credits/Patterns 2 or Concentration Option

This course examines the Christian canonical writings in their historical and cultural contexts, introduces the scholarly tools employed to discover the meaning(s) of the documents, and investigates the continuities and the

transformations of Christianity from a Jewish movement to an independent religion.

REL 212 (S)

THE PROPHETS OF ANCIENT ISRAEL

3 credits/Patterns 2 or Concentration Option

This course is a study of prophecy and prophetic literature in the Bible. This course explores prophecy as an institution in the Near East and its unique development in Israel in connection with the theological message of the biblical prophets.

REL 214 (F)

THE GOSPELS

3 credits/Patterns 2 or Concentration Option

This course is an introduction to the four New Testament gospels. While these texts agree on major events in the life of Jesus, they individually offer unique perspectives on who Jesus was. The synoptic gospels: Mark, Matthew, and Luke will be studied first, with special attention given to the question of literary relationships between these three texts, what scholars identify as the "Synoptic Problem." Next, we will study the Gospel of John, the most unique of the four gospels. Finally, we will briefly explore apocryphal (extra-biblical) gospel traditions about the life and teachings of Jesus.

REL 220

CATHOLICISM IN THE MODERN WORLD

3 credits/Patterns 2 or Concentration Option

This course is a historical and theological introduction to the study of Catholicism as it shapes and is shaped by the social, economic, political, and religious contexts of the 21st century. Catholicism will be studied in light of the history of the issues and current theological thought.

REL 223

ISSUES IN CHRISTOLOGY: JESUS AND HIS ACHIEVEMENTS

3 credits/Patterns 2 or Concentration Option

This course studies the person, mission, and achievement of Jesus in the New Testament. Post-biblical church reflections on this tradition. This course also examines contemporary attempts to interpret the story of Jesus and to draw implications for personal faith and society.

REL 225

THE SACRAMENTS

3 credits/Patterns 2 or Concentration Option

This course inquires into the origins and developments of, as well as the current theological issues concerning, Christian rites and symbols. This course includes an examination of some of the problems of contemporary sacramental theology.

REL 226 (S)

CHRISTIAN WORSHIP

3 credits/Patterns 2 or Concentration Option

This course is a study of the shape and practice of worship, especially in Western Christian Sunday liturgy. The course understands worship as lying between art and life, examines both symbol and ritual, and surveys the development of Sunday worship and contemporary issues.



REL 231

BUDDHISM, HINDUISM AND OTHER RELIGIONS FROM THE FAR EAST
3 credits/Patterns 2 or Concentration Option

This course examines the major religious traditions that originated in India and China: Hinduism, Buddhism, Confucianism, and Daoism. The topics covered will include basic doctrines and practices of each religion, major figures like Confucius and the Buddha, central scriptures like the Bhagavad Gita and Dao De Jing, and the impact of each religion on society and culture. Secondary attention will be paid to other religious traditions from the Far East, such as Sikhism, Jainism, or Shinto.

**REL 232 (S)**

JUDAISM, ISLAM AND OTHER RELIGIONS FROM THE NEAR EAST
3 credits/Patterns 2 or Concentration Option

This course examines Judaism and Islam. The Judaism segment of this course covers the historical origins, roots and developments of Judaism as a religion. The course will evaluate Jewish social and cultural values as well as religious problems faced by Jews today. The Islam segment covers the origins of Islam and the background and development of the Qur'an, Muslim traditions, and values as well as the inner tensions, contemporary movement, and interaction with the non-Muslim world. Secondary attention will be paid to Middle Eastern Christianity (e.g., Coptic or Syrian), Zoroastrianism, Ba'hai, or other aspects of the religious life of Israel, North Africa, and the Middle East.

**REL 233**

ISLAM IN AMERICA
3 credits

The course explores how American Muslims live and interpret Islam in a western, secular society. Students will learn about the teachings of Islam, its historical development in the United States from the time Muslim slaves were brought to the country to the emergence of local and diasporic Muslim communities in contemporary times. Various dimensions of Islam will be examined while paying attention to the social-political-economic contexts and issues that helped shape these communities. Among topics included in the course are: Qur'an as interpreted in the American environment, women and gender, religion and race, American Muslim politics and civic engagement after 9/11, visual expressions of Islam (material culture), American Muslim spirituality and religious life, Muslim youth and Muslim identity.

REL 240

CONTEMPORARY RELIGIOUS THOUGHT
3 credits/Patterns 2 or Concentration Option

This course offers a critical study of the principal figures who have shaped religious thought in the modern world and exerted influence on societies and their ecclesiastical and political systems. Each phase of the course is structured around a significant religious writer or theme in order to analyze the issues of justice, peace, and responsible leadership in both church and state.

REL 241

WOMEN AND WESTERN RELIGION
3 credits/Patterns 2 or Concentration Option

This course offers an examination of the interaction between women and religion in the Judeo-Christian tradition. Readings will attend to the role of women in the origins and development of these traditions, to contemporary women's efforts to reform the traditions, and to recent diverse women's spiritualities outside the mainstream tradition.

**REL 243 (F)**

RELIGION AND CONTEMPORARY LITERATURE
3 credits/Patterns 2 or Concentration Option

This course is a study of religion and religious themes in literature, this course focuses on both literary critical concerns and a religious analysis of the readings. This course is cross-listed with ENG 243.

REL 244 (S)

RELIGION IN AMERICA
3 credits/ Patterns 2 or Concentration Option

This course examines the origins of the American national character, the religious and secular roots that have nourished it, and the myths—especially those of being a chosen people, of Progress, and of unlimited freedom. The dominant Protestant tradition in its Calvinist, Evangelical, and Fundamentalist forms will be examined, as well as the the religious “outsiders” who came to be Americans: Catholics, Jews, Native Americans, Blacks, Muslims, Hindus, Buddhists, and East Asians. The secular tradition will be explored as a religion of possessive individualism and consumerism as a new way of being religious. Finally, the apocalyptic strain in American thought will be considered as feeding the desire for an American world empire.

**REL 245 (S)**

CATHOLICISM IN THE UNITED STATES
3 credits/ Patterns 2 or Concentration Option

This course will examine the history and place of the Roman Catholic community in the United States from the colonial period until the present, with special attention to the 20th and 21st centuries. Topics include: ethnicity, devotional life, and the social, cultural, and historical dynamics that have shaped Catholicism in the United States.

REL 250 (F)

CONTEMPORARY MORAL ISSUES
3 credits/Patterns 2 or Concentration Option

This course studies and promotes discussion on the variety of moral perspectives on selected current issues: war, racism, social justice, sexual conduct, abortion, euthanasia, women's rights, and capital punishment, as these relate to diverse faith traditions.

**REL 251**

PEACE, JUSTICE AND THE CHRISTIAN TRADITION
3 credits/Patterns 2 or Concentration Option

This course explores the fundamental principles which have influenced religious thinking about and action for peace and justice. Although the principal focus is on Western Christian thought, peace and justice traditions of other world religions may also be included.

REL 315 (S)

ST. PAUL
3 credits/Patterns 2 or Concentration Option

This course is a study of the 13 New Testament letters associated with Paul. These letters bear witness to a diversity of belief and practice in the earliest Christian communities. This course will examine the following: the first century historical and political context, Paul's Jewish background, authorship of the letters, Jesus according to Paul, Paul and women, and primitive Christianity as described in his letters.

REL 316 (S)

WOMEN IN THE BIBLE

3 credits/Patterns 2 or Concentration Option

This course is a select survey of “women” in the Hebrew Bible (Old Testament) and New Testament, this course examines biblical stories about women; biblical attitudes about femaleness; women’s religious and social roles in their respective historical settings; and recent feminist biblical interpretation.

REL 324 (F)

LA SALLE AND HIS LEGACY

3 credits/Patterns 2 or Concentration Option

John Baptist de La Salle (1651-1719), saint, scholar, priest, founder, educational innovator, spiritual guide, and universal patron of teachers, initiated a spiritual and educational legacy that drew upon the religious currents of his times and has endured into the present. This course will explore the life experiences, spiritual insights, educational innovations, and lasting influences of St. La Salle, with particular attention to how his legacy continues to inspire and guide Lasallians worldwide today. As participants in an upper division course, students will engage in theological discourse, read and analyze foundational texts, and research and write about course topics with an appropriate level of skill.

REL 345 (F, S)

RELIGION IN PHILADELPHIA

3 credits/Patterns 2 or Concentration Option

This course in historical theology examines religion through the prism of significant events in Philadelphia and Pennsylvania. In examining the original inhabitants of the Delaware Valley, the Lenni Lenape, and their relations with William Penn, the course considers the meaning of race in America. Similarly, through study of the origins of the African Methodist Episcopal Church and of abolitionism, the course deals with race in the United States. Feminist strands of American religious history also emerge in the writings of Lucretia Mott and Jarena Lee, and in the watershed ordination of 11 women in the Episcopal Church in 1974. Important contemporary ideas and forces follow from the history of the region. Readings are both primary and secondary, and students visit historical sites and attend at least one contemporary religious service. The premise of the course is that education about the past and experience in the present lead to an understanding of culture and self.

REL 352 (F)

PLAYING GOD: RELIGION, ETHICS, AND THE LIFE SCIENCES

3 credits/Patterns 2 or Concentration Option

This course will examine the dilemmas and debates related to many of today’s most controversial issues in the life sciences, as well as the role of religion as a frame for understanding and evaluating the ethical dimensions of these controversies. Topics will include: the American health-care system, stem cell research, genetic engineering, cloning, drug development, pollution, global warming, euthanasia, plastic surgery, and reproductive technology.

REL 353 (S)

SOCIAL JUSTICE AND COMMUNITY SERVICE

3 credits/Patterns 2 or Concentration Option

This course is designed for students who would like to become involved in community outreach activities or who have already demonstrated an ongoing commitment to such activities. This course will integrate community service with issues of justice from the perspective of theology. Its purpose is to provide not only analysis, but also a deeper appreciation and respect for the disadvantaged, and a more long-lasting commitment to enter into solidarity with them in their struggle for justice. Through readings, reflection,

a community service project, and discussion, this course will allow students to gain a more comprehensive understanding of the social, political, spiritual, and economic causes of injustice and how their service influences the cause of social justice.

REL 354 (F, S)

LOVE, SEX, AND FRIENDSHIP: RELIGIOUS PERSPECTIVES ON HUMAN RELATIONSHIPS

3 credits/Patterns 2 or Concentration Option

What is the nature of love? What role does friendship play in our happiness? Can sex be a religious experience? Does it have to be? This course will explore how different figures in Western religious thought have dealt with questions such as these, and how love, as a theological idea and as the foundation of a religious ethic, has had an impact on the various religious perspectives on sexuality, friendship, and family life.

REL 270, 271, 370, 371, 470

SPECIAL TOPICS IN RELIGION

3 credits

Content of course will be announced whenever it is offered.

REL 400 (F)

MAJORS CAPSTONE

3 credits/Patterns 2 or Concentration Option

This course focuses on scholarly research through the selection, writing, and small-group presentation of formal papers in an area selected by the student in consultation with his or her instructor. It is required for all religion majors and normally taken during senior year. It is open to others with approval from the Department Chair. Prerequisite: 15 credits of religion.



SOCIOLOGY, AND CRIMINAL JUSTICE

SOCIOLOGY

Charles Gallagher, Ph.D., Director

Continuing students interested in sociology can find the sociology courses description and requirements for the major in the day section of the catalog.

COURSE DESCRIPTIONS

SOC 150 (F, S)

PRINCIPLES OF SOCIOLOGY

3 credits / Frameworks

SOC 150 introduces students to the ways human groups cooperate and conflict with one another and the expected and unanticipated consequences of these relations in American society as well as in the worldwide community. The overarching goal of the course is to help students understand how individual human development is a group experience from infancy to old age, how the social world impacts their lives, and how they, in turn, affect the lives of others in this social world.

SOC 151

Cross-listed with SWK/CRJ 201

SOCIAL PROBLEMS AND SOCIAL POLICY 

3 credits

This course is an exploration of how social conflict and social organization affect human and societal well-being. Topics: mental health, personal safety, economic well-being, and intergroup relations in an industrial society and a developing nation.

SOC 260 (S)

MEN AND WOMEN IN CONTEMPORARY SOCIETY

3 credits

This course is an exploration of male and female gender roles in the contemporary United States and in the world. An examination of socialization in childhood and adulthood, sexual politics, and power structures and dynamics within the family and the workplace. Special attention to the effects of class and race on gender role formation.

SOC 262 (F, S)

DYNAMICS OF RACE AND ETHNICITY IN CONTEMPORARY SOCIETIES

3 credits

This course is an analysis of the dynamics of race and ethnic relations and of the intersection of race, gender, and class in historical and contemporary contexts. An inquiry into the issues of pluralism and diversity in unity.

SOC 263 (F)

ANTHROPOLOGY

3 credits

This course is an exploration of the spread of humans on earth; racial variations and their significance; cultures in less complex societies and industrial societies across the world; and the impact of these cultures and societies on one another.

SOC 265 (S)

SOCIOLOGY OF LAW
3 credits



This course is an analysis of the law as a social process in historical and comparative perspectives, in particular historical legal traditions such as the British common law, the Napoleonic code, and some other legal systems.

SOC 301 (F)

PRINCIPLES OF STATISTICS
3 credits/Powers: Numbers

This course introduces students to statistical analysis for social sciences: Presentation and interpretation of data, descriptive statistics, theory of probability and basic sampling distribution, statistical inference including principles of estimation and tests of hypotheses, introduction to correlation and regression, and first principles in the construction and critique of quantitative arguments for research questions in the social and behavioral sciences and public policy.

Effective Fall 2009 Social Statistics I (Soc 301) will be offered as a four-credit course.

SOC 302 (S)

STATISTICAL ANALYSIS AND DATA BASE DESIGN
3 credits

In this course, students learn about the principles of data analysis using statistics, with emphasis on developing critical thinking skills and performing analyses on real data sets. After completing this course, students will be able to design and analyze basic statistical studies, to understand and criticize statistical methods in research projects and the media, and to appreciate the power and utility of statistical thinking. Examples and methods are drawn primarily from the behavioral, natural, and social sciences, and from public policy. The course will cover the following topics: database design, survey and experimental design, exploratory data analysis, and modeling. (Prerequisite: SOC 301 or permission of instructor)

SOC 305 (F)

SOCIETY AND THE INDIVIDUAL
3 credits

This course offers a study of the influence of society and culture, as mediated by the social group, on the social, cultural, and personal behavior of the individual.

SOC 306 (S)

COMPLEX ORGANIZATIONS IN CONTEMPORARY SOCIETY
3 credits



This course involves the study of the founding, transformation, and disbanding of organizations, the pace of organizational evolution in modern societies as well as the sources of change and stability in contemporary organizations in the U.S. and in other societies, particularly organizational structures, processes, environments, culture, innovation, and effectiveness.

SOC 308 (S)

SOCIAL INEQUALITY IN CONTEMPORARY SOCIETY
3 credits



This course provides an analysis of the structure of social stratification and the impact of globalization and economic restructuring on structured inequality in the United States and in the world, using the structural perspective and the world system theory.

SOC 309 (F)

HEALTH, HEALING, AND HEALTH CARE
3 credits



This course introduces students to the sociology of health, healing and health care, and to social epidemiology. Examines the relationship between health-care providers and their patients, with special attention to alternative health-care providers and bioethics. Analyzes the health-care systems in the United States and in some developed and developing countries.

SOC 320 (S)

Cross-listed with CRJ/SWK 320
(formerly CRJ 220)

DELINQUENCY AND JUVENILE JUSTICE
3 credits

This course is a comparative and historical survey of juvenile delinquency and juvenile justice. Study of the nature, magnitude, and social location of youth crime; analysis of causal theories; and overview of programs aimed at delinquency prevention and control.

SOC 385 (S)

Crosslisted with CRJ 385
THEORIES OF DEVIANCE

3 credits

This course is an intensive analysis of contemporary theories of deviant behavior. Theories examined through seminar discussions of primary materials and critiqued by consideration of research findings. Social policy implications discussed and specific criminal justice programs considered in the light of these theories.

CRIMINAL JUSTICE

Charles Gallagher, Ph.D., Director

REQUIREMENTS**■ REQUIRED FOR CRIMINAL JUSTICE MAJORS:**

CRJ 161, 261, 280, 324, 325, 326, 480, 495; two CRJ electives; SOC 150; one of the following: SOC 260, 262, or 308; 301-302; POL 151; PSY 155

SOC 301, Social Statistics I, satisfies the “Numbers” component of the Core requirements for Criminal Justice majors.

COURSE DESCRIPTIONS**CRJ 161 (F, S)**

(formerly CRJ 222)

INTRODUCTION TO CRIMINAL JUSTICE
3 credits



This course is a survey of the discipline, including its use of social sciences and law in understanding the phenomena of crime and justice and how the two relate. Explores criminal justice theory and processes, as well as the roles of ideology, politics, and mass media in shaping crime policy. Seeks to foster deeper perspectives on how justice—for individuals as well as for society—relates to intensely human experiences like freedom and suffering.

CRJ 261 (S)
(formerly CRJ 221)
 CRIMINOLOGY
 3 credits

This course is an exploration of major theories of deviance as they apply to behavior viewed as criminal or delinquent. Draws on a variety of academic perspectives to help understand and explain varied manifestations of crime and criminal behavior. Focus is on classical, positivist, and critical approaches, as well as the social policy implications of various theoretical frames of reference.

CRJ 201
Crosslisted with SOC/SWK 201
 SOCIAL PROBLEMS AND SOCIAL JUSTICE
 3 credits

This course is an exploration of how social conflict and social organization affect human and societal well-being. Topics: mental health, personal safety, economic well-being, and intergroup relations in an industrial society and a developing nation.

CRJ 280 (F, S)
 CRIMINAL LAW
 3 credits

This course provides a journey into the legal principles that underlie substantive criminal law in the United States, including limits on the power of government to define crimes. Consideration of general principles of criminal liability and criminal defenses and legal requirements for specific crimes, including homicide. Appellate court decisions are a major part of the expedition to facilitate understanding of how criminal law is applied in particular fact situations, how it evolves, and how it is influenced by socio-political factors.

CRJ 320 (S)
(formerly CRJ 220)
Crosslisted with SOC/SWK 320
 DELINQUENCY AND JUVENILE JUSTICE
 3 credits

This elective course involves a study of why youth become delinquent and the social responses to such behavior, both historically and currently. Includes consideration of definitions, measurement, and theories of delinquency. Also examines the role of socio-demographic factors and juvenile court processing and juvenile corrections. Implications for policy and practice are emphasized.

CRJ 324 (F)
 POLICING: THEORY & DYNAMICS
 3 credits

This course offers an analysis of police roles, including evolution, public perceptions, administration, culture, and police deviance. Social and political contexts are emphasized through incorporation of social science research related to policing and organizations. Encourages integration of concepts of police on a micro level (the police occupation) with a macro level (the context in which social action occurs), facilitating understanding of the complex relationships between a society and its police.

CRJ 325 (F)
 CRIMINAL COURTS
 3 credits

This course offers an inquiry concerning the state and federal criminal courts in the United States. Consideration of social science and legal scholarship with regard to major court actors (especially judges, prosecu-

tors, and defenders) and processes (including bail, plea bargaining, and trials). Also examines non-traditional approaches, such as treatment courts. An important theme is the degree to which the courts effectuate the noble goal of "justice."

CRJ 326 (S)
 INSTITUTIONAL AND COMMUNITY CORRECTIONS
 3 credits

This course is an examination of philosophy and history underlying attempts to deal with persons who commit crime. Emphasizes social science scholarship in corrections, including implications related to social justice. Topics include: philosophies of punishment, prisons, jails, probation, parole, intermediate punishments, capital punishment, and transformative approaches. The social worlds of prisoners are a major focus of the course. Attendance at multiple sessions at one or more corrections sites may be required.

CRJ 330 (F)
(formerly CRJ 225)
 CONSTITUTIONAL PROCEDURES IN POLICING
 3 credits

This course provides an exposition of the legal rules that are supposed to be followed by law enforcement actors when they investigate crime (conduct searches, make arrests, interrogate suspects). Also, the social contexts of those rules are examined, including issues such as breadth of police powers, individual privacy, unequal enforcement, and political influences. State and federal appellate court decisions are the major means through which legal principles are examined.

CRJ 340 (F, S)
 CRIMES OF THE POWERFUL
 3 credits/Elective

This course is a study of social harms perpetrated by persons of power and influence. Theoretical approaches for understanding elite deviance and legal issues in definition, investigation, prosecution, and sentencing will be considered. Specific crimes of the powerful will be explored, including through case studies.

CRJ 350 (F, S)
 VIOLENCE IN SOCIETY
 3 credits/Elective

This course provides a study of traditional "street" violence as well as "intimate" violence. A variety of theoretical approaches to understanding violence are explored. A parallel theme is the role of the mass media in shaping how we think about violence.

CRJ 370, 470 (F, S)
 SPECIAL TOPICS IN CRIMINAL JUSTICE
 3 credits/Elective only

This course is a course that addresses intensively a particular area of criminal justice. Topics vary from semester to semester.

CRJ 385 (F)
Crosslisted with SOC 385
 THEORIES OF DEVIANCE
 3 credits

This course provides an intensive analysis of contemporary theories of deviant behavior. Theories examined through seminar discussions of primary materials and critiqued by consideration of research findings. Social

policy implications discussed and specific criminal justice programs considered in the light of these theories.

CRJ 387 (F)

GENDER, CRIME, AND JUSTICE
3 credits/Elective only



This course is a study of the gendered nature of criminal justice theory, policy, and practice. Among the major themes are: gender differences in criminal behavior, criminal victimization, and criminal processing. Includes consideration of the contributions of feminist criminologies.

CRJ 480 (F)

RESEARCH METHODS
3 credits

This course is a study of how social research is performed, including through studying examples of criminal justice research. Focus is on becoming a more informed consumer of research information. Topics include: research ethics, sampling, field research, experimental designs, survey research, research using available data, and evaluative research. Prerequisites: CRJ 161, 261, and junior or senior status.

CRJ 481-2 (F, S)

(formerly CRJ 485-6)

CRIMINAL JUSTICE INTERNSHIP
3-6 credits/Elective only



This elective course requires 15 hours per week (for three credits) or 30 hours per week (for six credits) of supervised internship in an approved criminal justice setting. Participation in one-hour periodic campus integration seminars also is required. Students may take a maximum of two internship courses, either concurrently or sequentially across two semesters. Prerequisites: CRJ 161, 261, senior status, and minimum overall GPA of 2.5

CRJ 483 (F, S)

CRIMINAL JUSTICE RESEARCH
3 credits/Elective only

Each student works on a particular research project in conjunction with a faculty member. Includes preparation of literature review, collection and analysis of data, and preparation of findings in a paper of publishable quality. Faculty authorization required for registration. Prerequisites: CRJ 161, 261, 480, senior status, and minimum overall G.P.A. of 3.0

CRJ 495 (S)

SENIOR SEMINAR: ETHICAL ISSUES IN CRIMINAL JUSTICE
3 credits

This course focuses on an exploration of the interaction between ethics and criminal justice practice, including application of ethical theory to criminal justice issues. Focus is primarily on normative ethics (both deontological and teleological views), including major theorists. The course helps to integrate knowledge gained from previous courses through the overarching theme of the pursuit of justice as an ethical ideal. Prerequisites: CRJ 161 and 261; at least two of the following: CRJ 324, 325, and 326; and senior status.

SOCIAL WORK

Donna R. Fiedler, Ph.D., LCSW, Chair, Field Practicum Coordinator
Janine Mariscotti, MSW, LCSW
Lecturers: Brady, Cummings, Myrick, Wysor

MISSION

The Social Work Program of La Salle University has its roots in the tradition and mission of the Christian Brothers. The Social Work Program supports the University's mission to pursue the "free search for truth by teaching its students the basic skills, knowledge, and values that they will need for a life of human dignity." The program seeks to establish an atmosphere in which community members may openly bear witness to their convictions on world peace and social justice. Students integrate Lasallian values with the theory, skills, and values of the social work profession. Building upon the liberal arts foundation of the University, the program prepares students for generalist social work practice in the urban community.

REQUIREMENTS

■ REQUIRED FOR MAJOR IN SOCIAL WORK: 22 COURSES

Council on Social Work Education-Accredited Baccalaureate Program

SWK 160, 280, 281, 291, 340-341, 365, 381, 440-441, 480-481, 495; PSY 220; POL 151; BIO 158; SOC 150, 301; two Social Work electives.

SOC 301, Social Statistics I, satisfies the "Numbers" component of the core requirements for social work majors.

MISSION

The Social Work Program of La Salle University has its roots in the tradition and mission of the Christian Brothers. The Social Work Program supports the University's mission to pursue the "free search for truth by teaching its students the basic skills, knowledge, and values that they will need for a life of human dignity." The program seeks to establish an atmosphere in which community members may openly bear witness to their convictions on world peace and social justice. Students integrate Lasallian values with the theory, skills, and values of the social work profession. Building upon the liberal arts foundation of the University, the program prepares students for generalist social work practice in the urban community.

GENERALIST SOCIAL WORK PRACTICE: DEFINITION

Strengths-based generalist social work practice is a collaborative process that employs a professional helping relationship directed toward individual, family, group, organizational, and/or community empowerment and the promotion of social and economic justice. (Poulin, J. and Contributors. (2000). Collaborative social work: Strengths-based generalist practice. Itasca: Peacock. P. 4).

COUNCIL ON SOCIAL WORK EDUCATION ACCREDITED BACCALAUREATE PROGRAM

The Social Work Program at La Salle University is accredited by the Council on Social Work Education, the national accrediting body in undergraduate social work education. The Council uses the Educational Policy and Accreditation Standards to review baccalaureate social work programs. The standards to which accredited undergraduate social work programs are held can be viewed at www.cswe.org/epas or by accessing the link on the La Salle University Social Work Program Web site.

ADMISSION TO THE SOCIAL WORK PROGRAM AT LA SALLE UNIVERSITY

The student must formally apply to the La Salle University Social Work Program for admission as a separate and additional process from admission to the University.

ation for admission to the La Salle University Social Work Program may be submitted following completion of SWK 160: Introduction to Social Work, and must be completed by Oct. 15 of the semester the student is enrolled in SWK 340: Preparation for Professional Practice, typically the first semester of the junior year. The student can declare social work as a major upon admission to the University; however, the student is only formally accepted into the Social Work Program with the successful application process described below.

The student must meet the following criteria for admission into the Social Work Department:

- a. An overall GPA of 2.3 (Students with a GPA below 2.3 may apply for conditional acceptance to the program);
- b. A final grade of “C” or better in all Social Work courses with a course designation of 200 or above;
- c. An affinity with and commitment to the values and ethics of the social work profession as set forth in the National Association of Social Workers (NASW) Code of Ethics;
- d. Two letters of recommendation. One recommendation should be from a person associated with a community service experience in which the student has participated. The second recommendation will be an academic reference from a University faculty member other than La Salle University Social Work Department full-time faculty. A second recommendation from a person associated with a community service experience may be substituted for the academic reference with permission from the Social Work Program Work Chair.
- e. Autobiographical statement: complete a personal statement (maximum of four pages, typewritten and double spaced) discussing your motivations for choosing social work as a profession and describing significant people and life events that have been instrumental in your decision to seek a degree in social work. Address areas of special interest or concern relevant to social work. Note: The autobiography statement completed in SWK 160 will be accepted to fulfill this requirement.
- f. Copy of your current college/university transcript.
- g. Copy of current criminal clearance*(date of clearance must be within one year from date of submission to Social Work Program);
- h. Copy of current child abuse clearance* (date of clearance must be within one year from date of submission to Social Work Program);
- i. Review the NASW Code of Ethics and sign the application form;**
- j. Submit the completed application to the Social Work Program director;
- k. The full-time Social Work Program faculty will review your application, and each will vote on your candidacy.
- l. the student will be notified of the program faculty’s decision in writing; the admission decisions include:
 - a. full admission
 - b. conditional admission
 - c. no admission

* A history of criminal conviction and/or child abuse does not automatically preclude admission to the Social Work Program. However, the student will be required to share this information with the field practicum supervisor in the agency.

The student is responsible for informing the Social Work Program of any changes in criminal and/or child abuse status.

** In the event of a violation of the NASW Code of Ethics, the student may not be granted admission to or continuation in the Social Work Program.

CONTINUATION POLICY

Continuation in the Social Work Program for majors requires that a student receive at least a “C” in every SWK course. Failure to receive a “C” or higher means that the student must repeat the course and meet the requirement of a “C” or higher. In some cases, a student may not proceed to a higher-level course without first receiving a “C” or better in a lower-level course. A student may take a course a total of three times. A student must also have an overall GPA of 2.5 or higher and a GPA of 2.5 or higher in social work courses in order to graduate with a BSW.

MINOR IN HUMAN SERVICES

Students who complete the Human Services Minor will:

- Learn the values and ethics that serve as a foundation for professional social work practice.
- Be introduced to the importance of social justice as a foundation for social work and social welfare.
- Be exposed to the role of biological, social, psychological, spiritual, and cultural contexts in the lives of individuals and families, groups and communities.
- Understand the unique impact of these contexts on special population groups including racial and ethnic minority groups, women, gay, lesbian, bisexual and transgender persons, children, older adults, and people with disabilities.
- Be introduced to the broad array of human services and populations served
- Through the social work elective, be able to achieve depth in one area of social work and social welfare.

■ REQUIRED COURSES FOR THE MINOR IN HUMAN SERVICES:

- **SWK 160**
- **SWK 280**
- **SWK 340**
- **SWK 341**
- **SWK 381**
- **SWK 270/370/470**

COURSE DESCRIPTIONS

SWK 160 F (Day) S (Evening)
INTRODUCTION TO SOCIAL WORK
3 credits



This survey course provides an overview of the social work profession, the social welfare system, social work methods, and fields of practice. A basic understanding of human needs, diverse populations, vulnerable populations, and the social service delivery system is provided. The student is given the opportunity to become familiarized with the competencies and accompanying practice behaviors that form the basis for the social work curriculum. The student is introduced to advocacy as a basic component of social work. This course includes a 20-hour service-learning component.

SWK 240 (S)
RELATIONSHIPS AND SEXUALITY
3 credits/Elective only

This course is designed for social work and other undergraduate students to explore issues in relationships and human sexuality. This course examines human sexuality from a bio-psycho-socio-spiritual perspective within a developmental framework. The student examines and clarifies personal and societal values regarding human sexuality, assesses the relationship between personal and professional social work values, and develops fundamental skills for social work practice with issues of relationships and sexuality.

SWK 270, 370, 470 (F, S)
SPECIAL TOPICS
3 credits/Elective only

This course is designed to address contemporary issues in generalist social work practice. Topics include gerontology, mental health, child welfare, family violence, drug and alcohol intervention, and social and economic justice. Students are advised to check with the Program Director about current offerings and to provide suggestions for future topics.

SWK 280) 
HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I
3 credits

This course is the first of a two-part sequence that examines the development of the person-in-environment. The course focuses on the development of individuals and families in the context of biological, social, psychological, spiritual, and cultural components. The student completes a 20-hour service-learning experience. Advocacy is stressed as a tool for promoting optimal conditions for the well-being of individuals and families. Prerequisites or concurrent with SOC 150, PSY 220, BIO 158. Students who have not completed the prerequisites may take the course only with prior written permission of the instructor.

SWK 281 S (Day) S of 2010 (Evening) 
HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II
3 credits

This course provides an examination of theories of group, organization, and community development. The reciprocal relationship between the individual and these systems is emphasized. The student completes a 20-hour service-learning experience. Advocacy within the context of organizations is presented. Prerequisite: SWK 280 or written permission of the instructor.

SWK 291 (S) 
SOCIAL WELFARE POLICY II
3 credits

This course begins with an historical examination of the development of the social welfare system in the United States and societal values as they impact upon policy formulation and implementation. Contemporary social welfare policy in the United States is then examined, with emphasis on the reciprocal processes between social work practice and social policy development. A policy framework is presented for analyzing current policies as well as formulating new policies and advocating for policies that advance social and economic justice. The impact of social welfare policies on diverse populations and vulnerable populations is emphasized. Global interconnections of oppression also are explored. Advocacy is stressed as a lifelong responsibility of social workers. Prerequisites: POL 151 (may be taken concurrently).

SWK 340 (F)
PREPARATION FOR PROFESSIONAL PRACTICE
3 credits

This course is designed to prepare the student for the practicum in social work. The course provides an opportunity to demonstrate practice behaviors in engagement of individuals in a practice encounter and orients the student to the field practicum process. It familiarizes the student with the roles of the student intern and with skills for the helping relationship. The role of advocacy in social work is stressed. Students enrolled in SWK 340 apply for formal admission to the Social Work Program Department and must be accepted in order to proceed to SWK 341 and SWK 381. Prerequisite: SWK 160, SWK 280 (SWK 280 may be taken concurrently).

SWK 341 (S)
GENERALIST SOCIAL WORK PRACTICE I
3 credits

The first of three courses in the Social Work Practice sequence, this course focuses on the processes of ethical engagement, assessment, intervention, and evaluation in generalist social work practice with individuals. Skills are developed in initiating the social work relationship, assessing individual client strengths and challenges, advocating for individuals, developing intervention plans with individuals, evaluating the outcomes, and making appropriate adjustments. Opportunities are provided for students to demonstrate practice behaviors in engagement of individuals in practice.

Prerequisites: SWK 340 and SWK 281 (SWK 281 may be taken concurrently). Taken concurrently with SWK 381. Open to social work majors or human service minors only. Social work majors must be formally accepted into the Social Work Program in order to enroll in this course.

SWK 350 (F)
LOSS AND GRIEF
3 credits/Elective only

This course investigates the processes of attachment, loss, and grieving. The course explores loss, in life and in preparation for death, and addresses both acceptable and disenfranchised loss and grief.

SWK 365 (S)
SOCIAL WORK RESEARCH METHODS
3 credits

This course prepares the student to understand the reciprocal relationship of practice and apply research, to critique practice literature, and to evaluate one's own practice. The course examines qualitative and quantitative research methodology, including single subject design. The role of social work values and ethics in research is addressed. The student is introduced to research tools for advocacy within the social work profession is presented. The student demonstrates an understanding of the research process through preparation of a research proposal. Prerequisite: SOC 301.

SWK 381 (S)
PROFESSIONAL PRACTICUM I
3 credits

This course provides an introduction to agency social work practice. The student spends two days each week providing direct service with the guidance of a practicing social worker. An opportunity to develop and test beginning practice skills is provided.

Taken concurrently with SWK 341. Open to social work majors or human service minors only. Social work majors must be formally accepted into the Social Work Program in order to enroll in this course.

SWK 440 F (Day) Fall of 2008 and 2010 (Evening)

GENERALIST SOCIAL WORK PRACTICE II

3 credits

This course focuses on social work engagement, assessment, intervention, and evaluation in generalist social work practice with families and with groups. It provides an investigation of and skill development in direct engagement, assessment, intervention, evaluation, and advocacy strategies for effective and ethical generalist social work practice with families and groups. Prerequisites: SWK 341, SWK 381. Taken concurrently with SWK 480. Open to social work majors only.

SWK 441(S)

GENERALIST SOCIAL WORK PRACTICE III

3 credits

This course focuses on engagement, assessment, intervention, and evaluation with organizations and communities, including the global community. The course provides an investigation of and skill development in organizational and macro engagement, assessment, intervention, and evaluation strategies for effective and ethical generalist social work practice. Prerequisite: SWK 440 and SWK 480. Taken concurrently with SWK 481 and SWK 495.

SWK 480 (F)

PROFESSIONAL PRACTICUM II

3 credits

An educationally directed practicum for two days each week provides the student with an opportunity to develop the relationship between social work theory and practice and to demonstrate specified practice behaviors.. Prerequisites: SWK 341, SWK 381. Taken concurrently with SWK 440. Open to social work majors only.

**SWK 481 (S)**

PROFESSIONAL PRACTICUM III

3 credits

A continuation of Professional Practicum II, this course provides a social work practice experience in which students integrate the social work theory, skills, and values that they are learning in the classroom. Students have an opportunity to demonstrate mastery of all the practice behaviors. Prerequisites: SWK 440, SWK 480. Taken concurrently with SWK 441 and SWK 495. Open to social work majors only.

**SWK 495 (S)**

PROFESSIONAL CONSIDERATIONS IN SOCIAL WORK

3 credits

This course strengthens the student's emerging identity within the social work profession. Students review and critique theoretical frameworks and practice situations studied in the Social Work curriculum. As the capstone course for Social Work, students have the final opportunity to demonstrate mastery of the 10 competencies and accompanying practice behaviors. Prerequisites: SWK 440, SWK 480. Taken concurrently with SWK 441 and SWK 481. Open to social work majors only.

**SCHOOL OF
BUSINESS**

EVENING AND WEEKEND PROGRAMS

The mission of the School of Business is to offer educational programs that prepare students for a purposeful life by integrating Lasallian values with current business management skills.

Through its faculty, curricular environment, and linkages with the business community, the School of Business creates a value-centered educational community as the setting for its educational programs.

Within this context, it seeks to provide an appropriate blend of contemporary business theory and practice, placing paramount importance on teaching and learning enriched by scholarly research and professional activity.

The primary purpose of the School of Business' undergraduate program is to prepare students to lead an enriched personal life and to enter upon a successful professional career through exposure to traditional liberal arts and a contemporary business education.

The School of Business strives to fulfill its mission by requiring students to develop communication, analytic, and decision-making skills by nurturing in students the ability to define and synthesize, by helping students to form independent, well-reasoned judgments, and by introducing students to common business research methods and practices.

Teaching and learning are of paramount importance. We believe we should:

- know each student as an individual;
- challenge each student to work toward attaining his or her best performance level;
- utilize the curriculum to help students identify the ethical dimensions embedded in business management; and
- immerse students in a learning environment that blends current business theory and practice.

Continuous quality-improvement processes ensure that the many offerings of the School of Business are of the highest quality. The program is accredited by the Association to Advance Collegiate Schools of Business (AACSB International), which establishes standards designed to ensure excellence. Less than 5 percent of the world's business schools are accredited by AACSB. In addition, programs are regularly evaluated in terms of standards established by various professional bodies, such as the American Institute of Certified Public Accountants, the American Management Association, and the American Marketing Association, and through an ongoing dialogue and review with business executives and professionals.

Since 1996, La Salle has inducted the top 10 percent of its undergraduate seniors and 7 percent of its juniors into Beta Gamma Sigma (BGS), the international honor society for students enrolled in AACSB-accredited schools. In twelve of the last thirteen years, the La Salle chapter of BGS has been chosen as one of the top five from more than 500 chapters worldwide, named in recent years as the Silver Chapter in 2010, 2012 and 2013 and the Gold Chapter in 2004, 2011 and 2014.

The School of Business prepares students to develop the skills and experience to move from the University into management/professional positions in business, government, and nonprofit organizations. The Accounting Department offers a Four-Year Dual BS/MBA Program that could meet the 150-hour requirement for CPA certification. Experiential education programs—the internship and Business Scholars Co-op programs—provide hands-on experience in business organizations. Recent participants have included the Big Four accounting firms, Johnson & Johnson, Comcast, AstraZeneca, DuPont, Citizens Bank, UBS Financial Services, KYW News Radio, Radio Disney, the FBI, the Environmental Protection Agency, Cigna, and Tasty Baking Co. The Center for Entrepreneurship provides classroom and experiential learning, mentoring, and public seminars for students whose career interests are in start-up ventures, nonprofits, or climbing the corporate ladder.

More than 100 executives volunteer their time every year during our Executives on Campus program to come to classes to meet with students. Many of the business clubs set up field trips to area businesses so that students can see professional operations first-hand.

In addition, the Business Advisory Board, which is composed of senior executives from companies throughout the Delaware Valley, advises the Dean of the School of Business on contemporary developments in business practice and how to help students prepare for professional careers.

Opportunities to enhance a student's international exposure are offered through study abroad and travel/study options. La Salle has strong ties with the American University of Rome in Italy, Universidad La Salle in Mexico City, Deakin University in Melbourne, Australia, and the National University of Ireland in Galway, where students have the opportunity to have semester-long learning experiences. Students may also gain acceptance to semester-long programs in Brazil, China, England, France, Mexico, South Africa, and Spain through the Lasallian International Programs Consortium, as well as to a summer program in Switzerland. In addition, La Salle provides various levels of support for students wanting to study at other destinations. In travel/study courses offered by the School of Business, students study international aspects of various business disciplines in a semester-long course and travel for approximately 10 days to other locations in the world, where they study related business practices and the culture of that area. Previous trips have taken students to France, Germany, Canada, Bermuda, London, and China. Additional travel/study opportunities related to liberal arts areas of study are offered by the University. Opportunities for students to do an internship abroad are being developed.

In short, when you are a La Salle University business major, you have a number of competitive advantages. Your "real world" experiences and academic preparation put you on the right path toward success.

THE CURRICULUM

The program leading to a Bachelor of Science degree in Business Administration consists of 120 credits (minimum 39 courses) for the Business Administration major, and 128 credits (minimum 41 courses) for the Accounting major. The curriculum includes the Liberal Arts Core Curriculum, Additional Arts Requirements, Business Core, Professional Studies and Free Electives. The liberal arts and science studies and business foundation courses tend to be concentrated in the first 60 credits, and the professional studies in the last 60 credits.

Beginning in Fall 2006, evening students with junior standing and a 2.25 GPA can elect to pursue the Bachelor of Science in Business Administration–Business major.

THE LIBERAL ARTS CORE CURRICULUM

The Liberal Arts Core Curriculum provides students with an opportunity to build a strong educational foundation for the future. Guided by La Salle's heritage as a Catholic university, the Core Curriculum reflects La Salle's strong commitment to the interdependence of intellectual and spiritual growth.

While the Core allows some freedom of choice, it includes guidelines which should provide coherence in students' college education. The Core Curriculum clusters course requirements into areas defined by educational objectives: "Powers," "Frameworks of Scientific Understanding," "Patterns of Meaning," and "Understanding at Home and Abroad." A maximum of 18 courses are required of School of Business majors.

POWERS COURSES

"Powers" refers to competencies that enable students to learn, to think, and to communicate. With this course work, students will emerge from the Core Curriculum possessing a strong set of skills in reading, writing, oral communication, and mathematics. They will also learn how to use computer technology to aid their work in each of these areas. These competencies

will be integrated in courses in all areas of the Core, but they will be taught directly in courses in writing, oral communication, mathematics, and information literacy. Required Powers courses are:

- English 110
- English 210
- Mathematics 114
- Business 150
- Computer Science 151

FRAMEWORKS OF SCIENTIFIC UNDERSTANDING COURSES

“Frameworks of Scientific Understanding” refers to concepts and methods learned in courses in the natural and social sciences. In these courses students will become familiar with the scientific method and sharpen their understanding of the natural processes and the social developments that shape the world in which we live. Required Frameworks of Scientific Understanding courses are:

- Natural Science
- Macroeconomics
- Psychology or Sociology

PATTERNS OF MEANING COURSES

“Patterns of Meaning” refers to a set of capacities students must acquire to engage the moral, aesthetic, and spiritual significance of human events and achievements. Courses in the humanities will enable students to develop these capacities. Required Patterns of Meaning courses are:

- 2 Religion
- 2 Philosophy
- 1 Literature
- 1 History
- 1 Fine Arts or Foreign Languages
- 1 more Literature, History, Fine Arts or Foreign Language

All courses in Patterns of Meaning may be counted towards any minor or second major barring exclusions by the academic departments sponsoring the course.

UNDERSTANDING AT HOME AND ABROAD COURSES

“Understanding at Home and Abroad” refers to fostering the Christian Brothers’ ideals of community, social justice, and compassionate understanding across barriers dividing human beings. Students will be required to enroll in one of the courses designated in the course catalog by the symbol of a house (🏠 Understanding at Home) and one of the courses designated by the symbol of a plane (✈️ Understanding Abroad). Alternatively, students may fulfill these requirements through independent projects, with the approval of the Department Chair and the Core Director. Faculty and staff will mentor a limited number of independent projects.

ADDITIONAL ARTS REQUIREMENTS

- Single-Variable Calculus (MTH 114) or equivalent
- Introductory Microeconomics (ECN 201)

BUSINESS CORE CURRICULUM

Business education at La Salle University exists within the context of a strong liberal arts base. The key two purposes of business education at La Salle University are:

- Preparation of students for careers in business – the primary purpose of the business core.
- Preparation of students in specialized areas of business – the primary purpose of the business major.

In order to accomplish the purpose of preparation of students for business, the business core at La Salle has the following learning goals:

SELF ASSESSMENT AND DEVELOPMENT

- Self knowledge and awareness
- Professional direction and determination to succeed
- An ability to critically assess oneself
- Intellectual curiosity
- An ability to accept and implement change

JOB-RELATED SKILL DEVELOPMENT

- Networking
- Interviewing
- Resume writing

CRITICAL THINKING AND PROBLEM SOLVING

- Problem solving and decision making skills
- An understanding of elements of sound research
- Development of the ability to conduct research
- Critical thinking skills
- An ability to evaluate, identify, and understand different perspectives, positive and negatives, and strengths and weaknesses
- An ability to integrate and synthesize diverse information or skills

COMMUNICATION SKILLS

- Oral communication skills
- Written communication skills
- Interpersonal communication skills

USING DATA AND TECHNOLOGY

- An understanding of, and ability to utilize qualitative and quantitative data
- Technical skills to solve business problems and make decisions

CORE BUSINESS KNOWLEDGE

- Knowledge in key business disciplines
- Knowledge of specific businesses, business practices, and opportunities

ETHICS, SOCIAL RESPONSIBILITY, AND SOCIAL FORCES

- Knowledge of and ability to examine ethical considerations in business
- An understanding of contemporary social forces affecting business, including environmental issues, demographic diversity, technology, global/international issues, cultural forces, and the political and legal environments
- Motivation to contribute to society

The Business Core courses provide the student with integrative approaches to understanding business processes while at the same time focused attention on the various business disciplines. In addition, the core focuses energy on linking theory and practice.

The following courses constitute the Business Core:

- **BUS 101** Introduction to Financial Accounting
- **BUS 202** Descriptive and Predictive Analytics
- **BUS 203** Organizational Behavior and Skill Development
- **BUS 204** Principles of Marketing with Applications
- **BUS 205** Business Systems for Analytics
- **BUS 206** Introduction to Financial Markets and Institutions: Principles and Applications
- **BUS 207E** Managerial Accounting

- **BUS 208E** Fundamentals of Financial Management
- **BUS 303** Legal and Ethical Environment of Business
- **BUS 304** Prescriptive Analytics
- **BUS 400** Strategy Formulation and Implementation
- International Business Course/Experience

EVENING (MAJORS)

There are two majors available during the evening in the School of Business: Accounting and Business Administration.

FREE ELECTIVES

Free electives offer a further opportunity to influence your own program of education. You may choose to concentrate free electives in a particular field or you may use these electives to diversify your background or broaden your interests.

MBA BASIC CORE EQUIVALENTS

You can reduce the number of courses required to earn a master's degree in Business Administration at La Salle by earning As or Bs in certain required undergraduate courses.

There is a body of undergraduate course work, drawn primarily from the Business Curriculum, which can be used to waive up to 15 credits of foundation level course work and 3 credits of core level course work for the La Salle MBA degree. (Those students who receive their undergraduate degree from La Salle University with a major in Accounting may be eligible to waive up to 21 credits since they can waive 3 credits in the specialization and elective area.) All of these undergraduate courses are required for all undergraduate business majors. By earning a minimum "B" grade in the undergraduate course(s), the corresponding MBA course requirement will be waived. These courses are listed in the following chart.

A limited number of students with at least a cumulative undergraduate GPA of 3.0 or higher may be admitted into the program for one semester without the GMAT or GRE test scores. Conditionally accepted students are required to successfully complete the GMAT or GRE by the end of their first enrolled semester. Conditionally accepted students are not eligible for financial aid loans until they are fully (regularly) accepted to the program.

The GMAT or GRE is required for regular acceptance into the MBA Program, and students are expected to have proficiencies in written and oral communication, quantitative abilities, and computer skills. Any specific requirement questions should be directed to the MBA Office at 215.951.1057. Effective Fall 2012 applicants with an undergraduate business degree from La Salle who have a minimum overall GPA of 3.2 or above will be granted a GMAT/GRE waiver.

Beta Gamma Sigma tuition discount: All undergraduate students and graduates who are Beta Gamma Sigma members from La Salle will now have the opportunity to apply to the La Salle University Full-time MBA (FTMBA) Program with no application fee, no GMAT or GRE required, and be eligible for a 25% tuition discount (space permitting).

¹ Students planning to enroll in the La Salle University One-Year MBA Program should consult with the Director of Full-time MBA Programs regarding course waivers.

UNDERGRADUATE COURSES	MBA COURSE
ECN 150 Introductory Macroeconomics	MBA 610
ECN 201 Introductory Microeconomics	
BUS 101 Introduction to Financial Accounting	MBA 615
BUS 207E Managerial Accounting	
BUS 202 Descriptive and Predictive Analytics	MBA 620
BUS 206 Financial Markets and Institutions	MBA 630
BUS 208E Fundamentals of Financial Management	
BUS 304 Prescriptive Analytics	MBA 625
Marketing Major Courses	MBA 690*
Accounting Major Courses	MBA 691*
Finance Major Courses	MBA 692*

*Only one from MBA 690, 691, and 692 may be waived

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION PROGRESS RECORD¹

I. Powers (5 courses)

- A. Writing I
- **ENG 110** College Writing I: Persuasion
- B. Writing II
- **ENG 210** College Writing II: Research
- C. Numbers
- _____
- D. Speech
- **BUS 150** Presentation Skills for Business (2 cr.)
- E. Information Technology
- **CSC 151** Introduction to Computing Using Packages

II. Frameworks of Scientific Understanding (4 courses)

- A. Natural Science
- **BIO, CHM, GEO, or PHY 150s**
- B. Social Science
1. Economics or Political Science
 - **ECN 150** Introductory Macroeconomics
 2. Any Psychology or Sociology
 - _____

III. Patterns of Meaning (8 courses)

- A. Religion
1. **REL 150** The Christian Tradition
or **REL 153** The Dynamics of Religion
 2. **REL** REL 200 or 300-Level
- B. Philosophy
1. **PHL 151** The Human Person
or **PHL 152** Moral Choice
 2. **PHL** PHL 200 or 300-Level
- C. Literature
- **ENG 150** Themes in Literature and Culture
or **LIT 150** Modern European and Latin American Writers
- D. History
- **HIS 151** Global History to 1500
or **HIS 155** Themes in American History
- E. Fine Arts
1. **ARTH 150** Introduction to Art
or **MUS 150** The Art of Listening
or Foreign Language
- F. Second Course (Literature, History, Fine Arts, or Foreign Language)
- _____

IV. Additional Arts Requirements

1. **MTH 114** Applied Business Calculus (4 cr.)
2. **ECN 201** Introductory Microeconomics

V. Business Core (12 courses)

1. **BUS 101** Financial Accounting
2. **BUS 202** Descriptive and Predictive Analytics
3. **BUS 203** Organizational Behavior and Skill Development
4. **BUS 204** Principles of Marketing with Applications
5. **BUS 205** Business Systems for Analytics
6. **BUS 206** Financial Markets and Institutions: Principles and Applications
7. **BUS 207E** Managerial Accounting (2 cr.)
8. **BUS 208E** Fundamentals of Financial Management (2 cr.)
9. **BUS 303** Legal and Ethical Environment of Business
10. **BUS 304** Prescriptive Analytics
11. **BUS 400** Strategy Formulation
12. International Business Course/Experience²

VI. Professional Studies

(8 Accounting; 4 Business Administration)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

VII. Electives (5 Accounting majors; 7 Business Administration)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____





1 The Accelerated Business Completion Program utilizes the same curriculum.

2 Options to fulfill this one: BUS 300, ECN 331 or 335, FIN 403, MGT 356, MKT 305, or any School of Business travel course; these courses cannot double-count for a Professional Studies course.

COURSE DESCRIPTIONS

All courses are listed alphabetically by department. Courses followed by a semester designation are usually offered each year during semester indicated. Courses with no designation are usually offered on a rotating basis. Consult course rosters.

KEY

- (F) Offered in Fall term
- (S) Offered in Spring term
- (F, S) Course may be rostered in either Fall or Spring term. The year is indicated if the course is offered in alternate years. Course offerings are dependent on sufficient enrollment. When a course number has been changed this year, the former number is given in parenthesis.
-  Identifies courses that have been designated as writing intensive.
-  Identifies courses that have been designated as “Understanding at Home.”
-  Identifies courses that have been designated as “Understanding Abroad.”
-  Identifies courses that have been designated as having a service-learning component.

Courses listed in this section are subject to change through normal academic channels. New courses and changes in existing course work are initiated in the departments and approved by the curriculum committee consisting of faculty, student, and administrative representatives.

ACCOUNTING

Mary Jeanne Welsh, Ph.D., Chair

The accounting major consists of eight upper-level accounting courses: Accounting 201, 202, 303, 304, 307, 405, and two advanced courses. This intensive learning experience is intended to serve as a basis for future career development and advancement in the accounting field and to help you better prepare to pass the Certified Public Accounting (CPA) examinations.

Junior standing is a prerequisite for 300- and 400-level courses.

ACC 201 (S)

INTERMEDIATE FINANCIAL ACCOUNTING
4 credits

Theories and problems involved in analysis of transactions and financial statement preparation. The course also focuses on accounting issues related to measurement of profitability, liquidity and financial flexibility. Topics include revenue recognition, cost allocation, and recognition and measurement of assets. Prerequisite: BUS 101 with a "C" grade or better.

ACC 202 (F)

INTERMEDIATE FINANCIAL ACCOUNTING II
4 credits

The study of accounting issues related to operational assets, financial instruments and liabilities, and additional financial reporting issues, including share-based compensation and the Statement of Cash Flows. Financial reporting in an international environment is also examined. Prerequisite: ACC 201 with a "C" grade or better.

ACC 303 (S)

COST MANAGEMENT
3 credits

Basic principles applied to job cost and process cost systems. Topics include: purchasing and issuing of materials and maintenance of perpetual inventory records, control of labor, methods of distributing factory overhead expenses, evaluation of problems involved in shrinkage and idle time, forms used in job and process cost systems, and discussion of the place of cost accounting in modern enterprises. Usually offered spring semesters. Prerequisite: BUS 202 (can be taken concurrently with BUS 202), BUS 207 and 54 credits

ACC 304 (F)

AUDITING
3 credits

A practical presentation of modern audit practices, emphasizing the principles and objectives of an audit. Analysis of the audit basis, the best standards, objective reporting, the adoption of improved accounting standards, business controls, professional ethics, and legal liability. Usually offered fall semesters. Prerequisite: ACC 202 (can be taken concurrently with ACC 202)

ACC 307 (S)

INCOME TAX
3 credits

A comprehensive introduction to the Internal Revenue Code as it applies to the individual taxpayer. The course is intended to examine theoretical concepts, the structural flow of tax data, the interrelationship of taxable transactions and tax liabilities, and tax planning for the individual. Topics include inclusions, exclusions, basis issues, property transactions, capital gains and losses, sale of a residence, involuntary conversions, nontaxable exchanges, business expenses, itemized deductions, filing status, and exemptions. Computer based case studies are assigned to assist in the application of the tax concepts. Prerequisite: 54 credits, and BUS 101

ACC 405 (S)

ACCOUNTING FOR THE MULTINATIONAL ENTERPRISE
3 credits

A study of the accounting concepts applicable to business expansion especially mergers, acquisitions and consolidations. Emphasis is focused on consolidated statements including foreign operations, forward contracts as a hedge, conversion of foreign entity financial statements and multinational consolidated reports. Prerequisite: ACC 202

ACC 406 (F)

SPECIAL TOPICS IN FINANCIAL REPORTING
3 credits

A study of special topics in accounting including partnerships, estate and trust, bankruptcy, and fund accounting including governmental, not-for-profit, and hospital accounting. Prerequisite: ACC 202 and Senior Standing

ACC 418 (F)

CORPORATE AND OTHER TAXATION
3 credits

A comprehensive examination of taxation as it relates to the various forms of business entities (C corporations, S corporations, partnerships, limited liability corporations, and limited liability partnerships) and their owners. Other topics include taxation of international transactions, tax-exempt organizations, multi-state corporate tax issues, and estate tax-planning for the business owner. Prerequisites: ACC 307 and senior standing.

BUSINESS ADMINISTRATION

This major is intended to provide you with an opportunity to study major trends in contemporary business practice in the major fields of business and to serve as a basis for future career development and advancement.

Junior standing is a prerequisite to 300- and 400- level courses.

The Business Administration major consists of four upper-level business courses (beyond the Business Core) from the functional areas of Business Systems & Analytics, Finance, Management & Leadership, and Marketing, with no more than two courses from any one of these disciplines.

BUS 101 (F)

INTRODUCTION TO FINANCIAL ACCOUNTING

3 credits

The course introduces financial reporting, focusing on the fundamental principles of recording business transactions and the presentation and interpretation of corporate financial information. Topics include an overview of financial reporting and the accounting cycle, accounting and reporting operating, investing and financing activities of a business.

BUS 150 (F, S)

PRESENTATION SKILLS FOR BUSINESS (FORMERLY MGT 200)

2 credits

Focuses on the skills needed to link oral communication with the ability to work effectively in the current organizational environment. This course is based on the understanding that content and effective presentation of material are equally important in the understanding of communication. Active participation through oral presentations on current business topics is required. Students will make use of computer-based presentation technology.

BUS 202 (F)

DESCRIPTIVE AND PREDICTIVE ANALYTICS

3 credits

This course explain what happened and what will happen in business organizations using basic statistical methods relevant to descriptive and predictive analytics. The availability of massive amounts of data and technologies to process these data enables business organizations to use analytical approaches to decision-making. Descriptive analytics is the use of data to find out what has happened in the past or is currently happening; statistical techniques include descriptive statistics and visualization. Predictive analytics is the use of data to find out what could happen in the future; statistical techniques include regression analysis. This course will cover these techniques, descriptive statistics, visualization, and regression analysis, with emphasis on problem-solving and decision-making. This course will also cover probability, probability distributions, and statistical inference. Students will perform data analysis using statistical software packages. Prerequisite: MTH 114.

BUS 203 (F, S)

ORGANIZATIONAL BEHAVIOR AND SKILL DEVELOPMENT

3 credits

This course examines the behavior of individuals and groups in organizations, with the goal of understanding performance in the new workplace. It is designed to enhance the career potential of people with management and team leadership responsibilities in all areas of business. Topics include: motivation, theories and practice of leadership, individual and group decision making, conflict resolution, communication, international aspects of organizational behavior, perception, individuality, working in groups and teams, and ethical issues of organizational life. The course also emphasizes interactive and experiential learning to demonstrate the issues of organizational behavior. Through active participation, students will develop skills in leadership, communication, negotiation, teamwork, and group decision-

making. Career awareness and skill assessment will be done through brief lectures, personal inventories, and career planning experiences.

BUS 204 (F, S)

PRINCIPLES OF MARKETING WITH APPLICATIONS

3 credits

An overview of marketing concepts and principles applicable to business and other organizations. These include: factors influencing the marketing environment and buyer behavior; market segmentation and targeting; product development, pricing, promotion and distribution to satisfy the needs of selected target markets. Approximately one-third of the course is dedicated to planning and to applying marketing-based concepts to profit and non-profit enterprise situations.

BUS 205 (F, S)

BUSINESS SYSTEMS FOR ANALYTICS

3 credits

This course studies how business systems work and examines the challenge that confronts all organizations in the information age. The challenge is to use its three most important resources, information, information technology (IT) and people, to provide perfect service at the customer moment of value. To meet this challenge, the course identifies the IT systems and strategies organizations can utilize to process data into information and knowledge. The course also investigates database and decision support technologies organizations employ to build IT systems. Furthermore, the course develops a comprehensive framework for planning, developing and managing IT systems to achieve competitive advantage. The concepts, models, and frameworks are derived from both academic and professional sources. Teams of students apply the concepts, models and frameworks to the analysis of real-world cases in a variety of industries, such as, construction, global transportation, health care, homeland security, hospitality and tourism, and manufacturing. Prerequisite: CSC 151

BUS 206 (F, S)

FINANCIAL MARKETS AND INSTITUTIONS: PRINCIPLES AND APPLICATIONS

3 credits

An introduction to the basics of institutional finance. Financial instruments are generated and traded by participants in financial markets with financial intermediaries facilitating the process. Concepts, terminology, and current practices in each of these areas are examined, along with the impact they have on the economy. Students work on "mini cases" which employ actual data to help better understand the principles examined in the course. Prerequisites: BUS 101.

BUS 207E (S)

MANAGERIAL ACCOUNTING

2 credits

An introduction to the fundamentals of managerial accounting with a special emphasis on using accounting information in decision making. Topics covered include planning and control systems, cost management systems, pricing decisions and capital expenditure decisions. Prerequisites: BUS 101, MTH 114, CSC 151

BUS 208E (F, S)

FUNDAMENTALS OF FINANCIAL MANAGEMENT

2 credits

An introduction to the major concepts and techniques of financial management with an emphasis on time value of money, security valuation, cost of capital, capital budgeting, and financial statement analysis. Prerequisites: BUS 101, MTH 114, CSC 151

BUS 300 (Summer)INTERNATIONAL BUSINESS
3 credits

Students study international aspects of accounting, finance, economics, management, marketing and management information systems. The course helps students develop an appreciation for how different cultures, governments, and approaches to doing business impact international business-to-business relationships as well as devising strategies to enter markets in other countries. In some semesters the course is taught as a travel-study course that includes company site visits. Prerequisites (or corequisites): BUS 101, BUS 204, and BUS 206.

BUS 303 (F, S)LEGAL AND ETHICAL ENVIRONMENT OF BUSINESS
3 credits

A study of the American legal system, exploring how courts decide cases and the values that play a role in such adjudication. The nature, formation, and application of law to individuals and business. The development of law, with emphasis on the Constitution, personal and business torts, the employment relationship, discrimination, international legal perspectives, and an exploration of legal ethics and the ethics of corporations.

BUS 304 (S)PRESCRIPTIVE ANALYTICS
3 credits

In this course students learn how to run business operations efficiently and effectively using prescriptive analytics tools and techniques in managerial decision making. The course introduces students to several quantitative models used in contemporary analytics. Analysis of business scenarios using computer software allows a focus on the conceptual understanding of prescriptive models. Prescriptive topics covered include: decision analysis, Bayesian analysis, stochastic and deterministic forecasting, inventory management, linear programming and optimization, simulation, and project management. Prerequisites: MTH 114 and BUS 202, and 205.

BUS 310 (F, S)READINGS IN BUSINESS
1 credit

This course explores broad, multidisciplinary, generic business issues through various readings with a current events focus. Examples of themes that might be studied are: diversity, corporate governance, social responsibility, leadership, entrepreneurship, technology, globalization, and financial disclosure. A quasi-independent study, this course meets two or three times during the semester. Grading is on a pass/fail basis. Prerequisites: Other than junior standing, there are no prerequisites; the course may be taken by non-business majors as well as business majors.

BUS 400 (F, S)STRATEGY FORMULATION AND IMPLEMENTATION
3 credits

This course is the capstone course for Business majors. It views the enterprise of the firm from the top management point of view where the various functions of business are shaped and re-shaped in response to technological, global, environmental or economic changes in the company's environment. The course includes industry analysis, company assessment, competitive advantage, network organization and diversification strategies, implementation and business ethics. Prerequisite: Senior standing

**FINANCE**

Jan Ambrose, Ph.D., Chair

The Finance major is not available in the evening.

Junior standing is a prerequisite to 300- and 400- level courses.

FIN 308 (F) (Cross-listed with MKT 308)FINANCIAL SERVICES MARKETING
3 Credits

Financial Services Marketing is cross-listed with the Marketing Department. The course focuses on how financial institutions design and market their services and products. The marketing mix for financial services, consumer and commercial markets, and their buying behavior are also studied. The impact of regulatory factors on marketing financial services and products is studied. This course is designed especially for marketing and/or finance majors contemplating careers in financial services marketing; it is required for dual finance and marketing majors. Prerequisites: BUS 204, 206, 208.

FIN 375FINANCIAL STATEMENT ANALYSIS
3 Credits

Financial Statement Analysis focuses on the interpretation and use of financial statements for decision-making by investors, creditors, and internal management. Financial statements provide users with a scorecard of historical performance and the ability to look forward and project likely future financial performance. Outside readings, case studies, and text material will be used to integrate current financial statement guidelines with financial statement analysis. This course is required for dual accounting and finance majors. Prerequisite: BUS 208.

FIN 401INVESTMENT ANALYSIS
3 credits

Focuses on current practice and recent theoretical developments in the securities market. Special emphasis on the stock and bond markets. Deals with the characteristics of individual securities and portfolios. Also criteria and models for alternative portfolio composition, and criteria for evaluation and measurement of portfolio performance, all in a global context. Prerequisites: BUS 202, 206, 208.

FIN 403INTERNATIONAL FINANCE
3 credits

The study of multinational business practice, direct foreign investment, and managerial challenges in operating abroad. Foreign exchange markets, exchange rate determination, forecasting and hedging, and other contemporary issues in global finance. Prerequisite: BUS 202, 206, 208.

FIN 470SELECTED TOPICS IN FINANCE
3 credits

Selected topics in finance studied in depth under the direction of faculty. Prerequisite: senior standing.



LAW

Coordinator of Pre-Law Programs: Michael Dillon, J.D., Ph.D., Political Science Department

MANAGEMENT AND LEADERSHIP

Lynn Miller, Ph.D., Chair

The Management and Leadership major is not available in the evening.

Junior standing is a prerequisite for 300- and 400-level courses.

MGT 352

EFFECTIVE COMMUNICATION IN A TEAM ENVIRONMENT

3 credits

An examination of the process of communication in personal and organizational settings. Focus on the individual's styles and patterns of communication, verbal and nonverbal modes, self-image, listening, perception, and barriers to effective communication. Emphasizes building communication skills through active participation in experiences and discussions in class. Limited enrollment. Prerequisite: BUS 203.

MGT 354 (CROSS-LISTED WITH ENT 354)

GROWING A BUSINESS: ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT

3 credits

The actual art and practice of managing a small enterprise. Concepts and methods for decision making and being competitive. Actual cases with live situations and outside speakers from all areas—business, government, and organized labor—impinging on the small entrepreneur today. Prerequisites: ENT 201 and ENT 301 or BUS 101 and BUS 208 or ISBT 333 and ISBT 334.

MGT 356 (F)



MANAGING IN THE GLOBAL ECONOMY

3 credits

Changes in the world business environment are bringing new opportunities and challenges to firms and individuals. In Philadelphia, an increasing number of companies and public agencies are involved in international business. This course will study the area connections to the global economy through discussions with experts in global trade and with representatives of international businesses. The course will feature planned class visits to important businesses, sites, and staging areas for the Philadelphia aspect of the global economy. Prerequisite: BUS 203.

MGT 357



MANAGING CULTURAL DIVERSITY IN THE WORKPLACE

3 credits

This course is designed to teach students how to manage the growing multicultural workforce in the United States. Students will be exposed to the basic concepts and issues of intercultural communication and cross-cultural relations, and will explore the challenge that managing cultural diversity presents to organizations and individuals. Prerequisite: BUS 203.

MARKETING

Swee-Lim Chia, Ph.D., and Pingjun Jiang, Ph.D., Co-Chairs

The Marketing major is not available in the evening.

Junior standing is a prerequisite for 300 and 400 level courses

MKT 301

PERSONAL SELLING

3 credits

Examines the importance and practice of professional, consultative selling in business-to-business relationships. Students learn and practice interpersonal problem-solving communication skills in sales roleplays. Students learn how to respond to different buyer types, to develop benefit-based sales presentations, and to engage in ethical selling practices. Prerequisite: BUS 204.

MKT 302

ADVERTISING AND PROMOTIONAL MANAGEMENT

3 credits

Focuses on the economic and social aspects of non-personal promotion, including the important methods and techniques of research which form the basis of any promotional campaign. Includes a practical treatment of sales promotion programs, advertising copy, layout and media; measurement of promotional effectiveness; and advertising departments and agencies. Usually offered fall semester. Prerequisite: BUS 204

MKT 308 (F) (Cross-listed with FIN 308)

FINANCIAL SERVICES MARKETING

3 Credits

This course focuses on how financial institutions such as banks, investment firms, investment bankers, stock brokerages, investment advisors, venture capitalists, insurance companies, credit card issuers, and other financial institutions design and market their services and products. The marketing mix for financial services, consumer and commercial markets, and their buying behavior also are studied. Finally, the impact of regulatory factors on marketing financial services and product is studied. The course is designed especially for marketing and/or finance majors contemplating a career in financial services marketing. Prerequisites: BUS 204, BUS 206, BUS 208. MKT 308 is required for dual finance and marketing majors.

**SCHOOL OF NURSING
AND HEALTH SCIENCES**

EVENING AND WEEKEND PROGRAMS

SCHOOL OF NURSING AND HEALTH SCIENCES

MISSION

Consistent with Lasallian values, the mission of the School of Nursing and Health Sciences is to provide scientifically-based education programs to prepare students as proficient, caring health professionals engaged in evidence-based practice, advocacy, service, and life-long learning.

VISION

The academic, service, and research activities of the School of Nursing and Health Sciences focus on mobilizing social, political, health-care, and educational resources emphasizing the welfare of vulnerable, underserved, and diverse populations.

GOALS

- To engage students in educational, service, and research programs aimed at caring for people they serve;
- To facilitate student development in critical thinking, effective communication, and knowledge, skill, and values to care and advocate for the health of individuals, families, groups, and communities locally, regionally, and globally.

NURSING PROGRAMS

MISSION

Consistent with Lasallian values, the Mission of the Nursing Program is to provide scientifically based nursing curricula to educate clinically competent, caring, nursing professionals with a commitment to excellence in practice, service, life-long learning, and scholarship.

VISION

The Nursing program educates professionals prepared as leaders in practice, service, scholarship, and education, contributing to the advancement of the health and well-being of communities.

Explore, Experience, Excel

NURSING PROGRAMS' GOALS

- Prepare students to provide professional nursing services in health care agencies and communities with an emphasis on vulnerable populations
- Facilitate students' professional development in the knowledge, skills, and values to advocate for a healthy society.
- Foster student and faculty engagement in interprofessional and collaborative health care services, programs, and research.
- Educate students to strengthen the nursing profession and to contribute to the health of society through service and practice.
- Develop a community of life-long learners among students, faculty, alumni, and community partners.

PHILOSOPHY FOR NURSING PROGRAMS

Nursing is a practice-based profession encompassing both arts and sciences. Nursing provides health services to diverse individuals and groups. Nurses collaborate with multidisciplinary professionals and clients. Nursing care is aimed at facilitating health and wellness, thus fulfilling a contract between society and the profession. Safe, quality nursing interventions are evidence-based.

The nursing community at La Salle University respects the humanity of the people they serve and recognizes the potential for healing within the person, integrating mind, body, and spirit. Students bring their experience to the process of development as ethical, caring practitioners. Students'3 and faculty relationships foster scholarship, collegiality, respect, and collaboration.

UNDERGRADUATE NURSING PROGRAM

THE ACHIEVE PROGRAM

The ACHIEVE Program is the evening/weekend basic Bachelor of Science in Nursing program, offered at the Bucks County Center in Newtown, Pa. (initiated in January 2002), and at the Main Campus (initiated in September 2002). Students in this program qualify for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) (state board of nursing examination) to become registered professional nurses and to practice as members of the nursing profession. This program, which is 126 credits leading to the BSN, is taught over seven continuous semesters once prerequisite courses are met. The 14 nursing courses are taught during the fall, spring, and summer sessions. Didactic portions of the courses are taught in the evenings during the week. Clinical experiences are planned for day and evening weekend hours. The goal of the program is to enable the graduate to provide professional nursing care, which includes health promotion and maintenance, illness care, restoration, rehabilitation, and health counseling derived from nursing theory and research. La Salle's ACHIEVE Program provides the opportunity to refine critical thinking skills, to strengthen one's self-concept as both a person and member of the nursing profession, and to set a course for self-directed learning and independent action, enhancing one's personal and professional growth. Students who can enter the ACHIEVE Program are those new to nursing, career changers, and LPNs who wish to complete the program on an evening/weekend basis.

UNDERGRADUATE NURSING PROGRAM GOALS

1. Students are competent for baccalaureate nursing practice
2. Students develop holistic practice perspectives for improved client outcomes in a diverse, global society.
3. Students demonstrate beginning leadership skills to effect change using evidence-based nursing practice and service to improve the health of society.
4. Students are prepared to assume the roles and responsibilities of the nursing profession.

STUDENT LEARNING OUTCOMES OF THE UNDERGRADUATE NURSING PROGRAM

At the completion of the program, the student is prepared to:

1. Integrate liberal education as a basis for holistic nursing practice.

2. Exhibit leadership attributes to promote safe, quality care for diverse clients across a variety of settings.
3. Synthesize principles of evidence-based practice in the care of diverse clients across the lifespan.
4. Analyze data from information systems and health care technologies to promote safe, cost-effective, quality healthcare.
5. Practice as an advocate in complex health care delivery systems.
6. Communicate effectively as a member of the interprofessional health-care team to promote optimal outcomes.
7. Engage in partnerships with diverse clients across the lifespan to promote health and prevent disease.
8. Demonstrate responsibility and accountability for caring, professional nursing practice.
9. Practice culturally congruent, holistic, client-centered nursing care to address complex needs of clients across the lifespan.

Students enrolled in the day full-time nursing program and in the evening/weekend ACHIEVE program are eligible to join, and all students are strongly encouraged to become actively involved in SNAP.

ACCREDITATION

La Salle University's baccalaureate nursing program is fully accredited by the Commission on Collegiate Nursing Education (CCNE), the professional accrediting body of the American Association of Colleges of Nursing (AACN). Further information about accreditation is available by contacting the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202.887.6791. The undergraduate nursing program currently has provisional approval status from the Pennsylvania State Board of Nursing.

STUDENT ORGANIZATIONS

NURSING HONOR SOCIETY SIGMA THETA TAU, KAPPA DELTA CHAPTER

The International Nursing Honor Society, Sigma Theta Tau, is represented at La Salle University through the Kappa Delta Chapter. The goals of the society are to (1) recognize superior achievement, (2) recognize the development of leadership qualities, (3) foster high professional standards, (4) encourage creative work, and (5) strengthen commitment to the ideals and purposes of the profession. Membership is by application following invitation. Students who have completed half of the nursing curriculum, rank in the upper one-third of their graduating class, and have achieved academic excellence (a nursing GPA of at least a 3.0 or higher) are invited to join. The honor society inducts new members once a year.

NATIONAL STUDENT NURSES' ASSOCIATION (NSNA)

The National Student Nurses' Association is a pre-professional organization for nursing students. This organization, which numbers more than 300,000 student nurses enrolled in all program levels of nursing education, exists not only at the national level, but also at both the state level (Pennsylvania's chapter is known as SNAP—Student Nurses of Pennsylvania), and the school/chapter level. The undergraduate nursing program at La Salle School of Nursing and Health Sciences has an active chapter of SNAP. Students learn and develop professional qualities and leadership skills; and they participate in service activities throughout the school, campus, and community. Students may attend national and statewide conferences offered by the NSNA.

ADMISSION TO THE NURSING MAJOR

Students who are interested in pursuing a baccalaureate degree in Nursing at La Salle University in the ACHIEVE evening/weekend program must first apply for admission to the University. Students must submit a completed Evening and Weekend Program Application for Admission to the Office of Adult Enrollment. An official high school transcript or GED is required of all applicants to the University interested in pursuing a nursing degree; other requirements include official copies of transcripts from colleges or universities attended. College credit may be granted for selected prerequisite courses through CLEP and Excelsior College Examinations. Admission to the University requires the student to provide a clear state criminal record check for Pennsylvania and the student's primary state of residence as well as a clear Pennsylvania child abuse check.

In addition, the student is required to submit official scores from a standardized test of English and math ability that has been taken within the past three years of application to the nursing program. If SAT or ACT scores are not current or not available, the student is required to take the National League for Nursing pre-R.N. examination. Students must have a composite score, reading comprehension score, and a math ability score all within the average range or admission will be denied. The Test of English as a Foreign Language (TOEFL) is required of any student who is requesting credit evaluation through WES or who has attended secondary school in a foreign country. As clear and effective verbal communication is a necessary ability for a professional nurse to practice safely when caring for patients and when communicating with other interprofessional health care team members, the TOEFL is also required for any student whose primary language is not English and for any student for whom the Admissions and Academic Standards Committee deems a language/communication evaluation is necessary.

Students who have attended any other nursing program are required to submit a letter of good standing from the dean/director.

Students are admitted to the nursing program for a fall semester cohort at the Main campus or a spring semester cohort for the Bucks County Center. Prior to formal acceptance into the nursing major, all students must be interviewed by the Assistant Director of the Evening/Weekend program who will then present each student's academic file for review by the undergraduate Nursing Program's Admissions and Academic Standards Committee. This review does not require a separate application for admission. However, formal acceptance into the clinical courses of the major through this review is required. This review consists of both academic and non-academic requirements, including criteria such as (but not limited to) the student's overall GPA, science GPA, criminal background and health history. A cleared child abuse check, a cleared criminal record check from the state of Pennsylvania and primary residence state, and a cleared FBI nationwide fingerprint check must be current (i.e., within 6 months of starting the nursing major courses). The Pennsylvania State Board of Nursing (SBON) reserves the right to deny a professional license to any applicant who has been convicted of a felony or any offense related to the use and sale of alcohol or controlled substances in Pennsylvania or any other state. Other felony convictions and certain misdemeanor offenses may be considered impaired moral character. The determination of whether such conduct constitutes poor moral character is a discretionary matter for the Board of Nursing. Students should contact the Board with questions pertaining to this policy; however, the SBON typically does not address questions related to individual circumstances until once an applicant makes a formal application requesting licensure.

In order to be formally accepted into major and begin nursing clinical courses, the student must have earned the following:

- at least 67 La Salle University credits in the core and pre-requisite courses in the liberal arts and sciences, which include the following: writing (six credits), anatomy and physiology (eight credits), chemistry (four credits), microbiology (four credits), psychology (six credits), nutrition (three credits), sociology (three credits), and statistics (three credits);

- a grade of "C" or higher in Developmental Psychology, Nutrition, and Statistics;
- an overall GPA of 3.0;
- a Science GPA of 3.0, with completion of Chemistry (4cr), Microbiology (4cr), Anatomy & Physiology I (4cr), and Anatomy & Physiology II (4 cr); no individual science course grade may be lower than a "C"; students may only repeat one science one-time in order to achieve the required 3.0 GPA or required minimum course grade.

Students should be aware that the grading system and requirements for a passing grade in the undergraduate nursing program as well as most programs within the School of Nursing and Health Sciences are different than those of the general University. Specific grading scales are published in the SONHS Undergraduate and Graduate Nursing Programs' Handbook. Additional clinical compliance requirements are needed before a student may attend any clinical experiences. Failure to complete requirements may result in a student being dropped from a clinical course. Any missed clinical time due to non-compliance with clinical requirements will result in clinical make-up time with a fee attached.

Students are permitted to change division one time only during their program of studies in the undergraduate program. This applies to a student who wishes to transfer from the Day Program to the ACHIEVE Program or from the ACHIEVE Program to the Day Program. Students must stay in their original cohort on Main Campus or at the Bucks County Center. Students in the ACHIEVE Program must successfully complete each clinical course each semester and pharmacology before progressing to the next clinical semester in the program of studies. While in the program, students should expect additional expenses such as those for books, uniforms, a clinical laboratory pack, a stethoscope, a watch with a second hand, public transportation or parking, licensure, and NCLEX-RN fees. Access to a car is required for transportation to clinical sites.

CLINICAL EXPERIENCES

The Undergraduate Nursing Programs of La Salle's School of Nursing and Health Sciences have established strong ties with a number of hospitals and other health-care facilities within Philadelphia and surrounding areas (including Montgomery, Bucks, and Delaware Counties as well as New Jersey). Clinical experiences associated with coursework may be assigned at institutions such as Albert Einstein Medical Center, St. Christopher's Hospital for Children, Chestnut Hill Hospital, Cooper Medical Center, Abington Memorial Hospital, Belmont Center for Comprehensive Care, Friends Hospital, Shriner's Hospital for Children, Holy Redeemer Hospital and Medical Center, Thomas Jefferson University Hospital, Methodist Hospital, Lankenau Hospital, Lower Bucks Hospital, Paoli Hospital, Aria Health System, Presbyterian Medical Center, St. Mary Medical Center, Doylestown Hospital, and various public, parochial, and private schools in Philadelphia and the surrounding counties. In addition, students may have the opportunity to practice through the La Salle University Neighborhood Nursing Center, a nurse-managed public-health facility.

Students are responsible for their own means of transportation to and from clinical sites.

REQUIREMENTS FOR PROGRESSION AND GRADUATION

PROGRESSION IN THE NURSING MAJOR

Students in the nursing major must meet specific academic standards for continued progression in the major. Students must maintain a 2.75 semester GPA in nursing major courses in order to progress; if a student does not maintain the GPA, the student will no longer be permitted to progress in the nursing major and will be advised to choose another major.

REQUIREMENTS FOR GRADUATION

In order to graduate, all nursing students must fulfill these requirements:

- provide documentation of completion of 5000 NCLEX-style questions;
- complete an approved, formal NCLEX-RN® review course at the completion of the program; and
- satisfactorily complete all core and major courses, including NUR 417.

FACULTY

Kathleen A. Czekanski, Ph.D., R.N.
Associate Dean, Nursing Programs, School of Nursing and Health Sciences

Jane Kurz, Ph.D., R.N.
Chair, Undergraduate Nursing Program

Professors: Kurz, Wolf, Zane Robinson, Ph.D., R.N., FAAN (Dean Emerita, School of Nursing and Health Sciences)

Associate Professors: Bailey, Bicknell, Czekanski, Dillon, Donohue-Smith, Frizzell, Goldberg, Wieland

Assistant Professors: Dugan, Gies, Harkins, Hoerst, Kavanagh, Kinder, Matecki, McGrorty, Sipe, Szulewski, Townsend, Uribe, Wilby

Instructors: Blumenfeld, Grosshauser, Kenney, McGovern, Neumeister, O'Leary, Slavin, Smith, Terrell

Professional Staff:

Mary Dorr, MSN, R.N.
Assistant Dean, School of Nursing and Health Sciences

Kristin DeLay, M.A.
Assistant Director, Evening/Weekend Nursing (ACHIEVE) Program

Karen Rossi, MSN, R.N.
Assistant Director, R.N.-BSN and R.N.-MSN Bridge

Beth Wagner, MSN, RN, Coordinator, Nursing Learning Resource Center

**MODEL ROSTER —
EVENING/WEEKEND BASIC BSN ACHIEVE
PROGRAM, MAIN CAMPUS**

Fall	Spring	Summer I/Summer II
Nursing 304	Nursing 305	Nursing 312
Nursing 307	Nursing 306	Nursing 316
Fall	Spring	Summer I/Summer II
Nursing 310	Nursing 408	Nursing 411
Nursing 405	Nursing 412	
Fall		
Nursing 414		
Nursing 416		
Nursing 417		

**MODEL ROSTER —
EVENING/WEEKEND BASIC BSN ACHIEVE
PROGRAM, BUCKS COUNTY CAMPUS**

Fall	Spring	Summer I/Summer II
	Nursing 304	Nursing 305
	Nursing 307	Nursing 306
Fall	Spring	Summer I/Summer II
Nursing 312	Nursing 310	Nursing 412
Nursing 316	Nursing 405	
Fall	Spring	
Nursing 408	Nursing 414	
Nursing 411	Nursing 416	
	Nursing 417	

ACHIEVE PROGRAM PROGRESS RECORD (126 CREDITS)
I. Powers (4 courses)

- A. Writing I
- **ENG 110** College Writing I
- B. Writing II
- **ENG 210** College Writing II
- C. Numbers
- **HSC 217** Statistics for Health Science Professionals
- D. Information Technology
- **CSC 151** Introduction to Computing Using Packages
or **CSC 155** Healthcare Informatics

II. Frameworks of Scientific Understanding (8 courses)

- A. Natural Science (5 courses)
The following courses are required:
1. **BIO 161** Anatomy & Physiology I
 2. **BIO 162** Anatomy & Physiology II
 3. **BIO 163** Clinical Microbiology
 4. **CHM 161** Chemistry of the Life Sciences
 5. **NUTR 165** Principles of Nutrition
- B. Social Science (3 courses)
1. Sociology
 - **SOC 150** Principles of Sociology
 2. Psychology
 - **PSY 155** Introduction to Psychology
 - **PSY 210** Developmental Psychology

III. Patterns of Meaning (8 courses)

- A. Religion
1. **REL 150** The Christian Tradition
or **REL 153** The Dynamics of Religion
 2. **REL** REL 200-Level
- B. Philosophy
1. **PHL 151** The Human Person
or **PHL 152** Moral Choice
 2. **PHL 200** PHL 200-Level
- C. Literature
- **ENG 150** Themes in Literature and Culture
or **LIT 150** Modern European and Latin American Writers
- D. History
- **HIS 151** Global History to 1500
or **HIS 155** Themes in American History: A Biographical Approach
- E. Fine Arts or Foreign Language (one of the following three)
- **ARTH 150** Introduction to Art
 - **MUS 150** The Art of Listening
 - Foreign Language
- F. One of the following
- **ENG 250** Writers and Their Worlds
 - **LIT 250** Topics in World Literature
 - **HIS 251** Global History 1500 to Present
 - Another course in what was taken in Category E; Fine Arts (200-Level) or Foreign Language.

IV. Major Nursing Requirements (14 courses)

1. **NUR 304** Introduction to Professional Nursing
2. **NUR 305** Health Assessment and Promotion
4. **NUR 306** Nursing Care of Women and the Childbearing Family
3. **NUR 307** Foundations of Practice
5. **NUR 310** Mental Health of Individual and Community
6. **NUR 312** Pharmacology
7. **NUR 316** Care of Older Adults in Health and Illness
8. **NUR 405** Nursing Care of Children and Adolescents
9. **NUR 408** Nursing Research
10. **NUR 411** Public Health Nursing
11. **NUR 412** Care of Chronically Ill Adults
12. **NUR 414** Nursing Management and Leadership Concepts and Practice
13. **NUR 416** Care of Acutely Ill Adults
14. **NUR 417** Senior Seminar: Synthesis of Nursing Clinical Concepts

V. Electives (2 courses)

1. _____
2. _____

COURSE DESCRIPTIONS**NUR 304****INTRODUCTION TO PROFESSIONAL NURSING**

3 credits

This course explores concepts fundamental to the nursing profession from perspectives of science, art, and values. Students examine professionalism and the practice of nursing within the broader health care system. They investigate roles of professional nurses, levels of education and practice, and development of a career. Emphasis is placed on how nurses use critical thinking in the context of clinical practice and philosophical, legal, and ethical foundations of professional practice. Prerequisites: 67 credits in the School of Arts and Sciences.

NUR 305**HEALTH ASSESSMENT AND PROMOTION**

4 credits

The focus of this course is to develop the theoretical and practical base necessary to assess the health status of persons across the lifespan. Emphasis is on physical assessment, health promotion activities, prevention of disease, and teaching interventions necessary to provide care to healthy persons. The course concentrates on the identification of health promotion activities and teaching interventions to advance self-care and explore the nature of the person-environment interaction. Students learn physical assessment of the healthy client in the context of health promotion and evaluation. Student experiences take place in the laboratory where health assessment and promotion activities are practiced. The course includes 42 hours of theory and 42 hours of clinical. Prerequisites: 67 credits in the School of Arts and Sciences; NUR 304.

NUR 306**NURSING CARE OF WOMEN AND THE CHILDBEARING FAMILY**

4 credits

The focus of this course is health assessment and health promotion for the childbearing family. Emphasis is placed on the application of theoretical principles that include family theory; the psychological, psychosocial, and physiological nature of the normal childbearing experience; and the promotion and education of lactation as a maternal-child health factor. Special emphasis is given to major maternal and neonatal risk factors and complications that potentially compromise healthy beginnings. Students will apply the nursing process with childbearing families who may vary in age, ethnicity, culture, language, social status, marital status, and sexual preferences. Education is planned so that students may apply learning experiences to a variety of diverse settings. Nursing plans of care reinforce the problem solving approach useful with many clients as well as promote NCLEX critical thinking. This course supports the use of evidenced-based practice in application of care. This course recognizes and incorporates the Standards of Care and Professional Performance as published in the Standards and Guidelines for Professional Nursing Practice in the Care of Women and Newborns, 7th ed. (AWHONN, 2009). The course includes 42 hours of theory and 42 hours of clinical. Prerequisites: 67 credits in the School of Arts and Sciences; NUR 304, NUR 307; corequisite: NUR 305.

NUR 307**FOUNDATIONS OF PRACTICE**

5 credits

This course uses a systems theory framework to assist students to view the health care needs of patients requiring health maintenance services. Clinical experiences are provided in secondary and tertiary health care settings. Students demonstrate common nursing skills in the campus laboratory and health care agencies. The course emphasizes traditional and holistic approaches to patient care. The course includes 42 hours of theory and 84 hours of clinical. Prerequisites: 67 credits in the School of Arts and Sciences; corequisite: NUR 304.

NUR 310**MENTAL HEALTH OF THE INDIVIDUAL AND COMMUNITY**

5 credits

The focus of this course is to develop the theoretical and practice base necessary to care for human systems under stress. The course incorporates learning to care for oneself as an approach to understanding and caring for others. Emphasis is placed on theories of stress and coping (including crisis theory and family systems), as well as theories related to neurobiological and psychosocial conceptual models. The course will provide a strong theoretical practice foundation for assessing human systems facing problems such as loss, crisis, chronic illness, impaired coping ability and maladaptive patterns of behavior. Clinical experiences will provide opportunities to apply the nursing process in caring for the mental health needs of individuals, groups, and families. The course is designed to meet guidelines of professional nursing as presented in *The Psychiatric-Mental Health Nursing: Scope and Standards of Practice*. (2007). Author: ANA, APNA, ISPN: Washington, DC. The course includes 42 hours of theory and 84 hours of clinical. Corequisites: NUR 304, NUR 305, and NUR 307.

NUR 312**PHARMACOLOGY**

3 credits

This course explores pharmacodynamics, pharmacokinetics, drug actions and interactions and selected environmental and cultural factors of drug therapy. Safety precautions during medication administration are emphasized. Special consideration is placed on the effects of drugs on individuals across their lifespan. Nursing responsibilities in drug therapy will be incorporated into clinical nursing courses. Prerequisite: NUR304, NUR 305 and NUR 307.

NUR 316 (S)**CARE OF OLDER ADULTS IN HEALTH AND ILLNESS**

5 credits

Students investigate the impact of illness on adult and geriatric patients and their families. They examine physiological, pathophysiological, psychological, financial, spiritual, and social changes affecting ill adults. Emphasis is placed on nursing interventions that promote, maintain, and restore health. Safety principles are highlighted. Students provide care for adult patients, emphasizing care needs of frail elders, in secondary and tertiary health care agencies. The course includes 42 hours of theory and 84 hours of clinical. Prerequisites: NUR 304, 305, and 307; Corequisite: NUR 312.

NUR 405**NURSING CARE OF CHILDREN AND ADOLESCENTS**

5 credits

This course focuses on the impact of acute and chronic illness on children and adolescents and their families. Physiological and psychosocial alterations are explored from a holistic and systems perspective with special emphasis on the developmental needs of the child or adolescent. Application of the nursing process including the maintenance of health through the illness experience is emphasized with young patients and their families in secondary and tertiary settings. Special emphasis is given to risk reduction in the care of children and adolescents and their families as identified in the Healthy Children/Youth 2020 documents. The course is designed to meet the guidelines for professional nurses as found in the ANA Standards of Clinical Nursing Practice and the Statement on the Scope and Standards of Pediatric Clinical Nursing Practice. The course includes 42 hours of theory and 84 hours of clinical. Prerequisites: all 300-level courses; NUR 405 may be taken concurrently with NUR 310 only if all other 300-level courses are completed.

NUR 408

NURSING RESEARCH
3 credits



The purpose of this course is to stimulate a refinement and appreciation of the potential of the research process in the development of nursing, client, and health care systems. This course emphasizes the research approach in nursing and the necessity for theory-based and evidence-based practice. Problem identification, literature review, hypothesis formulation, research design, sampling, data collection and analysis will be explored. Students will be required to identify a problem in the nursing or client system, propose a method for its investigation, and present the proposal for critique by peers. Emphasis will be placed on a critique of published nursing research and on the notion that an applied discipline is only as strong as its research and theoretical base. Prerequisites: HSC 217 and all NUR 300-level nursing courses.

NUR 411

PUBLIC HEALTH NURSING
5 credits

This course expands the theoretical and experiential base gained in prior nursing and non-nursing courses by introducing students to population-based nursing care. Emphasis is placed on planning to address health promotion, primary and secondary disease prevention, and protection goals for particular at-risk and high risk population groups. The course orients the student to health care needs and interests of families, aggregates, and communities as a whole, rather than solely focusing on needs and interests of individual clients. Health care strategies, population-level interventions, and community resources are identified. Neighborhood and community cohesiveness, as well as relevant political, economic, social, and health care action(s) are examined. Students reflect upon contemporary literature related to public health issues. Varied clinical opportunities support nursing, epidemiological, and public health approaches in selected agency and community sites. Students explore and apply nursing strategies that strengthen individual, family, and communal well-being. Clinical practicum projects emphasize the processes of group work and program planning at the community level. The course includes 42 hours of theory and 84 hours of clinical. Prerequisites: all 300-level NUR courses, NUR 405, NUR 408, and NUR 412.

NUR 412 (F)

CARE OF CHRONICALLY ILL ADULTS
5 credits

In this course students investigate the impact of chronic illness on adult and geriatric patients and their families. Physiological, pathophysiological, and psychosocial changes are explored in relation to the experience of chronic illness. Health maintenance and health restoration nursing interventions and safety principles are emphasized. Students care for chronically ill adult patients in secondary and tertiary health care agencies. The course includes 42 hours of theory and 84 hours of clinical. Prerequisites: all NUR 300-level nursing courses.

NUR 414 (S)

NURSING LEADERSHIP AND MANAGEMENT CONCEPTS AND PRACTICE
3 credits



The purpose of this course is to analyze nursing leadership and management from a systems perspective. A broad organizational perspective is developed, emphasizing the fit of the nursing unit within the larger organizational structure. Within this context, the roles of professional nurses as leaders and managers are explored. Leadership behaviors in self are compared to those of a nurse leader role model observed in the practice setting. Emphasis is given to the promotion of assertive behavior in the professional role. Prerequisites: all 300-level nursing courses, NUR 405, NUR 408, and NUR 412; Corequisite: NUR 416.

NUR 416 (S)

CARE OF ACUTELY ILL ADULTS
5 credits

This course delineates principles, practices and theoretical models specific to the nursing care of acutely ill adult clients. Health maintenance and health restoration nursing interventions are emphasized. The impact of the illness experience on patients, families, and the community is explored from a holistic and systems theory perspective as students develop knowledge and skills. Established evidence, outcomes measures, and continuous quality improvement models are used to develop and evaluate plans of care that emphasize safety and attend to nursing sensitive quality indicators. The course includes 42 hours of theory and 84 hours of clinical. Prerequisites: all 300 level nursing courses and NUR 405, 408, and 412.

NUR 417 (F, S)

SENIOR SEMINAR: SYNTHESIS OF NURSING CLINICAL CONCEPTS
1 credit

This senior seminar prepares the student for success in the transition from student to professional nurse. The main focus is to assist the student in synthesizing nursing clinical concepts that are essential for the entry-level nurse to provide safe quality nursing care to individuals, families, and groups in a variety of clinical settings. The course readies the student for the NCLEX-RN® examination as it emphasizes the development of critical thinking and test-taking skills through the use of evidence-based strategies that promote success in licensure examination.

ACCELERATED RN – BSN PROGRAM

La Salle's Accelerated R.N.-BSN Program provides the opportunity to refine critical-thinking skills, to strengthen one's self-concept as a person and as a member of the nursing profession, and to set a course for self-directed learning and independent action, enhancing one's personal and professional growth.

The La Salle University Accelerated R.N.-BSN Program is fully accredited by the Commission on Collegiate Nursing Education (CCNE).

As a special service to students and prospective students, a nurse academic adviser is available to discuss the nature of the program and individual options for progression through the program. For an appointment with the nursing academic adviser, call 215.951.1434 (Main Campus).

ADMISSION REQUIREMENTS

- Completed Evening and Weekend Program Application for admission
- Official copies of transcripts from colleges or universities attended and/or nursing school. If you have completed fewer than 30 college credits, you need to submit a high school transcript. College credit may be granted for prerequisite courses through CLEP and Excelsior's College Examinations
- Copy of R.N. licensure
- GPA of 2.75 in previous nursing program

Applicants will be accepted each year for the summer, fall, and spring semesters, beginning in May, September, and January.

Before beginning nursing major courses, the student must have earned at least 60 credits in the liberal arts and sciences, which include the following prerequisites:

Writing	6 credits
Anatomy and Physiology I and II	8
Chemistry	3*
Microbiology	4
Psychology	6
Nutrition	3**
Sociology	3

*May be waived with proof of passing high school chemistry. If waived, three credits will be substituted with a nursing elective.

**Students may complete an expedited portfolio for three credits of NUTR 165.

Students should be aware that the School of Nursing and Health Sciences' undergraduate nursing grading system is different from the general University. Please refer to the School of Nursing and Health Sciences' Undergraduate and Graduate Handbook for details.

THE CURRICULUM

Nursing major courses in the Accelerated R.N.-BSN Program consist of 52 credits. La Salle's R.N.-BSN Program recognizes the knowledge and experience of the R.N. student by providing a battery of challenging examinations through which the student may validate prior learning in nursing. The R.N. student may articulate 25 of the 52 credits as advanced placement required in the nursing major. Students wishing to articulate credits from prior basic nursing programs must have achieved a GPA of 2.75 or better in that program. Listed below are nursing major courses, their descriptions and prerequisites, and opportunities for earning credits by challenge examination. A fully online option for the nursing courses is available, with cohorts beginning each January and May.

COURSE DESCRIPTIONS

** Courses that may be validated through Challenge Examinations or portfolio assessment.

NUR 301

PROFESSIONAL NURSING PRACTICE AND HEALTH INFORMATION SYSTEMS
3 credits

This course examines professional nursing practice and clinical practice competencies specified by professional nursing organizations, nursing accrediting agencies, and private foundation and federal reports. Students expand knowledge of workforce issues and informatics to enhance patient and health care provider safety, evidence-based practice, and patient-centered care. Professional writing, electronic portfolio development, and informatics skills are emphasized.

NUR 314**

HEALTH ASSESSMENT
3 credits

The purpose of this course is to refine and expand the skills of history and taking and physical assessment of the human system in health. Students analyze qualitative and quantitative data to determine health deviations from the normal healthy state. They collect data systematically using appropriate assessment techniques and tools to complete a physical assessment. The course stresses the documentation of findings using appropriate terminology for each system. There is emphasis on the communication of findings to both the client and other health-care professionals. Course objectives and clinical evaluations are based on ANA Standards of Practice. Prerequisite: NUR 301.

NUR 318

DEVELOPMENTS AND CONTROVERSIES IN PATHOPHYSIOLOGY AND PHARMACOLOGY
3 credits

Controversies and knowledge development in pathophysiology and pharmacology are investigated and their impact on nursing care through the lifespan are examined. Factors influencing health and illness, such as genetics, ethnicity, and environment, are discussed in relation to disease occurrence and treatment. Relationships among disease states and varying approaches to drug therapies are examined using evidence-based approaches. Technology at point-of-care nursing practice is used, including personal digital assistants (PDAs) and clinical data repositories (CDRs), to develop competencies responding to just-in-time critical values and knowledge for patient-centered care. Prerequisite: NUR 301.

NUR 408

NURSING RESEARCH
3 credits

The purpose of this course is to stimulate a refinement of and appreciation for the potential of the research process in the development of nursing, client, and health-care systems. This course emphasizes the research approach in nursing and the necessity for theory-based and evidence-based practice. Problem identification, literature review, hypothesis formulation, research design, sampling, data collection, and analysis will be explored. Students are required to identify a problem in the nursing or client system, propose a method for its investigation, and present the proposal for critique by peers. Emphasis is placed on the critique of published nursing research and on the notion that an applied discipline is only as strong as its research and theoretical base. Prerequisites: HSC 217 and all NUR 300-level nursing courses.

RN – BSN PROGRESS RECORD (121 CREDITS)**I. Powers (4 courses)**

- A. Writing I¹
- **ENG 110** College Writing I
- B. Writing II
- **ENG 210** College Writing II
- C. Numbers
- **HSC 217** Statistics for Health Science Professionals
- D. Information Technology
- **CSC 151** Introduction to Computing Using Packages

1 May be waived by decision of the University before beginning course work; then additional elective is required.

II. Frameworks of Scientific Understanding (8 courses)

- A. Natural Science (5 courses)
The following courses are required:
1. **BIO 161** Anatomy & Physiology I
 2. **BIO 162** Anatomy & Physiology II
 3. **BIO 163** Clinical Microbiology
 4. **CHM 161** Chemistry of the Life Sciences (may be waived with proof of successful High School chemistry completion. If waived, three credits will be substituted with a nursing elective)
 5. **NUTR 165** Principles of Nutrition (students may complete an expedited portfolio for three credits of NUTR 165.)
- B. Social Science (3 courses)
1. Sociology
 - **SOC 150** Principles of Sociology
 2. Psychology
 - a. **PSY 210** Developmental Psychology
 - b. One of the following four courses
 - **PSY 205** Personality Dynamics and Adjustment
 - **PSY 220** Psychopathology
 - **PSY 225** Social Psychology
 - **PSY 155** Introduction to Psychology

III. Patterns of Meaning (8 courses)

- A. Religion
1. **REL 150** The Christian Tradition
or **REL 153** The Dynamics of Religion
 2. **REL** REL 200-Level
- B. Philosophy
1. **PHL 151** The Human Person
or **PHL 152** Moral Choice
 2. **PHL 200** PHL 200-Level
- C. Literature
- **ENG 150** Themes in Literature and Culture
or **LIT 150** Modern European and Latin American Writers
- D. History
- **HIS 151** Global History to 1500
 - **HIS 155** Themes in American History: A Biographical Approach
- E. Fine Arts or Foreign Language (one of the following three)
- **ART 150** Introduction to Art
 - **MUS 150** The Art of Listening
 - **Language**
- F. One additional Literature, History, Fine Arts, or Foreign Language course
- _____

IV. Nursing Major Requirements (9 courses)

1. **NUR 300** Nursing Credits for Associate Degree or Diploma Program
2. **NUR 301** Professional Nursing Practice and Health Information Systems
3. **NUR 314** Health Assessment
4. **NUR 318** Developments and Controversies in Pathophysiology and Pharmacology
5. **NUR 408** Nursing Research
6. **NUR 410** Evidence-based Nursing Practice
7. **NUR 413** International Public Health Nursing
8. **NUR 418** Nursing Leadership, Management, and Organizational Dynamics
9. **NUR 465** Safety Strategies for Health Care Delivery Systems
10. Undergraduate Nursing Elective (**NUR 607** or **NUR 608** instead following approval of the Academic Advisor.)

V. Liberal Arts Elective (2 courses)

1. _____
2. _____

NUR 410

EVIDENCE-BASED PRACTICE

3 credits

This course focuses on the integration of evidence into clinical nursing practice. Sources of evidence will include nursing research, integrative reviews, practice guidelines, quality improvement data, and case studies. Students have the opportunity to evaluate evidence critically for its validity and applicability to nursing practice. Historical perspectives of evidence-based nursing practice also will be explored. Prerequisite: NUR 408.

NUR 413

INTERNATIONAL PUBLIC HEALTH NURSING

3 credits

This course expands the theoretical and experiential base gained in prior nursing and non-nursing courses by introducing students to population-based nursing with a special focus on global and international health issues. Emphasis is placed on identifying trends in the health and health care of populations as well as exploring strategies to address health promotion, primary, secondary and tertiary disease prevention, and protection goals for particular at-risk and high-risk population groups throughout the world. The course orients the student to health-care needs and interests of families, aggregates, communities, and nations as a whole, rather than solely focusing on needs and interests of individual clients. Health-care strategies, population-level interventions, community resources, and opportunities for interdisciplinary and interagency collaboration are identified. Relevant political, economic, social, and ethical implications of particular health-care strategies are examined. Specific countries and public health issues will be selected to compare and contrast with the U.S. health-care-delivery system. Students reflect upon contemporary literature related to national and international public health issues. Prerequisite: NUR 301.

NUR 418

NURSING LEADERSHIP, MANAGEMENT, AND ORGANIZATIONAL DYNAMICS

3 credits

Students explore the political, organizational, social, cultural, and economic factors affecting nursing practice. Acute care, long-term care, and community-based settings are examined regarding their organizational structures, health-care financing, and reimbursement challenges. Budgeting principles are analyzed with an emphasis on creating a budget on a spreadsheet for a program of nursing services. Clinical data repositories and interdisciplinary efforts are scrutinized within the context of patient-centered, safe care, and process improvement initiatives. Prerequisite: NUR 301.

NUR 465

SAFETY STRATEGIES FOR HEALTHCARE DELIVERY SYSTEMS

3 credits

This course explores medication and other health-care errors that threaten patient safety. The impact of health-care errors is examined from the perspectives of consumers, health-care providers, professional organizations, legislators, hospitals, and health-care delivery agencies. Systems improvement initiatives are investigated with the goal of preventing health-care errors. Interdisciplinary and collaborative roles of consumers, legal counsel, and health-care providers, including nurses, pharmacists, and physicians, are emphasized. Prerequisite: NUR 301.

Nursing Electives**NUR 400**

ETHICS IN NURSING

3 credits

This course is designed to provide the foundations for critically analyzing ethical dilemmas in nursing practice. Ethical theories will be explored and critically examined, with a focus on application to nursing practice. Moral developmental theories will be discussed in light of the current debate regarding gender and racial disparities in decisions for ethical practice from a systems theory perspective. The course will draw on students' clinical experiences to promote moral reflection and personal values clarifications with regard to contemporary health-care challenges. The course will examine emerging issues as influenced by emerging technological, clinical, political, legal, socio-economic, and fiscal factors.

Health Science Minor Courses**HSC 114**

UNHEALTHY URBAN ENVIRONMENTS: HEALTHY SOLUTIONS

3 credits



This course integrates earth sciences, geology, environmental sciences, and health initiatives in the Greater Philadelphia metropolitan area. These initiatives identify, manage and eliminate urban/environmental threats to the problems. The environmental problems studied in the linked courses include lead poisoning of young children, radon, asbestos exposure, urban brownfields, toxic waste, urban pollution and other environmental hazards. The students are introduced to the urban environment by class trips to neighborhoods in the city. These neighborhoods are identified as high risk for disease and illness because of environmental pollutants and geographic or climatic problems. Classes incorporate Nursing Center programs that deal with in-home or community threats such as lead paint, asthma, and the sinking homes of Logan.

HSC 223

PLAGUES AND EPIDEMICS: PAST, PRESENT, AND FUTURE

3 credits



This course traces the history and etiology of some of the world's most famous plagues and epidemics. The effect of infectious diseases on human civilization are presented. Discussions chronicle the evolution of knowledge and treatment modalities of these diseases. The question of how to prevent plagues and epidemics in the future is addressed. The public health threats of bioterrorism are explained.

HSC 389

RACE, ETHNICITY, AND PUBLIC HEALTH

3 credits



This course provides students with a basic understanding of racial and ethnic differences in health status and the factors that shape them. Students examine the concepts of race and ethnicity and distinguish between categories of biological and social constructionist perspectives. Students define and describe racial and ethnic health disparities, discuss mechanisms underlying disparities, and think critically about existing health research on health disparities. They also explore theoretical frameworks for interpreting disparities in health and examine approaches for elimination of racial and ethnic health disparities.

HSC 407

STRESS AND HEALTH

The focus of this course is to develop the theoretical and practice base necessary to care for human systems experiencing stress. Theories of stress

and its relationship to disease onset, impaired healing and compromised wellness are examined with an emphasis on developing holistic plans for health promotion, health restoration, and health maintenance. Within the context of the course, the student will have the opportunity to critically examine the experience of a variety of non-invasive therapeutic modalities for promotion of wellness. A strong emphasis of the course is on the assessment of human systems under stress, and on the development of communication techniques that enhance students' ability to understand the human condition. Reflection on personal experiences as a model for understanding self and others will be utilized.

HSC 416

URBAN HEALTH: FAMILIES AND CHILDREN IN JEOPARDY
3 credits



The focus of this course is to develop the theoretical and practice base necessary to care for human systems experiencing stress. Theories of stress and its relationship to disease onset, impaired healing, and compromised wellness are examined with an emphasis on developing holistic plans for health promotion, health restoration, and health maintenance. Within the context of the course, the student will have the opportunity to critically examine the experience of a variety of non-invasive therapeutic modalities for promotion of wellness. A strong emphasis of the course is on the assessment of human systems under stress and on the development of communication techniques that enhance students' ability to understand the human condition. Reflection on personal experiences as a model for understanding self and others will be utilized.

HSC 451

URBAN MEN'S HEALTH
3 credits



This course explores the growing disparities among disenfranchised and vulnerable populations in our society. Students examine the predicaments of fragile populations with a focus on the unique health status of urban men. The course recognizes that masculinity, gender roles, employment, and other psychological and social factors influence the way men care for themselves and others. Students participate in health-promotion activities in environments in which the challenges that urban men face when seeking access to care are evident. A service-learning project for urban men is implemented.

HSC 493

HOLISTIC HEALTH APPROACHES
3 credits

This course explores philosophical, theoretical, and practice of holistic health care. The foundations of holistic health care lie in the belief that healing interventions need to take into consideration the whole person with the goal of bringing about unity, harmony, and integrity of the individual with one's internal and external environments. With focus on the needs of the total person, holistic health care is not considered an alternative to the familiar Western health care but a component that co-exists. The course is designed to introduce students to several approaches to health and healing, with a focus on the underlying history, theory, and principles. A focus for this course will be hands-on practice with each of these strategies with the intention that students will be able to integrate these holistic healing approaches into their practice. Strategies included in this course will be: relaxation techniques, guided imagery, foot reflexology, scuttering, meridian massage, introductory Reiki, and therapeutic touch.

R.N.-BSN TO MSN PROGRAM

La Salle's R.N.-BSN to MSN Program is designed for the registered nurse who is committed to pursuing a Master of Science degree in Nursing. The program accelerates the student through the R.N.-BSN Program by permitting enrollment in selected graduate-level courses while completing the BSN. Specific MSN-level courses are substituted for nine credits of undergraduate work (NUR 607, NUR 608, and any NUR 500-level and above course). The R.N.-BSN to M.S.N. Program is for graduates of diploma and associate degree nursing programs who have made the decision to pursue master's level education to meet career goals.

ADMISSION REQUIREMENTS

Registered nurses can be admitted to the program through two routes.

The R.N. student completes an Evening and Weekend Program Application.

1. The R.N. student must provide official copies of transcripts from high school and college and/or university programs. The student must provide a copy of a current R.N. license. The R.N. student who is currently enrolled in the R.N.-BSN Program and decides to pursue the R.N.-BSN to MSN option should submit an MSN application during the final semester of the BSN program. Please refer to the Graduate Nursing Web site for admission and schedule an appointment with the Graduate Nursing Director.
2. The R.N. student who is new to La Salle should complete all requirements for admission to the MSN program (see MSN brochure).

Students should be aware that the School of Nursing and Health Sciences' undergraduate nursing grading system is different from that of the general University. Please refer to the School of Nursing and Health Sciences' Undergraduate and Graduate Handbook for details.

THE CURRICULUM

RN-BSN TO MSN OPTION

NUR 301

PROFESSIONAL NURSING PRACTICE AND HEALTH INFORMATION SYSTEMS
3 credits

NUR 314

HEALTH ASSESSMENT
3 credits

NUR 318

DEVELOPMENTS AND CONTROVERSIES IN PATHOPHYSIOLOGY
AND PHARMACOLOGY
3 credits

NUR 408

NURSING RESEARCH
3 credits

NUR 410

EVIDENCE-BASED NURSING PRACTICE
3 credits

NUR 413

INTERNATIONAL PUBLIC HEALTH NURSING
3 credits

NUR 418

NURSING LEADERSHIP, MANAGEMENT, AND ORGANIZATIONAL
DYNAMICS
3 credits

NUR 465

SAFETY STRATEGIES FOR HEALTH CARE DELIVERY SYSTEMS
3 credits

NUR ELECTIVE/GENERAL ELECTIVE

GRADUATE COURSES MAY BE TAKEN WITH PERMISSION OF THE
ACADEMIC ADVISER.

NUR 607 (F, S, Summer)

ADVANCED EDUCATION NURSING ADMINISTRATION IN HEALTH CARE
DELIVERY SYSTEMS
3 credits

This course examines the evolution of advanced education nursing in the context of changing health care delivery systems. Students explore health care policy development and examine systems of delivering patient care in relation to financial, ethical, legal, sociocultural, legislative-political, and professional concerns. Program development, informatics, fiscal management of health care services, budgeting, and reimbursement issues are emphasized. Students practice interdisciplinary collaboration and coalition-building skills in leadership roles extending beyond the traditional health care environment.

NUR 608 (F, S, Summer)

POPULATION-BASED CARE AND ADVANCED EDUCATION NURSING
3 credits

In this course, students develop cultural competence regarding the role of the advanced education nurse by meeting the health-care needs of diverse groups and populations. Health promotion, disease prevention, resource utilization, and health education responsibilities are examined. Students utilize basic epidemiological concepts, group theories, and needs-assessment approaches for vulnerable populations. They explore the varying needs of diverse groups in community settings through a cultural blueprint.

RN TO MSN BRIDGE PROGRAM

The bridge program is intended for registered nurses with a non-nursing baccalaureate degree who are interested in pursuing a Master of Science in Nursing (MSN). Interested applicants would need to fulfill undergraduate evening admission requirements.

Admission requirements include:

- completing an Evening and Weekend Program Application
- providing official copies of transcripts from nursing program, colleges, and/or universities
- providing a copy of current R.N. license

When accepted by the Admission Office, the student would need to successfully complete four courses at the undergraduate level:

- NUR 314 Health Assessment
- NUR 408 Nursing Research
- NUR 413 International Public Health Nursing
- Statistics

After successful completion of the above courses with a GPA of 3.0 or above, the applicant would be able to apply to the MSN Program.

Students should be aware that the School of Nursing and Health Sciences' undergraduate nursing grading system is different from that of the general University

APPENDIX

BOARD OF TRUSTEES

Stephen T. Zarrilli, Chair
Colleen M. Hanycz, Ph.D., President

Susan M. Barrett
Reginald M. Browne
James L. Butler, F.S.C.
Frank G. Byrne, F.S.C.
Diego F. Calderin
Susan F. Altamore Carusi, Esq.
John M. Daly, M.D., FACS
Hannah C. Datz
Stephen K. Degnan
Edward J. Fierko
Philip W. J. Fisher
Daniel K. Fitzpatrick
Joseph A. Frick
James F. Gaffney, F.S.C.
Elmer F. (Bud) Hansen III
Brian Henderson, F.S.C.
Margaret A. Kane
William E. Kelly Jr., J.D.
Richard Kestler, F.S.C.
Thomas A. Leonard
Dennis Malloy, F.S.C.
Bernadette M. Mangan
William J. Markmann, M.D.
William W. Matthews III, Esq.
Ralph J. Mauro, Esq.
James V. Morris
Brennan P. O'Donnell, Ph.D.
Kevin F. O'Donnell
Frank C. Palopoli
William R. Sasso, Esq.
James J. Smart
Judith A. Spires
Gregory J. Webster

Joseph A. Gallagher , *Emeritus*
Charles MacDonald Grace, *Emeritus*
G. Dennis O'Brien, Ph.D. *Emeritus*
Charles J. Reilly, *Emeritus*
Louis A. Petroni, Esq., Legal Adviser

OFFICERS OF THE CORPORATION

Stephen T. Zarrilli, Chair
Colleen M. Hanycz, Ph.D., President
Edward J. Sheehy, F.S.C., Ph.D., Vice President
Amy A. Bosio, MBA, Treasurer and Financial Adviser

PRESIDENT

President
Colleen M. Hanycz, Ph.D.

Chief of Staff and Director of Legal Affairs
Kevin E. Dolan, Esq.

Executive Assistant to the President
Alice L. Hoersch, Ph.D.
Joseph J. Willard, F.S.C.

Director of Intercollegiate Athletics and Recreation
Thomas Brennan, Ed.D.

Vice President, Office of Mission
Ernest Miller, F.S.C.

ACADEMIC AFFAIRS

Provost/Vice President for Academic Affairs
Brian A. Goldstein, Ph.D., CCC-SLP

Associate Provost for Graduate Studies
T.B.A.

Assistant Provost
John J. McGoldrick, F.S.C., Ph.D.

SCHOOL OF ARTS AND SCIENCES

Dean
Thomas A. Keagy, Ph.D.

Associate Dean
Sharon F. Schoen, Ed.D.

Assistant Deans
Jennifer L. Hoffmaster, M.A.
Julie R. Valenti, M.A.

Chair, Department of Biology
James Pierce, Ph.D.

Chair, Department of Chemistry
William Price, Ph.D.

Chair, Department of Communication
Lynne Texter, Ph.D.

Director, M.A. in Professional and Business Communication
Pamela Lannutti, Ph.D.

Chair, Department of Economics
David Robison, Ph.D.

Chair, Department of Education
Mary Williams, Ph.D.

Director, M.A. in Education
Greer Richardson, Ph.D.

Director, La Salle/RTC M.Ed.
Carol Pate, Ed.D.

Chair, Department of English
Kevin Harty, Ph.D.

Director, M.A. in English
Elizabeth Langemak, Ph.D.

Chair, Department of Fine Arts
Susan Dixon, Ph.D.

Chair, Department of Foreign Languages
Victoria Ketz , Ph.D.

Director, M.A. in Central and Eastern European Studies
Victoria Ketz , Ph.D.

Director, Hispanic Institute
Director, M.A. in Bilingual/Bicultural Studies
Director, M.A. in Teaching English as a Second Language
Director, M.A. in Translation and Interpretation
Carmen Lamas, Ph.D.

Director, BUSCA
Joanne Woods, M.A.

Chair, Department of Geology, Physics, Environmental Science
Hank Bart, Ph.D.

Chair, Department of History
Stuart Leibiger, Ph.D.

Director, M.A. in History
George B. Stow, Ph.D.

Director, American Studies
Francis Ryan, Ph.D.

Chair, Department of Integrative Studies
Marjorie Allen, Ph.D.

Director, Forensic Studies
David Cichowicz, Ph.D.

Director, Leadership and Global Understanding
Robert Vogel, Ph.D.

Director, Pre-health Professions
Geri Seitchik, Ph.D.

Director, Women's Studies
Kathleen Bogle, Ph.D.

Chair, Department of Integrated Science, Business Technology
Nancy Jones, Ph.D.

Chair, Department of Mathematics and Computer Science
Jon Knappenberger, Ph.D.

Director, M.S. in Computer Information Science
Director, M.S. in Information Technology Leadership
Margaret McCoe, M.S.

Chair, Department of Philosophy
Robert Dobie, Ph.D.

Chair, Department of Political Science
Michael Dillon, Ph.D.

Chair, Department of Psychology
Joseph Burke, FSC, Ph.D.

Director, M.A. in Counseling and Family Therapy
Director, M.A. Industrial/Organizational Psychology
Director, M.A. in Professional Clinical Counseling
Donna Tonrey, PsyD.

Director, Doctorate in Clinical Psychology Program
Randy Fingerhut, Ph.D.

Chair, Department of Religion
Maureen O'Connell, Ph.D.

Director, Doctorate in Theology Program
Director, M.A. in Theology and Ministry
Rev. Francis J. Berna, O.F.M., Ph.D.

Chair, Department of Sociology and Criminal Justice
Charles Gallagher, Ph.D.

Chair, Department of Social Work
Donna Fiedler, Ph.D.

SCHOOL OF BUSINESS

Dean
Gary A. Giamartino, Ph.D.

Associate Dean
MarySheila E. McDonald, J.D.

Assistant Dean
Susan E. Mudrick, M.A., MBA

Chair, Department of Accounting
Jeannie Welsh, Ph.D.

Chair, Department of Business Systems and Analytics
Madjid Tavana, Ph.D.

Chair, Department of Finance
Jan Ambrose, Ph.D.

Chair, Department of Management and Leadership
Lynn Miller, Ph.D.

Chair, Department of Marketing
Swee-Lim Chia, Ph.D.
June Jiang, Ph.D.

Director of Full-Time MBA Program and Director of One Year MBA Program

Elizabeth Scofield, MBA

Director of Part-Time MBA Program

Denise C. Saurennann, M.A.

Director of Business Scholars Co-op Program

Penelope Grob, B.A.

Executive Director, La Salle Center for Entrepreneurship

Steven P. Melick

Executive in Residence

Ralph J. Hall, M.B.A.

Manager of Events and Public Relations

Maria C. Stout, B.A.

SCHOOL OF NURSING AND HEALTH SCIENCES**Acting Dean**

Kathleen E. Czekanski, Ph.D., CNE, R.N.

Associate Dean of Nursing

T.B.A.

Assistant Dean

Mary T. Dorr, MSN, R.N.

Director of Undergraduate Nursing Programs

Jane M. Kurz, Ph.D., R.N.

Director, Graduate Nursing, RN-BSN, RN-M.S.N. Programs

Patricia Dillon, Ph.D., R.N.

Director, Doctor of Nursing Practice (D.N.P.)

Patricia Bicknell, Ed.D., APRN, CANS-BC, CNL

**Chair, Department of Urban Public Health and Nutrition
Director, Master of Public Health Program (M.P.H.)**

Holly M. Harner, MBA, MPH, CRNP, WHNP-BC

Director, Bachelor of Science in Public Health Program

Zupenda M. Davis, DRPH, MPH, MCHES

**Chair, Department of Communication Sciences and Disorders
Director, M.S. in Speech-Language Pathology Program**

Barbara J. Amster, Ph.D., CCC-SLP

**Director, Communication Sciences and Disorders
Community Clinics**

Maureen Costello, MS, CCC-SLP

**Director, Clinical Education, Department of Communication
Sciences and Disorders**

James Mancinelli, MS, CCC-SLP

Director, La Salle Neighborhood Nursing Center

Denise Nagle Bailey, Ed.D., MSN, M.Ed., R.N., CSN

Director, M.S. in Economic Crime Forensics Programs

Margaret McCoe, M.S.

Director, M.S. in Human Capital Development Program

Lynnette Clement, M. Ed.

Director, M.S. in Instructional Technology Management Program

T.B.A.

Director, M.S. in Nonprofit Leadership Program

Laura Otten, Ph.D.

Academic Director, B.A. in Organizational Leadership Program

T.B.A.

**Administrative Director, Undergraduate 2+2
Administrative Director, Organizational Leadership
Administrative Director, PreSLP Programs**

T.B.A.

Director, English Language Institute

Jie Li, M.S.

Director of Marketing

T.B.A.

Director of Summer and Special Sessions

James Rook, MBA

ACADEMIC SUPPORT AND STUDENT SUCCESS**Assistant Provost for Academic Support and Student Success**

Teri L. Ceraso, M.A.

Director, Academic Support Programs

Jaime Longo, Ph.D.

Director, First-Year Advising and Communication

Phenix Frazier Badmus, M.Ed.

Director of Tutoring Support Services

Kathleen Kaar, M.S.

**Director, Sheekey Writing Center and Supplemental Instruction
Program**

Mary Robertson, Ph.D.

Academic Coach and Manager of Learning Support Services

Melissa Hediger, M.S., Ed.

Director, Academic Discovery Program

T.B.A.

Director of Academic Support Services for Student-Athletes

Christine Cahill, M.Ed.

ART MUSEUM**Director and Chief Curator of the Art Museum**

Klare Scarborough, Ph.D.

Miranda Clark-Binder, M.A.

Curator of Education and Public Programs

Rebecca Oviedo

Collections Manager/Registrar

UNIVERSITY HONORS PROGRAM**Director of the University Honors Program**

Richard A. Nigro, Ph.D.

CONNELLY LIBRARY**Director of Libraries**

John S. Baky, M.A., M.S.

ENROLLMENT SERVICES**Vice President for Enrollment Services**

George J. Walter, M.S.

Assistant Vice President for Enrollment Services

Kathryn Payne, B.S.

Director, Information Management Group

Keith Higgins, B.A.

Director of Financial Aid

Joseph Alaimo, B.S.

Assistant Vice President for Enrollment Services

Michael Payne, M.S.

Executive Director of Admission

James Plunkett, M.A.

Director of Transfer Admission

Melissa Yogis, B.A.

Registrar

T.B.A.

Assistant Vice President for Enrollment Services

T.B.A.

Director, Graduate and Adult Programs

Alison McAnespey Target, M.A.

FINANCE AND ADMINISTRATION**Vice President, Finance and Administration**

Amy A. Bosio, MBA

**Assistant Vice President, Administration, Planning
and Affirmative Action, Title IX Officer**

Rose Lee Pauline, M.A.

**Assistant Vice President, Facilities Management and Capital
Development**

Robert Kroh

**Assistant Vice President, Human Resources,
Title IX Deputy Coordinator**

T.B.A.

Assistant Vice President, Security and Safety

Arthur Grover, B.A.

Director, Facilities Management

Joseph Birster

Controller

Heather L. Meier, CPA

Director, Duplicating and Mail Services

Samuel Pino

Director, Business Services and Systems

Julie A. Jones, PMP

Director, Student and Accounts Receivables

Margaret Wright, B.A.

General Manager/Director, La Salle University Bookstore

Mark Allan

INFORMATION TECHNOLOGY**Chief Information Officer**

T.B.A.

Acting Executive Director, Academic Computing

Sherri Place M.S.

Executive Director, Administrative Computing

Jane Gilbert, B.A.

Executive Director, Network Operations

Tom Pasquale, M.A.

Chief Technology Architect

Mark Purcell, MBA

STUDENT AFFAIRS**Vice President for Student Affairs/
Dean of Students**

James E. Moore, Ph.D.

Senior Associate Dean of Students

Alan B. Wendell, M.S.Ed.

Director of Community Standards and Support

William Toffling, M. Ed.

Director of Off Campus Communities

TiRease Holmes, M.A.

Director of Residential Communities

Ali Martin Scoufield, M.L.S., M.S.

Associate Dean of Students

Anna Melnyk Allen, M.A.

Director of Student Programming Center

J. Christopher Kazmierczak, M.A.

Director of Study Abroad Programs

Melinda Ingersoll, M.A.

Associate Dean of Students

Lane B. Neubauer, Ph.D.

Director of Student Counseling Center

Suzanne Boyll, Ph.D.

Director of Student Health Center

Dina Oleksiak MSN, CRNP

Director of Alcohol and Other Drug Education Center

Kate Ward-Gaus, MS. Ed.

Director of Administrative Services

Michael A. Nielsen, M.A.

Director of Reservation and Conference Services

Kyra Spoto, M.A.

Director of University Ministry and Service

Robert J. Kinzler, F.S.C., M.Ed., MSW

UNIVERSITY ADVANCEMENT**Vice President for University Advancement**

Cathleen M. Parsons-Nikolić, M.A.

Assistant Vice President for Alumni Relations

Trey P. Ulrich, MBA

Director of University Events

Julie A. Morrison, B.A.

Assistant Vice President for Development

T.B.A.

Executive Director of Constituent Relations and Operations

Nikolas G. Kozel, M.S.

Director of Prospect Research and Information Strategy

Patrick Lienhard, MBA

Director, Corporate and Foundation Relations

T.B.A.

Director of Major Gifts

Carolyn G. Chirichella, B.S.

Director of Major Gifts

Daniel P. Joyce, B.S., M.A.

Director of Major Gifts

T.B.A.

Director of Development, Major Gifts, and Corporate Relations

Felicia H. Gordon-Riehman, MBA, M.A.

Director of Grants Research and Support

T.B.A.

Director of the La Salle Fund

Helene Baczkowski, MBA

Director of Athletic Development

T.B.A.

Assistant Vice President for Government and Community Relations

T.B.A.

Chief Marketing Officer

T.B.A.

Director of Social Media

Amy Gardner Cranston, M.A.

Director of Web Communications

Gregory Fala, M.S.

UNIVERSITY FACULTY**SUSAN ADAMS, R.D.** (2006)*Assistant Professor, Nutrition*, B.A., University of Akron; M.S., Kent State University.**BARBARA ALLEN** (2002)*Associate Professor, History*, B.A., University of North Carolina; M.A., Ph.D., Indiana University.**MARJORIE S. ALLEN** (1976)*Associate Professor, English*, B.A., University of Rochester; M.A., Ph.D., Princeton University.**GERALYN ALTMILLER, R.N.**, (2003)*Associate Professor, Nursing*, B.S.N., La Salle University; M.S.N., Widener University, Ed.D., Widener University.**JAN AMBROSE** (1991)*Associate Professor, Finance, Risk Management and Insurance*, B.S., Miami University; M.A., Ph.D., University of Pennsylvania.**BARBARA AMSTER** (1999)*Professor, Communication Sciences and Disorders*, B.A., Brooklyn College; M.S., University of Pittsburgh; Ph.D., Temple University.**STEPHEN ANDRILLI** (1980)*Associate Professor, Mathematics and Computer Science*, B.A., La Salle University; M.A., Ph.D., Rutgers University.**VIVIENNE SM. ANGELES** (2000)*Associate Professor, Religion*, A.B. University of the Philippines, M.A., Kansas State University, M.A., Temple University, Ph.D., Temple University**SHARON LEE ARMSTRONG** (1998)*Associate Professor, Psychology*, B.A., University of Delaware; Ph.D., University of Delaware.**DENISE BAILEY** (2009)*Assistant Professor, Nursing*, B.S.N., C.S.N., Widener College; M.Ed., Ed.D., Widener University; M.S.N., La Salle University.**JILLIAN LUCAS BAKER** (2011)*Assistant Professor, Public Health*, B.A., University of Pennsylvania; Ed.M, Temple University; Dr.PH., Drexel University.**JOHN S. BAKY** (1980)*Director of Library Services*, B.A., Gettysburg College; M.S., Columbia University; M.A., Wesleyan University.**MARY ELLEN BALCHUNIS** (1991)*Assistant Professor, Political Science*, B.A., University of Pennsylvania; M.P.A., Ph.D., Temple University.**GERALD P. BALLOUGH** (1994)*Professor, Biology*, B.S., Millersville University of Pennsylvania; M.S., Ph.D., Pennsylvania State University.**ROSEMARY A. BARBERA** (2014)*Associate Professor, Social Work*, B.A., M.A., La Salle University; M.S.S., Ph.D., Bryn Mawr College.**LESTER BARENBAUM** (1976)*Professor, Finance*, B.B.A., City University of New York; M.A., Ph.D., Rutgers University.**HENRY A. BART** (1975)*Professor, Geology*, B.S., State University of New York at New Paltz; M.A., State University of New York at Buffalo; Ph.D., University of Nebraska.**EITHNE C. BEARDEN** (1987)*Reference Librarian*, B.A., Manhattan College; M.A., Fordham University; M.S.L.S., Pratt Institute**JOHN E. BEATTY** (2000)*Associate Professor, English*, B.Sc. University of Toronto; M.Sc., University College, London; M.P.S., Cornell University; Ph.D., University of Texas.**MARYANNE R. BEDNAR** (1989)*Professor, Education*, B.A., Ed.M., Ph.D., Temple University.**PHYLLIS M. BETZ** (2002)*Associate Professor, English*, B.A., M.A., St. Joseph's University; M.A., University of Maine; Ph.D., University of Maryland.**PATRICIA A. BICKNELL, R.N., M.S.N., APRN, B.C.** (2007)*Assistant Professor, Nursing*, B.S.N., Villanova University; M.S.N., Widener University; Ed.D., Wilimington University.**JAMES E. BIECHLER** (1970)*Professor Emeritus, Religion*, B.A., Marquette University; M.A., St. Paul College; J.C.L., Catholic University; Ph.D., Temple University.**HSIAO-PING BIEHL** (2007)*Associate Professor, Foreign Languages*, B.A., M.A., Ph.D., Temple University.**THOMAS E. BLUM** (1998)*Associate Professor, Mathematics and Computer Science*, B.A., La Salle University; Ph.D., University of Rochester.**KATHLEEN BOGLE** (2007)*Associate Professor, Sociology and Criminal Justice*, B.S., M.S., St. Joseph's University; Ph.D., University of Delaware.**SUSAN C. BORKOWSKI** (1989)*Professor, Accounting, ISBT*, B.S., St. Peter's College; B.S., Rutgers University; M.B.A., University of Maryland; Ph.D., Temple University.**GEORGE W. BOUDREAU** (2014)*Assistant Professor, History*, B.A., Manchester College; M.A., Ph.D., Indiana University at Bloomington.**MICHAEL BOYLE** (2010)*Associate Professor, Political Science*, B.A., La Salle University; Masters in Public Policy, Harvard University; M. Phil., Ph.D., University of Cambridge.**PAUL R. BRAZINA, C.P.A., C.M.A.** (1974)*Assistant Professor, Accounting*; B.S., M.B.A., Pennsylvania State University.**DIANE BRECKINRIDGE, R.N.** (2006)*Associate Professor, Nursing*. Diploma, Frankford Hospital School of Nursing; B.S.N., East Stroudsburg University; M.S.N., University of Pennsylvania; Ph.D., University of Maryland.**W. STEPHEN BREEDLOVE** (1987)*Reference Librarian*, B.A., University of Tulsa; M.L.S., Rutgers University, M.A., La Salle University.**ROBIN A. BRENNAN** (2012)*Assistant Professor, Master of Public Health*, B.A., West Chester University; M.S., University of Baltimore, DrPH, Drexel University.**CAROL A. BRIGHAM** (2010)*Collection Development Librarian* B.A., La Salle University; MSLS Drexel University.**GREGORY O. BRUCE** (1981)*Assistant Professor, Management and Leadership, Dean Emeritus*, B.A., St. Mary's Seminary and University; MsED, Eastern Illinois University; MBA, La Salle University.**JOSHUA BUCH** (1971)*Professor, Finance*, B.S., Hebrew University of Jerusalem; M.B.A., Temple University; Ph.D., University of Pennsylvania.**BROTHER DANIEL BURKE, F.S.C.** (1957)*President Emeritus*, B.A., M.A., Ph.D., Catholic University; L.H.D., Washington and Jefferson College; Litt.D., Haverford College; LL.D., La Salle University.**BROTHER JOSEPH F. BURKE, F.S.C.** (1973)*Professor, Psychology; President Emeritus*, B.A., La Salle University; M.A., University of Miami; Ph.D., Alliant International University .**SHARON MARIE BURKE** (2012)*Assistant Professor, Nursing*, B.A., Rowan University; B.S.N., M.S.N., Thomas Jefferson University; Ed.D., Rowan University.

CLAIRE M. BUSSE (2001)

Associate Professor, English, B.A., Wellesley College; M.A., Ph.D., University of California, Santa Barbara.

JAMES A. BUTLER (1971)

Professor Emeritus, English, B.A., La Salle University; M.A., Ph.D., Cornell University.

SANDRA CAMOMILE (2001)

Associate Professor, Digital Arts and Multimedia Design, B.F.A., University of Utah; M.F.A., Maryland Institute.

BROTHER MIGUEL A. CAMPOS, F.S.C. (1993)

Associate Professor, Religion
Bacc. Religious Studies and STL, Institute Jesus Magister;
STD, The Pontifical Lateran University, Faculty of Theology

LEEANN CARDACIOTTO (2007)

Associate Professor, Psychology, B.A., Franklin & Marshall College; M.A., MCP Hahnemann University; Ph.D., Drexel University.

DONNA CELANO (2007)

Assistant Professor, Communication, B.A., St. Joseph's University; M.S., Drexel University; Ph.D., Temple University.

MARCO CEROCCHI (2007)

Associate Professor, Foreign Languages, M.A., Florida State University; Ph.D., Rutgers University.

SWEE-LIM CHIA (2004)

Associate Professor, Marketing, B.B.A., M.B.A., Baruch College; Ph.D., City University of New York.

DAVID CICHOWICZ (1984)

Professor, Chemistry/Biochemistry, B.S., St. Joseph's University; Ph.D., Johns Hopkins University.

JAMES CHURCH (2015)

Assistant Professor, Biolog, B.S., University of Wisconsin; M.S., North Dakota State University; Ph.D., Iowa State University.

GARY K. CLABAUGH (1969)

Professor Emeritus, Education, B.A., Indiana State University (Pa.); M.S., Ed.D., Temple University.

HUNTLY COLLINS (2006)

Assistant Professor, Communication, B.S., Portland State University; M.A., University of Missouri.

LYNN H. COLLINS (1998)

Associate Professor, Psychology, B.S., Duke University; M.A., Ph.D., Ohio State University.

SIOBHAN CONATY (2002)

Associate Professor, Art History, B.A., Catholic University; M.A., State University of New York at Stony Brook; Ph.D., Case Western Reserve University.

JOANNE BREWER CONWAY (1987)

Associate Clinical Faculty, Psychology, B.S., Cornell University; M.A., Ohio State University; Ed.D., University of Massachusetts

ELIZABETH COOPER (2008)

Associate Professor, Finance, B.S., Villanova University; MBA, Ph.D., Drexel University.

JORDAN COPELAND (2007)

Associate Professor, Religion, B.A., Northwest University; Ph.D., The University of Iowa.

MELANIE COSBY (2006)

Associate Clinical Faculty, Psychology, B.S., Indiana University of Pennsylvania; M.S., Ph.D., West Virginia University.

BROTHER JOHN CRAWFORD, F.S.C. (2008)

Assistant Professor, Religion, B.A., M.A., La Salle University; M.Ed., Ph.D., Boston College.

DENNIS M. CROSSEN (2011)

Instructor, Business Systems and Analytics, B.S.E.E. Electrical Engineering, Drexel University, MBA, Drexel University, Master of Science of Instruction, MSC, Drexel University.

KATHLEEN E. CZEKANSKI (2008)

Associate Professor, Nursing, B.S.N., Villanova University, College of New Jersey; M.S.N., Ph.D., Duquesne University.

MARIANNE DANTON (1996)

Professor, Communication, B.A., Villanova University; M.A., Ph.D., Ohio State University.

KELLY MADDEN DAILY (2014)

Instructor, Communication, Communication, B.A., Pennsylvania State University; M.A., Villanova University.

BRIAN DEHAVEN (2015)

Assistant Professor, Biology, B.S., University of Michigan; Ph.D., University of Pennsylvania.

CHRISTOPHER G. DEMATATIS (1994)

Associate Clinical Faculty, Psychology, B.A., Bowdoin College; MEdC, University of New Hampshire; Ph.D., Michigan State University

CHARLES DESNOYERS (1989)

Professor, History, B.A., M.A., Villanova University; Ph.D., Temple University.

RICHARD DIDIO (1987)

Associate Professor, Mathematics and Computer Science, B.A., La Salle University; Ph.D., University of Pennsylvania.

MICHAEL DILLON (2007)

Professor, Political Science, B.A., M.A., Ph.D., Notre Dame University; J.D., Temple University.

PATRICIA DILLON (2010)

Associate Professor, Nursing, A.S.N., B.S.N., Gwynedd-Mercy College; M.S.N., University of Pennsylvania, D.N.Sc., Ph.D., Widener University.

MICHAEL DIPIETRO (2014)

Assistant Professor, Marketing, B.A., Rutgers University; M.S., University of Pennsylvania; MB.A., La Salle University.

SUSAN DIXON (2012)

Associate Professor, Fine Arts, B.S., Temple University; Ph.D., Cornell University.

ROBERT J. DOBIE (2002)

Associate Professor, Philosophy, B.A., Holy Cross College; M.A., Columbia University; Ph.D., Fordham University.

BROTHER JOSEPH DOUGHERTY, F.S.C. (1997)

Assistant Professor, Religion, B.A., Princeton University; M.A., University of Virginia; M.A., La Salle University; Ph.D., University of Notre Dame.

KATIE NEARY DUNLEAVY (2007)

Associate Professor, Communication, B.A., West Virginia Wesleyan College; M.A., Ph.D., West Virginia University.

RITA DYNAN (2005)

Assistant Professor, Marketing, B.B.A., University of Pennsylvania; M.B.A., La Salle University.

DAVID P. EFROYMSON (1967)

Professor Emeritus, Religion, B.A., M.A., S.T.L., St. Mary of the Lake Seminary; Ph.D., Temple University.

ELIZABETH A. EMERY (2004)

Assistant Professor, Nutrition, B.S., R.D., Drexel University; M.S., St. Joseph's University.

DAVID J. FALCONE (1980)

Associate Professor, Psychology, B.S., University of Dayton; M.S., Western Illinois University; Ph.D., University of Kentucky.

PRESTON D. FEDEN (1973)

Professor, Education, A.B., Franklin and Marshall College; Ed.M., Ed.D., Temple University.

DONNA R. FIEDLER (2000)

Assistant Professor, Social Work, B.A., Juniata College; M.S.W., Ph.D., Rutgers University.

JANET L. FIERSON (2011)

Assistant Professor, Mathematics, B.A., Providence College; Ph.D., State University of New York at Stony Brook.

RANDY FINGERHUT (2003)

Associate Professor, Psychology, B.A., Emory University; M.S., Ph.D., University of Miami.

BROTHER E. GERALD FITZGERALD, F.S.C. (1979)

Assistant Professor, Accounting, B.S., M.B.A., La Salle University; M.A., Villanova University.

CRAIG FRANSON (2007)

Associate Professor, English, B.A., Albertson College of Idaho; M.A., Ph.D., University of Oregon.

CHARLES FORNACIARI (2015)

Professor, Management and Leadership, B.A., St. Thomas University, Miami Florida; M.B.A., Florida State University; Ph.D., Florida State University.

JOAN P. FRIZZELL, R.N. (1994)

Associate Professor, Nursing, B.S.N., Temple University; B.A., Eastern Baptist College; M.S.N., Ph.D., University of Pennsylvania.

CHARLES GALLAGHER (2008)

Professor, Sociology, Social Work, and Criminal Justice, B.S., Drexel University; M. A., Ph.D., Temple University.

LAURA GAMBREL (2012)

Assistant Professor, Psychology, B.A., Goucher College, M.A., Naropa University, Ph.D., Virginia Polytechnic Institute and State University.

STEPHEN J. GARVER (2002)

Assistant Professor, Philosophy, B.A., University of Pennsylvania; Ph.D., Syracuse University.

MARIANNE S. GAUSS (1987)

Assistant Professor, Management and Leadership, B.A., M.B.A., La Salle University.

STUART GENTRY (2006)

Associate Professor, Chemistry, B.A., Colorado College; M.S., Ph.D., University of Michigan.

DAVID L. GEORGE (1979)

Professor Emeritus, Economics, B.A., University of Michigan; M.A., University of Pennsylvania; M.A., Ph.D., Temple University.

GARY A. GIAMARTINO (2013)

Professor, Management and Leadership, A.B., SUNY Fredonia, M.A., Western Kentucky University, Ph.D., Vanderbilt University

MARY LOU C. GIES, M.S.N., R.N. (2007)

Assistant Professor, Nursing, B.S.N., Temple University; M.S.N., Villanova University, Ed.D., Nova Southeastern University.

MIGUEL GLATZER (2010)

Assistant Professor, Political Science, B.A., University of Chicago; Ph.D., Harvard University.

CONRAD GLEBER (2006)

Professor, Digital Arts and Multimedia Design, B.F.A., Florida State University; M.F.A., School of the Art Institute of Chicago; Ph.D., Florida State University.

EARL GOLDBERG, R.N. (2001)

Associate Professor, Nursing, B.S.N., La Salle University; M.S.N., Villanova University; Ed.D., Widener University.

EDIE GOLDBACHER (2010)

Assistant Professor, Psychology, B.A., The College of New Jersey; M.S., Ph.D., University of Pittsburgh.

JOSEPH GRABENSTEIN, F.S.C. (1996)

University Archivist, B.A., La Salle University; M.A., Villanova University; M.Ed Duquesne University; MSLS University of Maryland.

BRIAN A. GOLDSTEIN (2012)

Professor, Communication Sciences and Disorders, B.A., Brandeis University; M.A., Ph.D., Temple University.

LUIS A. GÓMEZ (2000)

Associate Professor, Spanish, B.A, M.A., Ph.D., Temple University; M.B.A., Villanova University.

REBECCA GOLDMAN (2011)

Media and Digital Services Librarian, B.A., Swarthmore College; MSLS Drexel University.

KEVIN GRAUKE (2004)

Associate Professor, English, B.A., University of Texas at Austin; M.F.A., Texas State University-San Marcos; Ph.D., State University of New York at Buffalo.

BARBARA G. GROSSHAUSER (2006)

Instructor, Nursing, B.S.N., Thomas Jefferson University; M.S.N., La Salle University.

MERYLE GURMANKIN, R.N. (2004)

Assistant Professor, Nursing, Diploma, Albert Einstein Medical Center; B.S.N., M.S.N., C.S.N., La Salle University, Ph.D., Clayton College of Natural Health.

PATRICIA B. HABERSTROH (1976)

Professor Emeritus, Fine Arts, B.A., Cabrini College; M.A., Villanova University; Ph.D., Bryn Mawr College.

DARLENE HANNIGAN (2001)

Associate Clinical Faculty, Psychology, B.A., M.A., Psy.D., La Salle University.

HOLLY HARNER (2010)

Assistant Professor, Public Health, A.S.N, B.S.N., Gwynedd-Mercy College; M.S.N., Ph.D., University of Pennsylvania; M.P.H., Harvard University.

KEVIN J. HARTY (1982)

Professor, English, B.A., Marquette University; M.A., Ph.D., University of Pennsylvania.

JULE ANNE HENSTENBURG, RD (1999)

Director, Nutrition Programs, B.S., Pennsylvania State University; M.S., Cornell University.

TIMOTHY L. HIGHLEY JR (2005)

Associate Professor, Mathematics and Computer Science, B.S., University of Dayton; M.C.S, Ph.D., University of Virginia.

KENNETH L. HILL (1964)

Assistant Professor, Political Science, B.A., Hofstra University; M.A., New York University.

ALICE L. HOERSCH (1977)

Professor, Geology, B.A., Bryn Mawr College; M.A., Ph.D., Johns Hopkins University.

BARBARA HOERST, R.N. (2002)

Assistant Professor, Nursing, B.S.N., La Salle University; M.S.N., Villanova University; Ph.D., University of Pennsylvania.

CATHERINE HOLOCHWOST (2013)

Assistant Professor, Art History, B.A., Yale University; M.A., Rutgers University; Ph.D., University of Delaware.

WHITNEY HOWELL (2014)

Assistant Professor, Philosophy, B.A., Rhodes College; Ph.D., Stony Brook University.

SHAOWEN HUA (2013)

Assistant Professor, Accounting, B.S., National Chengchi University, Taiwan; M.B.A., University of Louisiana, Lafayette; M.S., Drexel University; Ph.D., Drexel University.

JOHN HYMERS (2008)

Associate Professor, Philosophy, B.A., University of Waterloo; B.A., M.A., Ph.D., Katholieke Universiteit Leuven.

CHARLES J. JACOB (2011)

Assistant Professor, Psychology, B.A., LaRoche College; M.S.Ed., Duquesne University; Ph.D., The Pennsylvania State University.

BABA JALLOW (2015)

Assistant Professor, History, M.A., Rutgers University; Ph.D., University of California.

LISA JARVINEN (2007)

Associate Professor, History, B.A., University of Michigan; M.A., New York University; Ph.D., Syracuse University.

PINGJUN JIANG (2003)

Professor, Marketing, B.E., Engineering, Harbin Institute of Technology, China; M.B.A., Zhongshan University, China; Ph.D., Southern Illinois University.

JAMES JESSON (2010)

Assistant Professor, English, B.A., University of California at Berkeley; M.A., University of Texas at Austin.

DAVID B. JONES (1992)

Associate Professor, Marketing, B.A., University of North Carolina at Chapel Hill; M.S., M.B.A., Ph.D., Virginia Polytechnic Institute and State University.

NANCY L. JONES (1986)

Professor, ISBT, Chemistry/Biochemistry, B.S., University of Rochester; Ph.D., Northwestern University.

JOSEPH A. KANE (1961)

Professor Emeritus, Business Administration, B.S., La Salle University; M.S., St. Louis University; Ph.D., Temple University.

DENISE P. KAVANAGH, M.S.N., R.N. (2007)

Assistant Professor, Nursing, B.S.N., Villanova University; M.S.N., West Chester University

THOMAS A. KEAGY (2003)

Professor, Mathematics and Computer Science, B.S., Texas Lutheran University; M.S., Ph.D., University of North Texas.

GEFFREY B. KELLY (1972)

Professor Emeritus, Religion, A.B., M.A., La Salle University; M.A., Villanova University; Diplome Supérieur, Lumen Vitae Institute, Brussels; S.T.B., S.T.L., S.T.D., Louvain University; LL.D., North Park University

DENNIS T. KENNEDY (1973)

Associate Professor, Business Systems and Analytics, B.S., Pennsylvania State University; M.B.A., Ph.D., Temple University.

CATHERINE KENNEY, R.N. (2007)

Instructor, Nursing, B.S.N., Niagra University; M.S.N., University of Pennsylvania

VICTORIA KETZ (2015)

Professor, Foreign Languages and Literatures, B.S., M.A., Ohio State University; M. Phil., Ph.D., Columbia University.

CHRISTOPHER KIBLER (2001)

Head of Access Services/Circulation Librarian, B.A., Rochester Institute of Technology; MSLS, University of Buffalo.

FRANCES KINDER, R.N., CRNP (2006)

Assistant Professor, Nursing, ADN, Felician College; B.S.N., La Salle University; M.S.N., Gwynedd-Mercy College.; Ph.D., Widener University.

RAYMOND P. KIRSCH (1980)

Associate Professor, Mathematics and Computer Science, B.A., La Salle University; M.S., Drexel University; Four-Year Certificate, Pennsylvania Academy of Fine Arts; Ph.D., Temple University.

EVELYN R. KLEIN (2001)

Professor, Communication Sciences and Disorders, B.S., Pennsylvania State University; M.A., College of New Jersey; Ph.D., Temple University; Post-Doctoral Fellowship, Drexel University.

JENNIFER KLEINOW (2003)

Associate Professor, Communication Sciences and Disorders, B.A., University of Michigan; M.S., Purdue University; Ph.D., Purdue University

VINCENT KLING (1980)

Professor, English, B.A., La Salle University; M.A., University of Pennsylvania; Ph.D., Temple University.

JONATHAN KNAPPENBERGER (2000)

Associate Professor, Mathematics and Computer Science, B.A., M.A., Ph.D., Temple University.

ZEB KRAMER (2015)

Assistant Professor, Chemistry, B.B.S., Washburn University; Ph.D., University of Colorado.

C. ANDREW LAFOND (2012)

Assistant Professor, Accounting, B.S., La Salle University, MBA, Drexel University, Ph.D., Sarasota University

CARMEN LAMAS (2012)

Assistant Professor, Spanish, B.A., B.S., Florida State University; M.A., Georgetown University; Ph.D., University of Pennsylvania.

ELIZABETH LANGEMAK (2011)

Assistant Professor, English, B.A., St. Norbert's College; M.A., Boston University; M.A., Ph.D., University of Missouri.

PAMELA LANNUTTI (2012)

Associate Professor, Communication, B.A., La Salle University; M.A., Ph.D., University of Georgia.

MARK LASHLEY (2013)

Assistant Professor, Communication, B.A., University of Scranton; M.A., Ph.D., University of Georgia.

BRUCE A. LEAUBY, C.P.A., C.M.A. (1989)

Associate Professor, Accounting, B.S., Bloomsburg University; M.S., Pennsylvania State University; Ph.D., Drexel University.

STUART LEIBIGER (1997)

Professor, History and American Studies, B.A., University of Virginia; M.A., Ph.D., University of North Carolina at Chapel Hill.

CIARA LYNCH LEVINE, (2007)

Assistant Professor, Nursing, B.S.N., University of Delaware; M.S.N., University of Pennsylvania.

KIMBERLY LEWINSKI (2010)

Assistant Professor, Education, B.A., Catholic University of America; M.Ed., Ph.D., University of Virginia.

LING LIANG (2001)

Associate Professor, Education, B.S., Nanjing Normal University; M.S., Ph.D., Indiana University at Bloomington.

STEPHEN A. LONGO (1971)

Professor, Physics and Mathematics and Computer Science, B.A., La Salle University; M.S., Lehigh University; Ph.D., University of Notre Dame.

JOAN A. LUCKHURST (2004)

Associate Professor, Communication Sciences and Disorders, B.S., State University of New York at Geneseo; M.S., State University of New York at Albany; Ph.D., Marywood University.

SIDNEY J. MACLEOD, JR. (1959)

Assistant Professor, Communication, B.S.S., St. Mary's College, Minn.; M.F.A., Catholic University.

THOMAS N. MCCARTHY (1952)

Professor Emeritus, Psychology, B.A., M.A., Catholic University; Ph.D., University of Ottawa.

CARL P. MCCARTY (1970)

Professor, Mathematics and Computer Science, B.A., La Salle University; M.A., Ph.D., Temple University.

KELLY MCCLURE (2005)

Associate Professor, Psychology, B.A., Loyola College in Baltimore; M.A., Ph.D., MCP Hahnemann University.

MARGARET M. MCCOEY (1998)

Assistant Professor, Mathematics and Computer Science, B.A., La Salle University; M.S., Villanova University.

CORI MCFADDEN (2002)

Associate Clinical Faculty, Psychology, B.A., M.A., Psy.D., La Salle University.

BROTHER MICHAEL J. MCGINNISS, F.S.C. (1984)

Professor, Religion, B.A., La Salle University; M.A., Ph.D., University of Notre Dame.

MARY ELLEN MCGONIGLE

Associate Clinical Faculty, Psychology, B.A., La Salle University; M.A., Ph.D., Temple University.

CYNTHIA A. MCGOVERN (2007)

Instructor, Nursing, B.S.N., Holy Family College; M.S.N., La Salle University

ANNE B. MCGRORTY (2007)

Assistant Professor, Nursing, A.D., B.S.N., M.S.N., Gwynedd Mercy College; D.N.P., La Salle University.

MARGARET MCGUINNESS (2006)

Professor, Religion, A.B., M.T.S., Boston University; M.Phil., Ph.D., Union Theological Seminary.

MICHAEL MCINNESHIN (2008)

Assistant Professor, History, B.A., Duke University; M.A., North Carolina State University; Ph.D., University of Minnesota.

MARGARET M. MCMANUS (1983)

Professor, Mathematics and Computer Science, B.A., Immaculata College; M.S., Pennsylvania State University; Ph.D., Temple University.

MARY ELLEN MCMONIGLE (2002)

Assistant Professor, Psychology, B.A., La Salle University, M.Ed., Ph.D., Temple University.

KATHLEEN S. MCNICHOL (1988)

Assistant Professor, Finance, Risk Management and Insurance, B.A., M.B.A., La Salle University.

JOSEPH R. MARBACH (2010)

Professor, Political Science, B.A., La Salle University; M.A., Ph.D., Temple University.

JANINE MARISCOTTI, M.S.W., L.C.S.W. (1989)

Assistant Professor, Sociology, Social Work, and Criminal Justice, B.A., La Salle University; M.S.W., Rutgers University.

LEONARD K. MARSH (2010)

Associate Professor, Foreign Languages, B.A., Catholic University of America; M.A., Middlebury College; Ph.D., Boston College.

ALVINO MASSIMINI, C.P.A. (1981)

Assistant Professor, Accounting, B.S., Wharton School, University of Pennsylvania; M.B.A., La Salle University.

DOLORES E. MATECKI, M.S.N., R.N., C.E.N. (2007)

Assistant Professor, B.S.N., Holy Family College; M.S.N., Widener University

STEVEN IAN MEISEL (1981)

Professor, Management and Leadership, B.A., West Chester University; M.Ed., Ph.D., Temple University.

GARY E. MICHALEK (1988)

Associate Professor, Mathematics and Computer Science, B.A., Cornell University; Ph.D., Yale University.

ANN M. MICKLE (1977)

Associate Professor, Biology, B.Sc., Ohio State University; Ph.D., University of Wisconsin-Madison.

LYNN E. MILLER (1981)

Professor, Management and Leadership, B.A., Slippery Rock University; M.A., Ph.D., Northern Illinois University.

BROTHER EMERY C.

MOLLENHAUER, F.S.C. (1960)
Associate Professor, English, B.A., Catholic University; M.A., Ph.D., University of Pittsburgh; L.H.D., La Salle University.

BROTHER GERARD MOLYNEAUX, F.S.C. (1973)

Professor, Communication, B.A., La Salle University; M.A., University of Notre Dame; Ph.D., University of Wisconsin.

DIANE P. F. MONTAGUE (2002)

Associate Professor, Psychology, B.A., Rider College; M.S., Ph.D., Rutgers, The State University of New Jersey.

MYUNGHO MOON (2005)

Associate Professor, Psychology, B.A., M.A., Yonsei University; Ph.D., The University of Akron.

MARC A. MOREAU (1990)

Assistant Professor, Philosophy, B.A., University of Connecticut; Ph.D., Temple University.

MEY-YEN MORIUCHI (2013)

Assistant Professor, Art History, B.A., University of Pennsylvania; M.A., Ph.D., Bryn Mawr College.

FRANK J. MOSCA (1999)

Associate Professor, Education, B.S. State University of New York at Plattsburgh; M.S. Ph.D. University of Wisconsin (Madison).

RICHARD E. MSHOMBA (1991)

Professor, Economics, B.A., La Salle University; M.S., University of Delaware; Ph.D., University of Illinois.

JUDITH MUSSER (2000)

Professor, English, B.S., Gordon College; M. Litt., University of Aberdeen; M.A., Ph.D., Purdue University.

BRYAN NARENDORF (2007)

Associate Professor, English, B.A., Rice University, M.F.A., Ohio State University, Ph.D., University of Missouri-Columbia.

KATHLEEN HAUGH NEUMEISTER, M.S.N., R.N. (2007)

Instructor, Nursing, B.S.N., Holy Family College; M.S.N., La Salle University

BROTHER FRANCIS TRI V. NGUYEN, F.S.C. (1987)

Associate Professor, Sociology, Social Work, and Criminal Justice, License, Dalat University; M.Sc., Asian Social Institute; Ph.D., University of Wisconsin, Madison.

MAUREEN O'CONNELL (2013)

Associate Professor, Religion, B.A., Saint Joseph's University; Ph.D., Boston College.

ANNETTE O'CONNOR (1981)

Associate Professor, Biology, B.S., Mount St. Scholastica College; Ph.D., Johns Hopkins University.

LUISA OSSA (2002)

Associate Professor, Spanish, B.A., University of Notre Dame; M.A., Ohio State University; Ph.D., Temple University.

SHERYL PANKA-BRYMAN (2011)

Head of Catalog/Technical Services Librarian, B.A., University of Albany; MSLS, Drexel University.

JACQUELINE PASTIS (1996)

Associate Professor, Religion, B.A., University of Florida; M.T.S., Emory University; M.A.Ed., Washington University; Ph.D., University of Pennsylvania.

CAROLE PATRYLO (2001)

Assistant Professor, Education, B.A., Trenton State College; Ed.D., Nova University.

ELIZABETH A. PAULIN (1988)

Associate Professor, Economics, B.S., University of Houston; Ph.D., University of Texas at Austin.

ADAM PELLILLO (2015)

Assistant Professor, Economics, B.A., Ph.D., West Virginia University.

GEORGE A. PERFECKY (1965)

Professor, Russian and Spanish, B.A., University of Pennsylvania; M.A., Bilingual/Bicultural Studies (Spanish), La Salle University; M.A., Ph.D., Columbia University.

MEGHAN E. PIERCE (2014)

Assistant Professor, Marketing, B.A., B.S., M.S., Ph.D., Virginia Polytechnic Institute and State University.

JAMES PIERCE (2010)

Professor, Biology, B.A., La Salle University; Ph.D., Temple University.

CAROLYN M. PLUMP (2012)

Assistant Professor, Management and Leadership, Business Law, B.A., Duke University; J.D., Boston University Law School.

WILLIAM A. PRICE (1985)

Professor, Chemistry/Biochemistry, B.A., The College of Wooster; Ph.D., University of Maryland.

MICHAEL J. PRUSHAN (2003)

Associate Professor, Chemistry/Biochemistry, B.A., La Salle University; M.S., Ph.D., Drexel University.

S. KARTIKEYA PURANAM (2012)

Assistant Professor, Business Systems and Analytics, B.S., Indian Institute of Technology Bombay, M.S., Indian Institute of Technology Bombay, Ph.D., Rutgers University.

EVGENY RADETSKIY (2015)

Assistant Professor, Finance, B.S., University of Tennessee at Martin; M.S.B.A., Ph.D., University of Memphis.

GAIL RAMSHAW (1989)

Professor Emeritus, Religion, B.A. Valparaiso University; M.A., Sarah Lawrence College; M.Div., Union Theological Seminary; Ph.D., University of Wisconsin.

JOHN F. REARDON (1962)

Professor Emeritus, Accounting, B.S., La Salle University; M.B.A., University of Pittsburgh; Ed.D., Temple University.

KAREN A. REARDON (2012)

Assistant Professor, Management and Leadership, Business Law, B.A., University of Pennsylvania; J.D., Vanderbilt University School of Law.

MICHAEL REDMOND (1999)

Associate Professor, Mathematics and Computer Science, B.S., Duke University; M.S., Ph.D., Georgia Institute of Technology.

JULIE REGAN (2013)

Instructor, Asian Religions, M.F.A., Brown University; M.T.S., Harvard University.

GREER RICHARDSON (1999)

Associate Professor, Education, B.A., University of Pennsylvania; M.Ed., Rutgers University; Ph.D., Temple University.

BERNETTA D. ROBINSON (1989)

Reference Librarian, B.A., Cheyney University; M.L.S., Atlanta University; M.A., La Salle University.

H. DAVID ROBISON (1988)

Professor, Economics, B.S., Juniata College; Ph.D., University of Maryland.

JOHN J. ROONEY (1947)

Professor Emeritus, Psychology, B.A., La Salle University; M.A., Ph.D., Temple University.

JOHN P. ROSSI (1962)

Professor Emeritus, History, B.A., La Salle University; M.A., University of Notre Dame; Ph.D., University of Pennsylvania.

GREGORY ROTH (2012)

Assistant Professor, Psychology, B.A., M.Ed., Ph.D., The Pennsylvania State University.

LEO D. RUDNYTZKY (1964)

Professor Emeritus, German and Slavic Languages, B.A., La Salle University; M.A., University of Pennsylvania; Ph.D., Ukrainian Free University, Munich; D. Habil., St. Clement Pope Ukrainian Catholic University, Rome; L.H.D., Holy Family College.

CESAR RUIZ (2002)

Associate Professor, Communication Sciences and Disorders, B.S., M.S., M.A., St. Louis University. S.L.P.-D, Nova Southeastern University.

FRANCIS J. RYAN (1987)

Professor, American Studies, B.A., La Salle University; M.A., Villanova University; M.A., Ed.D., Temple University.

STEFAN SAMULEWICZ (2002)

Associate Professor, Biology, B.S., Villanova University; Ph.D., University of Delaware.

MEGAN SCHOEN (2012)

Assistant Professor, English, B.A., Miami University of Ohio; M.A., University of Toledo; M.A. The Ohio State University; Ph.D., Purdue University.

SHARON F. SCHOEN (1985)

Associate Professor, Education, B.A., Holy Family College; M.A., Glassboro State College; Ed.D., Lehigh University.

WALTER SCHUBERT (1980)

Professor, Finance, B.A., M.A., Ph.D., Rutgers University.

GERI SEITCHIK (1978)

Associate Professor, Biology, B.S., Chestnut Hill College; M.S., Ph.D., Medical College of Pennsylvania.

JOSEPH SELM (2005)

Associate Clinical Faculty, Psychology, B.A., Pennsylvania State University; M.A., Psy.D., La Salle University.

JOSEPH SELTZER (1976)

Professor, Management and Leadership, B.S., Carnegie-Mellon University; Ph.D., University of Pittsburgh.

SARAH SERAPHIN (2010)

Special Collections Librarian, B.A., Temple University; MSLS Clarion University.

BROTHER EDWARD J. SHEEHY, F.S.C. (1988)

Associate Professor, History, B.A., La Salle University; M.L.A., Johns Hopkins University; M. Phil., Ph.D., George Washington University.

JENNIFER BRINDISI SIPE, R.N., CRNP, CWOCN (2006)

Assistant Professor, Nursing, Diploma, Abington Memorial Hospital School of Nursing; Wound Ostomy and Continence Education Certificate, B.S.N., M.S.N., La Salle University.

JANET E. SMITH, R.N. (2006)

Instructor, Nursing, Diploma, Albert Einstein Medical Center School of Nursing B.S., Lebanon Valley College BSN, Holy Family University MSN, University of Pennsylvania MBA, La Salle University

ANTHONY PAUL SMITH (2012)

Assistant Professor, Religion, B.A., DePaul University; M.A., Ph.D., University of Nottingham.

MICHAEL SMITH (1993)

Associate Professor, Communication, B.A.A., M.S.A., M.A., Central Michigan University; Ph.D., Purdue University.

STEPHEN SMITH (1987)

Associate Professor, English, B.A., St. Joseph's University; M.A., Ph.D., University of Notre Dame.

JAMES W. SMITHER (1992)

Professor, Management and Leadership, B.A., La Salle University; M.A., Seton Hall University; M.A., Montclair State College; Ph.D., Stevens Institute of Technology.

MARGOT SOVEN (1980)

Professor, English, B.A., Brooklyn College; M.A., DePaul University; Ph.D., University of Pennsylvania.

MEGAN E. SPOKAS (2009)

Assistant Professor, Psychology, B.S., Saint Joseph's University; M.A., Ph.D., Temple University

H. LYMAN STEBBINS (2011)

Assistant Professor, History, B.A., University of Dallas; M.A., Ph.D., University of Chicago.

GEORGE B. STOW (1972)

Professor, History, B.A., Lehigh University; M.A., University of Southern California; Ph.D., University of Illinois.

THOMAS S. STRAUB (1972)

Professor, Chemistry/Biochemistry, A.B., Princeton University; M.S., University of Minnesota; Ph.D., Illinois Institute of Technology.

JUDITH C. STULL (1972)

Associate Professor, Sociology, Social Work, and Criminal Justice, B.A., Northwestern University; Ph.D., Boston College.

MICHAEL SUDE (2011)

Assistant Professor, Psychology, B.A., M.A., Ph.D., Syracuse University.

KATHRYN A. SZABAT (1981)

Associate Professor, Business Systems and Analytics, B.S., State University of New York at Albany; M.S., Ph.D., University of Pennsylvania.

JAMES A. TALAGA (1988)

Professor Emeritus, Marketing, B.A., University of Illinois; M.A., Northern Illinois University; M.B.A., Ph.D., Temple University.

MARTHA TARLUE (1994)

Reference Librarian, B.S., Kansas State University; M.L.S., Kent State University.

MADJID TAVANA (1984)

Professor, Business Systems and Analytics, B.S., Tehran Business College; M.B.A., La Salle University; P.M.I.S., Drexel University; Ph.D., American University in London.

CAITLIN TAYLOR (2012)

Assistant Professor, Sociology and Criminal Justice, B.A., Ursinus College; M.A., Ph.D., Temple University.

DIANE TERRELL, M.S.N., R.N. (2007)

Instructor, Nursing, B.S.N., Temple University; M.S.N., Temple University

MARY ELIZABETH TEIXEIRA (2012)

Assistant Professor, Nursing, B.S.N., Boston College; M.S.N., University of Massachusetts; Dr.N.P., Drexel University.

LYNNE A. TEXTER (1989)

Associate Professor, Communication, B.S., Ithaca College; M.A., Syracuse University; Ph.D., State University of New York at Buffalo.

MARSHA WENDER TIMMERMAN (1999)

Assistant Professor, ISBT, B.S., Michigan State University; M.S., Rutgers University.

MITCHELL TRICHON (2014)

Assistant Professor, Communication Sciences and Disorders, B.S., University of Albany (New York), M.S. Ph.D., University of Louisiana at Lafayette.

CORNELIA TSAKIRIDOU (1991)

Associate Professor, Philosophy, B.A., American College of Greece (Athens); M.A. (History) and M.A. (Philosophy), Temple University; Ph.D., Georgetown University.

JANE TURK (1980)

Assistant Professor, Mathematics and Computer Science, B.A., D'Youville College; M.A., West Chester University; M.A., Ph.D., Temple University.

JOSEPH Y. UGRAS, C.M.A. (1986)

Associate Professor, Accounting, B.S., M.B.A., Fairleigh Dickinson University; Ph.D., Temple University.

WILLIAM VAN BUSKIRK (1987)

Professor, Management and Leadership, B.A., La Salle University; M.A., Cleveland State University; Ph.D., Case Western Reserve University.

FREDERICK VAN FLETEREN (1987)

Professor, Philosophy, B.A., M.A., Villanova University; Ph.D., National University of Ireland.

ROBERT M. VOGEL (1981)

Professor, Education, B.S., Philadelphia College of Textiles; Ed.D., Temple University.

JOSEPH A. VOLPE, JR. (1989)

Assistant Professor, Philosophy, B.A., University of Washington; Ph.D., University of Pennsylvania.

ANNE M. WALSH (1985)

Associate Professor, Management and Leadership, B.S.W., M.S.W., Temple University; M.B.A., La Salle University; D.S.W., University of Pennsylvania.

YANG WANG (2013)

Assistant Professor, Computer Science, B.E., Anhui Teacher's University; M.E., Beijing University of Posts and Telecommunications; M.S., Ph.D., Georgia State University.

WILLIAM L. WEAVER (1999)

Associate Professor, ISBT, B.S., Slippery Rock University of Pennsylvania; Ph.D., The Ohio State University.

ELIZABETH WEBB (2008)

Assistant Professor, Finance, B.S., Villanova University; M.B.A., Ph.D., Drexel University.

MARY JEANNE WELSH (1991)

Professor, Accounting, B.A., M.L.S., Ph.D., Louisiana State University; M.B.A., University of New Orleans.

KRISTIN WENTZEL (2000)

Associate Professor, Accounting, B.A., La Salle University; M.B.A., Villanova University; Ph.D., Temple University.

DIANE M. WIELAND (2000)

Associate Professor, Nursing, Diploma Nursing, Harrisburg Polyclinic Hospital School of Nursing; B.S.N., M.S.N., Ph.D., University of Pennsylvania.

MARY WILBY, R.N., CNRP (2003)

Assistant Professor, Nursing, B.S.N., M.S.N., La Salle University.

DAHRA JACKSON WILLIAMS (2008)

Associate Professor, Psychology, B.A., Williams College; M.S., Ph.D., University of Miami.

MARY M. WILLIAMS (2011)

Professor, Education, B.S., M.S., State University of New York Plattsburgh; Ed.D., Boston University.

PATRICIA WILSON (2005)

Associate Professor, Psychology, A.S., Ocean County College, B.A., Georgian Court College; M.S., Ph.D., Rutgers, The State University of New Jersey.

ZANE ROBINSON WOLF, R.N. (1980)

Professor, Nursing, Diploma, Germantown Hospital School of Nursing; B.S.N., University of Pennsylvania; M.S.N., Boston College; Ph.D., University of Pennsylvania.

BRIAN WYANT (2010)

Assistant Professor, Criminal Justice, B.A., McDaniel College; M.S., University of Baltimore; Ph.D., Temple University.

DEBORAH S. YOST (1996)

Professor, Education, B.A., Saint Joseph College; M.A., Ph.D., University of Connecticut.

ELAINE D. ZELLEY (2000)

Associate Professor, Communication, B.A., Ursinus College; M.A., Ph.D., Pennsylvania State University.

NATALIYA ZELIKOVSKY (2009)

Associate Professor, Psychology, B.A., State University of New York, Binghamton; M.S., Ph.D., Ohio University.

JOHN D. ZOOK, C.P.A. (1979)

Assistant Professor, Accounting, B.S., St. Joseph's University; M.B.A., Drexel University.

DAVID ZUZGA (2012)

Assistant Professor, Biology, B.A., Vassar College; Ph.D., Thomas Jefferson University.

Event	Day	Evening/ Continuing Studies	Graduate Programs	Accelerated Programs
Summer 2015				
Undergraduate and Graduate Summer I and Full Summer Sessions start	May 18	May 18	May 18	RN-BSN – I May 18–June 21 ORL May 18–July 3
Undergraduate Core Online Courses start		May 18		
Memorial Day holiday	May 25	May 25	May 25	
Last day for filing P/F option	May 26	May 26		
Memorial Day make-up	May 29	May 29	May 29	
Registration for Fall 2015 begins	June 1	June 1		
Last day for withdrawal with 'W' grade for 5 ½ -week Summer I courses	June 9	June 9	June 9	
Undergraduate and Graduate Summer I Sessions end	June 23	June 23	June 23	
Undergraduate and Graduate Summer II Sessions start	June 24	June 24	June 24	RN-BSN – II June 29–August 2 ORL July 6–August 21
Pre-MBA Classes begin			July 1	
Last day for filing P/F option	July 1	July 1		
Independence Day holiday	July 3	July 3	July 3	
Undergrad Summer I Core Online Courses end		July 3		
Undergrad Summer II Core Online Courses start		July 6		
Last day for Withdrawal with "W" grade for 11-week courses	July 7	July 7	July 7	
Undergraduate Core Online Courses end		July 10		
Last day for withdrawal with 'W' grade for 5 ½ - week Summer II courses	July 20	July 20	July 20	
Undergraduate and Graduate Summer II and Full Summer Sessions end	July 30	July 30	July 30	
Pre-MBA Classes end			August 7	
Undergrad Summer II Core Online Courses end		August 21		
Intersession Classes – August 3 – August 14				
Fall 2015				
Opening Convocation	August 27			
Undergraduate and Graduate classes start	August 31	August 31	August 31	RN-BSN – I Aug. 31–Oct. 18 ACCL – I Aug. 31–Oct. 16
Last day for late registration and change of roster (Varies for accelerated programs)	September 4	September 4	September 4	
Labor Day holiday	September 7	September 7	September 7	
Last day for filing P/F option	September 11	September 11		
Honors Convocation	September 18	September 18		September 18
Undergraduate and Graduate mid-semester holidays	October 19 and 20	October 19 and 20	October 19 and 20	
Mid-semester grades due	October 21	October 21		RN-BSN – II Oct. 26–Dec. 13 ACCL – II Oct. 26–Dec. 11
Graduate and Senior registration for Spring 2016	October 29	October 29	October 29	
Last day for withdrawal with 'W' grade	October 30	October 30	October 30	Varies for accelerated programs
Junior pre-registration for Spring 2016	November 5			
Sophomore pre-registration for Spring 2016	November 12			
Freshman pre-registration for Spring 2016	November 19			
Thanksgiving holidays	November 25–29	November 25–29	November 25–29	
Classes end	December 11	December 11	December 11	End dates vary for accelerated programs

Event	Day	Evening/ Continuing Studies	Graduate Programs	Accelerated Programs
Final Examinations	December 14–18	December 14–19	December 14–19	Final exam dates vary for accelerated programs
Supplementary Examination Date	December 19	December 19	December 19	
Fall semester grades due	December 23	December 23	December 23	
Dates for Intersession -- December 19 – January 15				
Spring 2016				
Martin Luther King holiday	January 18	January 18	January 18	
Undergraduate and Graduate classes start	January 19	January 19	January 19	RN-BSN – I Jan. 19–Mar. 6 ACCL – I Jan. 19–Mar. 4
Last day for late registration and change of roster (Varies for accelerated programs)	January 25	January 25	January 25	
Last day for filing P/F option	January 29	January 29		
Mid-Semester Holiday	March 7–13	March 7–13	March 7–13	
Registration for Summer classes begins	March 14	March 14	March 14	
Mid-semester grades due	March 14			RN-BSN – II Mar. 14–May 1 ACCL – II Mar. 14–Apr. 29
La Salle Heritage Week	March 17–24	March 17–24	March 17–24	
Easter holidays	March 25 & 28	March 25 & 28	March 25 & 28	
Classes resume	March 29	March 28	March 28	
Junior pre-registration for Fall 2016	March 31			
Last date for withdrawal with 'W' grade	April 5	April 5	April 5	Varies for accelerated programs
Special "Monday" class	April 6			
Sophomore pre-registration for Fall 2016	April 7			
Freshman pre-registration for Fall 2016	April 14			
Classes end	May 6	May 7	May 7	End dates vary for accelerated programs
Final Examinations	May 9–13	May 9–14	May 9–14	Exam dates vary for accelerated programs
Supplementary Examination Date	May 14	May 14	May 14	
Grades for Graduating Students due	May 16	May 16	May 16	
All other spring semester grades due	May 18	May 18	May 18	
Graduate Commencement			May 20	
Baccalaureate Liturgy	May 21	May 21	May 21	
Undergraduate Commencement	May 22	May 22		

2015

AUGUST	S	M	T	W	T	F	S
							1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					
SEPTEMBER	S	M	T	W	T	F	S
			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30			
OCTOBER	S	M	T	W	T	F	S
					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
NOVEMBER	S	M	T	W	T	F	S
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30					
DECEMBER	S	M	T	W	T	F	S
			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		

2016

JANUARY	S	M	T	W	T	F	S
						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31						
FEBRUARY	S	M	T	W	T	F	S
		1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29					
MARCH	S	M	T	W	T	F	S
			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		
APRIL	S	M	T	W	T	F	S
						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
MAY	S	M	T	W	T	F	S
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				
JUNE	S	M	T	W	T	F	S
				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30		
JULY	S	M	T	W	T	F	S
						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31						
AUGUST	S	M	T	W	T	F	S
		1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31			

DIRECTORY

DIRECTORY