
UNDERGRADUATE CATALOG
2017 – 2018

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LA SALLE UNIVERSITY

La Salle University offers a rigorous academic experience designed to help students mature into not only excellent scholars and professionals but excellent people dedicated to lifelong learning and social impact.

Recently, La Salle has been recognized for providing students with an education that pays off in terms of value and career earning potential. *Money* magazine cited the University a “Value All-Star,” placing it among the top five colleges in the Philadelphia region for educational quality, affordability, and alumni earnings. *The Economist* ranks La Salle among its Top 100 for Value, and the 2016 edition of *U.S. News & World Report’s* “Best Colleges” named the University in its top 30 universities in the northern region.

Named for St. John Baptist de La Salle, the patron saint of teachers, the University upholds a legacy of excellence in teaching and of educating promising students regardless of social or economic background. Thirty three percent of La Salle’s undergraduate students are among the first generation in their families to go to college. Ninety seven percent of the fall 2015 freshman class received institutional aid, which includes highly competitive scholarships worth up to the full cost of tuition.

La Salle is part of a Catholic and Lasallian tradition that challenges students to deepen their ethical sensibilities in a rapidly changing world; develop in their chosen professions through theory and practice; become better thinkers, problem solvers, and communicators; and explore their full human potential across a wide academic field. The University’s Lasallian approach to academics—combining opportunities for achievement, mentoring relationships, and authentic community engagement—accounts for a large part of students’ success.

La Salle’s largest classroom is Philadelphia itself, where students explore diverse cultural offerings, work with some of the world’s most influential businesses, and contribute time and talent in some of the most underserved neighborhoods.

Situated on a lively campus in Northwest Philadelphia, La Salle offers resources critical to personal and professional development. Student life features more than 100 student organizations, 14 club and 8 intramural sports, and more than 20 Atlantic 10 Division 1 athletic teams.

Whether on campus, in the city, or abroad, community service is a common thread that binds La Salle’s educational philosophy, programs, and people. Students complete more than 50,000 hours of community service per year in local, regional, and global outreach programs tied to academic areas including education, public health, nursing, and business.

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, Pennsylvania, 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

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

The Master of Science 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, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

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.

By affirming that a program is meeting or exceeding established benchmarks of excellence and quality, accreditation is one of the most sought-after and highly-regarded achievement a program can earn.

The BSN, MSN, DNP, and APRN Post-master's Certificate programs at La Salle University are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791.

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 Lib-

eral 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, parental, family, and pregnancy 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 has been educating talented students from a wide variety of academic, social, and religious backgrounds for over 150 years. La Salle is a Catholic university founded by the Christian

Brothers, a teaching order whose roots date back to 17th-century France and St. John Baptist de La Salle. His values of faith, service, and community define us.

Our philosophy is that an inspirational journey will yield an inspirational outcome. We’re proud to say that year after year, our graduates move on to be impactful teachers, transformational CEOs, empathetic healthcare providers, Fulbright Scholars, and above all, exceptional human beings.

At La Salle University, we have a deeply-held belief that your journey is as spiritual as it is intellectual. Our passion for creative teaching and learning will guide you as you take your place in this world and become the person you truly wish to be. The next four years are dedicated to the Explorer inside. So go forth. Journey for the joy of journeying. Explorers are never lost.

We encourage all motivated students seeking an exciting, academically challenging college experience to apply to 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 with an admission counselor. You can schedule a combination tour and interview Monday through Friday, at 10 a.m. or 1 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.

LARGE GROUP VISITS

La Salle University offers group tours at 11:30 a.m. 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://www.lasalle.edu/admission/visit/>.

EARLY EXPLORER EXPERIENCE

La Salle University's Early Explorer Experience days are designed by the La Salle Community with the accepted student in mind. Faculty-created and led, the Early Explorer Experience Days are meant to provide the accepted student with a glimpse inside the La Salle Classroom to see what is distinctive about a La Salle University education. These events are offered in mid/late Winter. To register for an Early Explorer Experience, please visit, <http://www.lasalle.edu/admission/visit/>.

BLUE AND GOLD DAYS

The Blue and Gold Days are tailored to students who have been accepted into the full-time undergraduate day program. These campus visit days were created for accepted students and families to provide one last look prior to the May 1st Confirmation of Acceptance deadline. The program provides an opportunity for you to tour campus, learn about the University's student organizations, speak with members of the La Salle Community, receive personalized financial aid counseling, and discover some of the truly unique aspects of La Salle University. To register for a Blue and Gold, please visit, <http://www.lasalle.edu/admission/visit/>.

CLASS VISIT

After a student is accepted to La Salle University, he or she can also spend a day in class with a current La Salle student. Please visit, <http://www.lasalle.edu/admission/visit/> to set up your class visit.

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. Students submitting a Standard Application are required to submit official results of the College Board Scholastic Aptitude Test (SAT) or of the American College Testing Program (ACT). Students submitting a Test Flexible Application are not required to submit standardized test scores.

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
<hr/>	
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

Since we review each application for admission individually, there is no single, inflexible set of standards—such as GPA, test score, or years of courses. Instead, students will be asked to choose either the Standard Application or Test-Flexible Application as the path that best reflects your abilities, skills, life experiences, and potential for success at La Salle. There are however certain academic majors where submission of a standardized test score will continue to be necessary including but not limited to both Nursing and Communication, Sciences and Disorders. All applicants must indicate their preference whether or not to go test flexible on their La Salle University Application for Admission. Test flexible admission candidates in lieu of their standardized test scores, must complete an evaluative interview with either University staff member or alum. Once a prospective student indicates their interest to pursue La Salle University's test optional admission, that decision not to submit standardized test scores cannot be reversed.

For students submitting a Standard Application, arrangements can be made by the following testing agencies to have your official test scores sent to La Salle University.

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.

Cambridge International Examinations, A Level, as well as International Baccalaureate Examinations may be considered for college credit subject to the course(s) taken and scores earned.

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.

To gain admission to La Salle University, you must first submit a complete application. Here is what we require in a complete application, along with some of our admission criteria:

- Completed application form
- Essay
- 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 services (World Education Services, Educational Credential Evaluators, etc.)
- Original university transcripts and course descriptions (for transfer students) or Original official credential evaluation from a recognized credential evaluation services
- An official score submission from one of the following standardized tests: SAT, ACT, TOEFL, or IELTS. International students may not apply using the Test-Flexible Application.

Students not meeting the minimum TOEFL score recommendation may qualify for conditional acceptance to the University through La Salle's English Language Institute.

- Letter(s) of recommendation
- A completed Education History form
- \$35 application fee (waived if you apply online)

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. All questions can be sent to intladmiss@lasalle.edu or you can call 215.951.1500. 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.

At least half of the courses required by the major department (i.e., major requirements) must be completed at La Salle.

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 qualifying SAT/ACT scores taken within the past three years or acceptable NLN pre-RN or TEAS test results are required. All applicants to the School of Nursing and Health Sciences must submit high school transcripts, two letters of recommendation and an essay.

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.

TRANSFER CREDIT POLICY

La Salle University considers two types of transfer credits for high school students who have participated in college programs:

- **Transfer Credit:** When courses to be transferred have been taught on the college campus or as an on-line course, are open to enrollment by and graded in direct competition with

regularly matriculated students attending that college, and are part of the normal curriculum published in a college's catalog.

- **Dual Enrollment Credit:** When courses to be transferred have been taught on high school campuses, and taken with other high school students, as part of the normal curriculum published in a college's catalog.

Courses may be transferred subject to department, school, or college restrictions. Credit is transferred only for grades of "C" or better; however, the letter grade is not included in the computation of a students' academic index at La Salle. A total of 70 credits is the maximum number which can be initially or ultimately transferred to La Salle from other institutions.

TRANSFERRING DUAL ENROLLMENT CREDIT (A 3-YEAR PILOT PROGRAM BEGINNING IN FALL 2017):

Students who took courses in high school through a dual enrollment program (classes taught on high school campus and taken with other high school students through a participating college), must submit the following in order for their credits to be reviewed:

1. Official College transcripts
2. Validation of Credit Transfer Request Form which is to be completed and mailed by the Registrar at their transferring institution. This form can be found online, as well as in the official acceptance packet.
3. Course syllabus for each course taken

La Salle University reserves the right to deny transfer credit for coursework that does not have an appropriate equivalent or satisfy La Salle's curriculum.

TRANSFER STUDENT POLICY REGARDING SUBMISSION OF TRANSCRIPTS

Students who wish to enroll at La Salle University are obliged to disclose all information regarding former post-secondary institutions that they have attended. Official transcripts from each prior school will be required in order to issue an admission decision. Students who have attended a prior institution and have not satisfied their financial obligation to that school will not be permitted to enroll at La Salle University. The Office of Admission reserves the right to deny admission to any student who does not comply with admission policies.

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 Certifying Official in the Financial Aid Office, 215.951.1070.

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 at the Administration building room 107, or through the mail. Resident freshmen may not register for on-campus parking.

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

Office hours: Monday through Friday, 8:00a.m. to 4:30 p.m. hours will be expanded at the beginning of the semester.

Office phone: 215.951.1066

DINING SERVICES

Dining Halls - La Salle Dining provides the campus community with a complete range of services including two all-you-care-to-eat dining locations. Blue & Gold Dining Commons and Treetops Café 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, and Gold Card.

The Union Market, also in the Student Union Building, provides students a quick, convenient solution for a variety of needs when they are on the go. Students can also visit the Benilde P.O.D., located in St. Benilde Tower on West Campus, or the Blue & Gold P.O.D. located by the Blue & Gold Commons. P.O.D.'s are convenience stores located around campus, they are great for buying quick snacks in between classes or getting your favorite treats to bring back to your dorm room or apartment.

La Salle students who live in a residence hall-style building on campus 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 all students.

For hours of operations and locations of all dining options, as well as meal plan information, visit us at www.lasalle.campusdish.com. For questions and comments please contact us at LaSalleDining@LaSalle.edu.

Also, keep up with us on social media! Follow us on Facebook: www.facebook.com/LaSalleDining, Twitter: [@LaSalleDining](https://twitter.com/LaSalleDining), and Instagram: [@LaSalleDining!](https://www.instagram.com/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 Con-

nely 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 various other tasks.

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

DIVISION OF STUDENT AFFAIRS

VICE PRESIDENT FOR STUDENT AFFAIRS

La Salle Union 123
215.951.1017

The Vice President for Student Affairs, **Dawn Meza Soufleris, Ph.D.**, leads the Division of Student Affairs in building, sustaining, and enhancing a community focused on student learning. The division includes Residence Life/Community Development, Student Wellness (Student Counseling, Student Health and the Alcohol and Other Drug Education Center) Campus Life, and Ministry, Service and Support. 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 Rights and Responsibilities Handbook*.

COMMUNITY DEVELOPMENT

La Salle Union 305
215.951.1916

and
North Residence Halls
215.951.1550

This unit is supervised by Assistant Vice President **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.

STUDENT WELLNESS

Student Counseling Center
Medical Office Building
Suite 112
West Campus
215.951.1355

Alcohol and Other Drug Education Center
Medical Office Building
Suite 112
West Campus
215 951 1357

Student Health Center
North Residence Halls
215.951.1565

This unit is supervised by **Assistant Vice President Kate Ward-Gaus**. The areas within Wellness promote and support a holistic approach to the physical and mental health of our student body. Counseling, medical and outreach services are provided for all full-time students at La Salle. The members of the unit provide health programs and services, including primary health care, personal counseling, crisis intervention, peer education, and alcohol and

other drug programs for students. They also assist students and alumni with all appropriate aspects of career planning and development, facilitate experiential education opportunities, and build and sustain strong relationships with potential employers.

CAMPUS LIFE

Vice President for Student Affairs Suite
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 Assistant Vice President, **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. All clubs, organizations, Greek Life, the Student Government Association and Exploriation (La Salle's comprehensive Orientation program) all are represented in this unit.

MINISTRY, SERVICE AND SUPPORT

College Hall, Lower Level
215.951.1048

and

St. Neumann Annex
215.951.1932

This unit is supervised by Assistant Vice President, **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. Br. Robert Kinzler also chairs our university-wide Students of Concern committee, which provides outreach

and assistance to students who may be experiencing difficulties while attending La Salle.

TUITION AND FEE SCHEDULE

DAY DIVISION

Basic full-time tuition, per semester (all programs)	\$14,400
Part-time and Overload, per credit hour	960
Student Activities Fee, per semester (Full-time students)	200
Technology Fee, per semester	150
New Student Orientation Fall only	250
Wellness Fee, per semester	50
Nursing Test Assessment Fee	150
Nursing Clinical Fee, per clinical	100
Commencement Fee	150
General University Fee, per semester, part-time students	100

RESIDENCE HALLS AND DINING SERVICE

All fees are per semester

Single room rent	4,260
Large single room rent	4,676
Double room rent	3,878
Large Double Room Rent	4,030
Triple room rent	3,456
Quad room rent	4,030
St. Basil single room rent	4,260
St. Basil double room rent	4,030
St. Basil large double room rent	4,445
St. Basil suite rent	4,445
St. Basil large suite rent	4,905
Apartment single room rent	4,445
Apartment double room rent	4,260
Graduate single apartment rent	4,905
Graduate standard apartment rent	4,445
Townhouse single rent	4,905
Townhouse double rent	4,676

Meal Plans

Residence Hall Plans (must select one)

Explorer Unlimited plus \$300	3,440
Explorer 15 Meal Plan (weekly) plus \$200	3,110

Voluntary Plans

Block 115 plus \$200	1,220
Block 25 plus \$400	670
Block 50 plus \$300	768
Block 75 plus \$250	918

EVENING PROGRAMS AND SUMMER SESSIONS

Tuition, per credit hour	
<i>Post-Baccalaureate Programs</i>	
Dietetics Program	710

Pre-Medical Certificate	710
Pre-Speech Language-Pathology Program	710
ACHIEVE	630
Technology Fee, per semester	150
General University Fee, per semester	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.

INVOICES AND PAYMENTS

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

Fall semester: August

Spring semester: January

Summer semester: May

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.

Write your student ID number on the face of the check/money order to ensure accurate and timely processing. A \$45 fee will be assessed for all returned checks. If the University receives a total of three returned checks, all future payments must be made via cash, certified check, or money order. **DO NOT SEND CASH THROUGH THE MAIL.**

When you access your eBill you will also be able to pay on-line. If full payment cannot be made, the La Salle Payment Plan is available.

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 Student Accounts Office to be applied to your account. To be eligible, the third party must be a recognized organization, not an individual. The official notification must be on letter-head and contain the following, student name,

La Salle Identification number, amount that will be paid, billing instructions and signature of authorized representative. Remember to remit payment for any amount due, not covered by a third party. Third party billing authorizations are accepted in lieu of payment and should be received by the payment due date. Please fax or email your billing authorization to 215.951.1799 or studentar@lasalle.edu.

LATE FEES

A one percent monthly late payment fee will be assessed to all students who have not made payment in full or acceptable payment arrangements by the tuition due date for the semester. The fee will be monthly.

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

TUITION AND FEES 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.

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

When registration has been finalized, a student shall be considered to be in continuous attendance until proper notice of withdrawal is received by the University. Students must file a withdrawal with the Dean of their school of study. Ceasing to attend and/or giving notice to your instructor(s) does not constitute the proper notice of withdrawal. The allowed percentage of a tuition refund will be based upon the date the notice of withdrawal is received.

*For the purpose of refund computation, a week shall be defined as the period of seven consecutive days; beginning with the official start date of the semester, not the first day of a class or first day of attendance.

** The first day of the semester is defined as the official start date of the semester, not the first day of a class or first day of attendance.

FULL FIFTEEN WEEK TERM

Up to and including the first week* of the semester	100% refund
Second week	60% refund
Third week	40% refund
Fourth week	20% refund
After fourth week	no refund

TEN THROUGH TWELVE WEEK TERMS

Up to and including the first week* of the semester	100% refund
Second week	60% refund
Third week	20% refund
After the third week of the semester	no refund

FIVE THROUGH NINE WEEK TERMS

Up to and including the second day of the semester	100% refund
First week of the semester	60% refund
After the first week of the semester	no refund

ONE THROUGH FOUR WEEK TERMS (INCLUDES INTER-SESSION)

Up to and including the first day** of the semester	100% refund
After the first day of the semester	no refund

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 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 Financial Aid Office 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 Financial Aid Office. 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 \$5,000 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 Financial Aid Office 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 Financial Aid Office at 215.951.1070. Information for full-time and part-time veteran students is also available under the Active Duty Veterans link within the Tools and Resources section of www.lasalle.edu/financaid.

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:

- Accenture Endowed Fund

- 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
- Lester Barenbaum Endowment Fund
- 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
- James J. Broussard, '58, Endowed Scholarship
- Gregory O. Bruce Business Scholars Co-op Program Endowment
- Dr. Leonard A. Brownstein Scholarship
- George and Elsie Bucs Scholarship
- Maj. Gen. Burns ROTC Scholarship
- BUSCA Scholarship for Latino Students
- Business Scholars Co-op/BSMBA Endowed Alumni Scholarship Fund
- John F. Byrne Memorial Scholarship
- Canavo Endowed Scholarship in Science
- Carusi-Newcombe Endowed Scholarship
- Robert J. Chesco, '63, Memorial Scholarship
- Christian Brothers Scholarship
- Class of 1970 Scholarship
- Communication Department Faculty Award
- Lt. John H. Condon Memorial Scholarship
- Brother Damian Connelly Scholarship
- Bishop Corrigan Memorial Scholarship
- Dr. Robert J. Courtney, '41, Scholarship
- Cristo Rey Philadelphia Scholarship
- J. Russell Cullen Sr., '22, Memorial Scholarship
- Josephine Danielski Memorial Scholarship
- Michael A. DeAngelis Memorial Scholarship
- Robert L. Dean Writing Scholarship
- Brother G. Claude Demitras Scholarship
- St. Francis de Sales Scholarship
- J. Hugh, '64, and Nancy Devlin 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
- Brother John P. Dondero, F.S.C., '45, Endowed Memorial Scholarship
- Dr. Paul R. Doran and Catherine E. Doran Memorial Scholarship
- Francis J. Echelmeier Endowed Scholarship
- Leon Ellerson, '56, Endowed Memorial Scholarship
- Brother Patrick Ellis Alumni Scholarship
- Brother Emery Scholarship
- Ernst & Young Endowed 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
- Dr. Joseph F. Flubacher, '35, Scholarship
- Patricia A. Fogel, '87, Endowed Scholarship
- Ludwig M. Frank, M.D., '42, Endowed Memorial 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

- Sara Jones, M.A. '06, Memorial Scholarship
- Father Judge and Saint Hubert's High School 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
- John Langan, '63 and Dr. Judith Nadell Endowment for Student Success
- Frederick J. Leinhauser, '57, Endowed Alumni Legacy Scholarship
- 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
- Marketing Travel Study Scholarship
- Markmann Endowed Scholarship
- Timmy McCann Memorial 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
- Brother Gerard Molyneaux, F.S.C. Endowed Scholarship
- Brother Gerry Molyneaux Endowed Professorship
- 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
- Northeast Catholic High School Scholarship
- Northwest Veterans Scholarship
- John, '49, and Aileen Pagliei and Family Endowed 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
- James W. Staerk, '81, Endowed Scholarship
- Michael J. Tanney Jr., '59, Endowed 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
- Teofil Zajac Scholarship Award
- Ronald F. Zehnle, '63, Endowed 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 Financial Aid Office. 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 Financial Aid Office. Study abroad scholarships are available to qualified students.

Students interested in studying abroad must make an appointment with a representative in the Financial Aid Office 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 Financial Aid Office 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 withdrawing 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 intellectual 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," 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.

"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 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
- Chemistry 150 or 152
- 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

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 Histo-

ry, Biology, Chemistry, Communication, Computer Science, Criminal Justice, Digital Arts and Multimedia Design, Economics, Education, English, History, Information Technology, Mathematics, Nutrition, Philosophy, 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: Business Administration, Business Systems and Analytics, Entrepreneurship, Latin American Studies, Leadership and Global Understanding, Life Science, Management and Leadership, Marketing, and Risk Management and Insurance. The requirements are listed in their proper alphabetical place in the Course Requirements section of this catalog.

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 the La Salle University Career Center 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 soph-

omore 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 the La Salle University Career Center, 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 the La Salle University Career Center 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 70 to 80 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 1260 or a composite ACT score of 26 and who have high school GPAs of 3.5 or higher.

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:

Brother Michael J. McGinniss, F.S.C., Ph.D., '70, Director
honors@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.

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, at La Salle University at 215.951.1365 or 215.590.8808 ext. 30, or e-mail armyrotc@drexel.edu.

AIR FORCE ROTC

The AFROTC program offered through Detachment 750 at Saint Joseph's University offers college students a three- or four-year curriculum leading to a commission as a Second Lieutenant in the United States Air Force (USAF). In the four-year option, a student (cadet) takes General Military Course (GMC) classes during their freshmen and sophomore years, attends a 4-week summer training program between their sophomore and junior years, and then takes Professional Officer Course (POC) classes during their junior and senior years. Cadets in the three-year option will be dual-enrolled in both GMC classes during their sophomore year, attend a summer training program, and take POC classes during their junior and senior years. A cadet is under no contractual obligation with the USAF until entering the POC or accepting an AFROTC scholarship. The GMC

curriculum focuses on the scope, structure, organization, and history of the USAF with an emphasis on the development of airpower and its relationship to current events. The POC curriculum concentrates on the concepts and practices of leadership and management, and the role of national security forces in American society.

In addition to the academic portion of the curricula, each cadet participates in a two-hour Leadership Laboratory (LLAB) and two hours of Physical Training (PT) each week. Both LLAB and PT utilize the cadet organization designed for the practice of leadership and management techniques.

Further information on the AFROTC program at Saint Joseph's University can be found at sites.sju.edu/afrotc, or students can contact detachment personnel directly at:

Unit Admissions Officer
AFROTC Detachment 750
Saint Joseph's University
Philadelphia, PA 19131
Phone: 610.660.3190
Email: rotc@sju.edu

COURSES AT CHESTNUT HILL COLLEGE

The cooperation of La Salle with Chestnut Hill College, a Catholic college 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 to determine which examinations are acceptable, the signature of approval must be executed on the CLEP Application form.

While the academic Assistant 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 Evening and Weekend Programs website at lasalle.edu/evening-and-weekend.

STUDENT RESPONSIBILITIES AS MEMBERS OF THE LA SALLE UNIVERSITY COMMUNITY

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 Rights and Responsibilities Handbook*, and any rules and regulations subsequently promulgated through appropriate publication to the University community. Copies of the *Student Rights, and Responsibilities Handbook* 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	M	Military Leave of Absence
B	Very Good	W	Withdrawal
C	Average	S	Satisfactory
D	Passable	U	Unsatisfactory
F	Failure	X	Audit
I	Incomplete		

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 Assistant 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 Assistant 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:

1. completed within the academic year (fall, spring, and summer) 18 hours of new course work at satisfactory academic levels as indicated:
 - a. completed freshman status 1.50 or above*
 - b. completed sophomore status 1.75 or above*
 - c. completed junior status 2.00 or above*
 - d. within the senior year 2.00 or above*

*See "Classification of Students" for definition of status.

2. completed graduation requirements within a maximum of seven years of full-time study. For justifiable reason, exceptions may be determined by the Dean.

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.

1. 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.

2. Suspension:

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 (with exceptions noted) may elect one of the following options, assuming adherence to all other University policies:

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 is not available to international students since their visas require full-time status. 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 is not available to students who have ten or fewer courses remaining, due to the University's Residency Requirement that states that students must take their last 30 credits at La Salle. 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 department or school 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, 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.

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 catalog 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.

HIGH SCHOOL STUDENTS TAKING COLLEGE LEVEL COURSES

See Transfer Credit Policy.

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. Renewal of D’s will result in loss of credits and loss of respective requirements. Grades of renewed courses will remain and be noted on the transcript, and cumulative grade point average will be adjusted. 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 August 31, January 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 University will award a second bachelor’s degree to a student who has already earned a bachelor’s degree from an accredited institution. The student must meet the following conditions:

1. If the student holds a bachelor’s degree from La Salle University:
 - The La Salle student must receive written permission from the appropriate Assistant Dean and Chairperson to enter a new bachelor’s degree program.
 - Core requirements may be fulfilled by the student’s first bachelor’s degree.
 - A minimum of 30 credit hours are required as determined at the time the student matriculates in the second degree program.
 - A total of 70 transfer credit hours may be applied to the student’s undergraduate transcript.

All transfer credit must be taken prior to the student taking his or her last 30 credits at La Salle University.*

2. If the student holds a bachelor's degree from another institution:

- The new student must apply to La Salle University.
- In addition to major, number of credits, and GPA requirements, the student must fulfill the core requirements of one religion and one philosophy course. These courses may be included in the 70 transfer credits or completed at La Salle University.
- A maximum of 70 credit hours may be transferred toward the second degree.
- All transfer credit must be taken prior to the student taking his or her last 30 credits at La Salle University.*

*Students in the RN-BSN program – all transfer credit must be taken prior to the student taking his or her last 27 credits at La Salle University.

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 on the academic calendar, students should contact their Academic Adviser 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.

- Students enrolled in Ten through Full Fifteen Week Terms may register through the first full week of classes. A week shall be defined as the period of seven consecutive days; beginning with the official start date of the semester, not the first meeting day of a class or first day of attendance.

- Students enrolled in Five through Nine Week Terms may register up to and including the second day of the semester, not the second meeting day of a class or second day of attendance.
- Students enrolled in One through Four Week Terms (includes Intersession) may register up to and including the first day of the semester. The first day of the semester is defined as the official start date of the semester, not the first meeting day of a class or first day of attendance.

A course that is dropped during the registration period will no longer appear on the student's academic record. After the registration period is over, students may withdraw from a course on or before the withdrawal deadline. Refer to the section titled "Course Withdrawal."

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.
3. Students should consult with their financial aid counselor and/or veteran's benefits certifying official 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 Financial Aid and Student 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 certifying official to understand how this change in their enrollment status 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.

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 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.

TRANSCRIPTS

Students may request a transcript of their collegiate work through the Office of the University Registrar, in person, by mail, or online.

**SCHOOL OF
ARTS AND SCIENCES**

2 • 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, Communication, Criminal Justice, Economics, Education, English, History, Philosophy, Political Science, Religion, Sociology, and Spanish. Concentration in the science area may lead to a B.A. degree in Computer Science, Digital Arts and Multimedia Design (DART), Mathematics, or Psychology; or a B.S. degree in Biochemistry, Biology, Chemistry, Computer Science, Environmental Science, Information Technology, Mathematics, or Integrated Science, Business, and Technology.

The School also offers programs designed as preparation for health professions, law, 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 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 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.

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.

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.

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
 - 1. **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
 - 2. ART 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.

AMERICAN STUDIES

FACULTY

Francis McKee, Ed.D., Director

AFFILIATED FACULTY

PROFESSORS: Gallagher, Harty, Leibiger, Musser, Robison

ASSOCIATE PROFESSORS: Bogle, Conaty, Grauke, Jarvinen,
Narendorf, O'Connell, Sheehy

ASSISTANT PROFESSORS: 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*
- **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)

ART

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: Buccina, Heise, Schaefer

MISSION STATEMENT

The mission of the Art History program is to:

- 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. Students attain visual literacy that is critical for them to be successful in many professions.
2. Students gain critical thinking and superior written and oral communication skills, talents in demand by employees.
3. Students and faculty emerge with understanding of diverse artistic traditions and social values.
4. Through first-hand experience, students and faculty engage with artistic objects, collections, and sites in Philadelphia.
5. Faculty pursue innovative scholarship and pedagogy.

STUDENT LEARNING OUTCOMES

1. Recall and apply the basic terms of the discipline.

2. Demonstrate knowledge of major works of art or iconic images, and important artists, movements, and periods.
3. Perform close visual analysis of images using formal and iconographic tools.
4. Evaluate the inter-relationship between an image and its historical, social, intellectual and cultural contexts.
5. Write critically and clearly about a work of art or iconic image, and conduct research using primary and/or secondary sources.
6. Engage in hands-on experiences in art museums or cultural sites in Philadelphia.
7. Evaluate the different methodological approaches to art history.

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
- One (and only one) ART course may be counted toward the minor.
- The art history minor may, with permission of the Chair, **ARTH 460** (internship).

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 20th 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.

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 1250 to 1570. Emphasis will be on the social, economic, religious and political conditions in which the art of the age participates. It will include the study of artists such as Giotto, Fra Angelico, Donatello, Raphael and Michelangelo.

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 from 1580 to 1750. Emphasis will be on the social, economic, religious and political conditions in which the art of the age participates. It will include the study of artists such as Caravaggio, 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.

PREREQUISITE: 100- OR 200-LEVEL ART HISTORY OR PERMISSION OF THE INSTRUCTOR.

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 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 263-264
DRAWING
3 credits

This course provides students with mastery of basic principles of observation and familiarity with the potential and limitation of var-

ious media. This course provides studies of proportion, volume, perspective, and anatomy. Representation of still lifes, the human figure, and landscape using various media is also included. The course may be repeated for additional credit (Art 264) after the completion of Art 263.

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.

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MUSIC COURSE

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 at least two major concerts per semester. They learn to read music and to perform in 4-part harmony while exploring many musical genres, from classical to popular, and from sacred to secular, and many musical composers. 1 credit. Students may enroll in class up to 3 times.

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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.

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PREREQUISITE: MUS 150 OR 220 OR PERMISSION OF INSTRUCTOR.

BIOLOGY

FACULTY

James Pierce, Ph.D., Chair

PROFESSORS: Ballough, Hoersch, Pierce

ASSOCIATE PROFESSORS: Mickle, Samulewicz, Seitchik

ASSISTANT PROFESSOR: Church, DeHaven, Hazell, Zuzga

LECTURERS: Debardeleben, Lutz, Palma, Rothblat, Scott

PROFESSOR EMERITUS: Belzer

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 facilitates 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**

(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 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 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.

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.

PREREQUISITE: 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 164 W1
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.

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.

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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 the La Salle University Career Center 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, Price

ASSOCIATE PROFESSORS: Prushan

ASSISTANT PROFESSORS: Kramer, J. Straub

INSTRUCTORS: Grande

LECTURERS: Cunningham, L. La Belle, C. La Belle, Saddique

PROFESSOR EMERITUS: T. Straub

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.

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

Students demonstrate proficiency with required subject material as defined by the American Chemical Society for institutional accreditation.

1. Students demonstrate proficiency in laboratory practices including application of standard formulation techniques, familiarity with the operation and interpretation of data derived from common instrumentation, and implementation of laboratory safety procedures.

2. Students demonstrate effective communication of results to others including through both written and oral presentations as well as the preparation of well-organized posters for presentation. Effective communication is defined to include proper use of grammar, organization of material, effective presentation of results, and development of data-driven conclusions.
3. 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 COURSE

- **Natural Science**
 - CHM 150, 152

REQUIREMENTS

- **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.S. in Biochemistry:**
 - CHM 111-112
 - CHM 201-202
 - CHM 212
 - CHM 331-332
 - CHM 311
 - CHM 403
 - CHM 411
 - CHM 412
 - CHM 480
 - MTH 120 (It is strongly suggested that chemistry majors begin with Mathematics 120 as freshmen.)
 - MTH 221
 - PHY 105-106

For American Chemical Society certification, students are required to carry out at least one semester of undergraduate research (CHM 480). 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**

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. This course consists of three hours of lecture and three hours of laboratory.

PREREQUISITE: A C+ OR BETTER IN MTH 101 OR EQUIVALENT.

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. This course consists of three hours of lecture and three hours of laboratory.

PREREQUISITE: A C- OR BETTER IN CHM 111.

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 course 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. This course consists of three hours of lecture and three hours of laboratory.

PREREQUISITE: IS HIGH SCHOOL ALGEBRA.

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. This course consists of three hours of lecture and three hours of laboratory.

PREREQUISITE: C- OR BETTER IN CHM 112.

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. This course consists of three hours of lecture and three hours of laboratory.

PREREQUISITE: A C- OR BETTER IN CHM 201.

CHM 212 (S)

QUANTITATIVE ANALYSIS
4 credits

This course covers important areas of analytical chemistry, including statistics, error analysis, chemical equilibria, electrochemistry, and colorimetry. This course consists of three hours of lecture and three hours of laboratory.

PREREQUISITE: A C- OR BETTER IN CHM 112.

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. This course consists of three hours of lecture.

PREREQUISITE: A C- OR BETTER IN CHM 161.

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. This course consists of three hours of lecture.

PREREQUISITE: A C- OR BETTER IN CHM 262.

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. The course consists of four hours of lecture/laboratory sessions.

PREREQUISITES: A C- OR BETTER IN CHM 201.

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. 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.

PREREQUISITE: CHM 212 OR PERMISSION OF THE INSTRUCTOR.

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. The course consists of 75 minutes of lecture and six hours of laboratory.

PREREQUISITES: CHM 201-202.

CHM 331 (S)

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. The course consists of three hours of lecture and three hours of laboratory.

PREREQUISITES: A C- OR BETTER IN EACH OF THE FOLLOWING: CHM 202, MTH 221, PHY 105, AND PHY 106.

CHM 332 (F)

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. The course consists of three hours of lecture and three hours of laboratory.

PREREQUISITES: A C- OR BETTER IN EACH OF THE FOLLOWING: CHM 112, MTH 221, PHY 105, AND PHY 106.

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 the La Salle University Career Center 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. This course consists of three hours of lecture and three hours of laboratory.

PREREQUISITES: A C- OR BETTER IN THE FOLLOWING: CHM 331 AND CHM 332.

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. The course consists of three hours of lecture and three hours of laboratory.

PREREQUISITES: CHM 331 OR PERMISSION OF INSTRUCTOR.

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. The course consists of three hours of lecture and three hours of laboratory.

PREREQUISITE: CHM 411.

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

3-6 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 with a minimum of six research hours per week.

COMMUNICATION

FACULTY

Michael Smith, Ph.D., Chair

PROFESSORS: Dainton, Lannutti, Molyneaux

ASSOCIATE PROFESSORS: Dunleavy, Smith, Texter, Zelle

ASSISTANT PROFESSORS: Celano, Collins, Daily, Gallagher,
Lashley

LECTURERS: Ellis, Finn, Martino-Frank

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. To create an environment of continual improvement in teaching and learning through active faculty development, including peer observation, and assessment.
2. Begin to develop a systematic program through which students actively explore post-college options from their first day on campus to graduation through cooperation with the La Salle University Career Center, in-class activities/assignments, academic advising, and alumni engagement.
3. Increase efforts to identify, recruit, and commit new students at the undergraduate and graduate level.
4. To support and promote faculty research activities.
5. To deliver a curriculum that reflects both the current and ever-changing communication field and which prepares students for successful careers, service, or further study.
6. To explore social and community issues through specific co-curricular programming, classroom pedagogy, and course

units with the aim of illuminating communication's role in raising and resolving social issues.

7. To cultivate leadership opportunities for students, through co-curricular activities, and faculty, through campus projects and committees as well as professional associations.
8. Use appropriate opportunities presented by the Strategic Program Prioritization Process to create interdisciplinary partnerships to expand opportunities for students

STUDENT LEARNING OUTCOMES

The Communication Department at La Salle University has aligned our measures of student learning with the National Communication Association's (2015) learning outcomes in communication.

Students graduating with a degree in Communication should be able to:

1. Describe the communication discipline and its central questions
2. Employ communication theories, perspectives, principles, and concepts
3. Engage in communication inquiry
4. Create messages appropriate to the purpose, audience, and context
5. Critically analyze messages
6. Demonstrate the ability to accomplish communicative goals (self-efficacy)
7. Apply ethical communication principles and practices
8. Utilize communication to embrace difference
9. Influence public discourse

POWERS COURSE

- **Speech**
 - **COM 150**

REQUIREMENTS

- **Required for Major in Communication: 15 courses**

Communication Core:

- **COM 101**
- **COM 102**
- **COM 150**
- **COM 205**
- **COM 312**

- **COM 316**

Communication Management Track:

- **COM 215**
- **COM 315**
- **COM 317**
- **COM 320**
- **COM 415**
- Choice of two: **COM 267, 325, 345, 365**

Journalism Track:

- **COM 206**
- **COM 208**
- **COM 302**
- **COM 357**
- **COM 308**
- **COM 356**
- **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

- **COM 204**
- **COM 208**
- **COM 302** or **303**
- **COM 301**
- **COM 358**
- **COM 308**
- **COM 368**
- **COM 408**

Public Relations Track

- **COM 207**
- **COM 206**
- **COM 317**
- **COM 338**
- **COM 357**
- **COM 387**
- **COM 407**

Electives

- One or two additional communication electives are required depending on the chosen track. Internship and co-operative education experiences may count as ONE communication elective.

- **COM 208** Video Field Production
- **COM 302** Broadcast Journalism
- **COM 308** Media Law
- **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
- One 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
- One of **COM 302** Broadcast Journalism or **COM 303** Scriptwriting
- **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
- One 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 examines the factors that influence interpersonal communication, effective and ineffective interpersonal communication practices, and the effects of interpersonal communication on our personal and professional lives. Specific topics include how culture influences communication, conflict management, the power of language, and the influence of communication on relationship development, maintenance, and deterioration.

COMMUNICATION MINORS

General Communication

- **COM 150** Presentation Skills
- One of **COM 101** Intro to Mass Media or **COM 102** Interpersonal Communication
- Two 200-level Com courses*
- Two 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.

Journalism

- **COM 101** Intro to Mass Media
- **COM 206** Fundamentals of Journalism

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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 significant theories of communication, including interpersonal communication, mass media, and persuasion theories. Students will be introduced to theories in the humanistic, social scientific, and critical traditions. A focus of the course is on practical application of theory to real world problems and situations. The course is geared toward sophomore students with limited exposure to communication coursework.

PREREQUISITES: COM 101 AND COM 102.

COM 206 (F, S)

FUNDAMENTALS OF JOURNALISM

3 credits

This is a beginning course that teaches students how to report and write news stories that are accurate, fair and complete. Students will learn the basic elements of reporting --how to observe events, how to interview people, and how to use other research tools. Students will also learn how to structure news stories for different media platforms including print, broadcast and online.

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

Successfully working within a group or team setting is important for our academic, professional, and personal lives. This course blends the theory and practice of successful group communication. Through experiential activities, students will learn about group roles, collaboration, and effective and ineffective decision-making and problem solving.

COM 267

COMMUNICATION AND CONFLICT MANAGEMENT

3 credits

Communication can be the source of conflict, can reflect conflict, or can be a tool to resolve conflict. This course focuses on productive and unproductive conflict management processes, with a particular focus on the techniques associated with negotiation and dispute resolution.

COM 300

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.

COM 301 (F, S)

MEDIA IN AMERICA

3 credits

This course explores how the media industries of television, radio, and the web have grown and changed through exploration of the economics, regulation, and effects of current entertainment and news media. Students will analyze how media companies make decisions based on research, discuss up to the minute news related to the business practices of media conglomerates, and learn the impact of media business decisions on society and culture.

PREREQUISITE: COM 101.



COM 302 (F)
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
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, professional communicators, and citizens, along with the ethical principles that underpin effective communication practices. Topics include privacy, defamation, press freedom, media regulations, interpretations of the First Amendment with regard to emerging technologies.

COM 310
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 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

Through reading and reflection, students will assess their own interpersonal communication skills. Students will also explore interpersonal programs of research, such as: forgiveness, jealousy, distance relationships, and bullying.

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

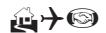
This course surveys classic concepts and theories associated with organizational communication such as leadership, organizational culture, and the role of organizations in society. Contemporary issues such as globalization and technology are also featured, as well as a focus on the practical skills necessary for a successful job search.

COM 319
ADVANCED PERSONAL AND PROFESSIONAL PRESENTATIONS
3 credits

This advanced course is designed to maximize professional success through an in-depth focus on achieving presentation goals. Students will learn how to effectively present themselves as skilled content experts in professional settings.

PREREQUISITE: COM 150.

COM 320 (S)
COMMUNICATION AND CULTURE
3 credits



Communication between members of different cultural groups is complex and challenging, and can lead to misunderstanding and a lack of trust. This course focuses on uncovering historical patterns that influence values, beliefs, and behaviors within cultural groups, and how these issues influence communication practices. A particu-

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lar focus is on increasing knowledge and skills to improve communication between races and other ethnic and cultural groups.

COM 325 NONVERBAL 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 337 ADVERTISING 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 338 (F) SOCIAL 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 345 COMMUNICATION 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 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.

PREREQUISITE: COM 102

COM 368 (S)
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 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, 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



This course challenges students to critically evaluate contemporary interpersonal, group, and organizational communication practices. Students will uncover implicit assumptions regarding positive and negative communication patterns, and will both analyze and synthesize current scholarship focusing on these issues. As part of the course, students will reflect on their own communication patterns and will actively develop competencies to increase professional success.

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 and Criminal Justice)

DIGITAL ARTS AND MULTIMEDIA DESIGN (DART)

FACULTY

Susan Dixon, Ph.D., Chair

ASSOCIATE PROFESSOR: Camomile

AFFILIATED FACULTY

ASSOCIATE PROFESSORS: Beatty, Blum

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**

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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.

CSD 310 (S)

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 (S)

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 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 (F, S)
WEB DESIGN AND 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.)

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

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
TYPOGRAPHY FOR PRINT AND WEB
3 credits

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 AUTHORIZING
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: DART 230.

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

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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 (S)

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.

ECONOMICS

FACULTY

H. David Robison, Ph.D., Chair

PROFESSORS: Mshomba, Robison

ASSOCIATE PROFESSORS: Paulin

ASSISTANT PROFESSORS: Pellillo, Mallon

LECTURERS: Baffoe-Bonnie, Carse, Scott

PROFESSOR EMERITUS: George

ECONOMICS

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.

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

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.

ECONOMICS AND INTERNATIONAL STUDIES

(Administered by the Chair, Economics Department)

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

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
9. Students will demonstrate proficiency in a foreign language

REQUIREMENTS
■ 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

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, 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 HIS334 and POL 334.

**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 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.

**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.

PREREQUISITE: ECN 150**PREREQUISITES:** ECN 201, AT LEAST SOPHOMORE STANDING, AND PERMISSION OF DEPARTMENT CHAIR.**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.

**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.

PREREQUISITE: ECN 150.**PREREQUISITES:** ECN 150, 201.**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 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 prepara-



tion 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.

EDUCATION

FACULTY

Laura Roy, Ph.D., Chair

Sharon Montgomery, Field Placement Director

PROFESSORS: Bednar, Williams, Yost

ASSOCIATE PROFESSORS: Lewinski, Liang, Mosca, Richardson,
Rulli, Schoen

ASSISTANT PROFESSORS: Byrne, Patrylo

PROFESSOR EMERITUS: Clabaugh, Feden, Vogel

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. In collaboration with successful partnership schools and agencies, the Department of Education aligns educator preparation with realistic school and community 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

Program Goals are aligned with the InTASC Standards

1. The Professional educator 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 educator 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 educator 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 educator 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 educator 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 educator 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 educator 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 educator 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 educator 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 educator 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 (grades 7-12), early elementary PreK-4/special education PreK-8 (ESEC), and middle-level (grades 4-8) social studies, English, or mathematics (ESMD or ESML). These programs are approved by the Pennsylvania Department of Education (PDE) and lead to a B.A in Education. 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 (candidacy) to the teacher education certification programs must be made after completion of 60 credits (which typically occurs at the end of the sophomore year). GPA and Basic Skills Testing requirements must be met in order to pass PDE candidacy requirements. 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: Clearance and Field Work Requirements

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 Director of Field Placement makes placements for all education majors 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 Director of Field Placement. 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.

Note: Student Teaching and Teacher Certification

Students apply for Stage II candidacy in the education certification programs 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. PDE 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.

SECONDARY EDUCATION

■ Requirements for a Major in Secondary Education (EDC) Grades 7-12:

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 major), English, Communication, Biology, Chemistry, Mathe-

mathematics, and Spanish (PreK-12). Dual major with Religion and Secondary Education does not lead to teacher certification.

- **EDC 103** Human Learning, Cognition, and Development
- **EDC 104** Educational Diversity in America
- **EDC 224** Adolescent Development
- **EDC 324** Differentiating Instruction for Adolescents Using Technology
- **EDC 304** Reading in the Content Area for Secondary Educators
- **EDC 336** Foundations of Education and Curriculum (Secondary)
- **EDC 401** The Art and Science of Teaching
- **EDC 470** Special Methods of Teaching (The Professional Semester)
- Courses designated for associated discipline (See the Department of Education Student Handbook and content area advisers for specific courses.)

■ Requirements for Dual Religion and Secondary Education Major (No Certification):

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.

- **EDC 103**
- **EDC 104**
- **EDC 224**
- **EDC 304**
- **EDC 324**
- **EDC 336**
- **EDC 401**
- **EDC 470**
- Courses designated by the Religion Department.

MIDDLE LEVEL EDUCATION

■ Requirements for Middle Level (4–8) and Special Education (Pre K–8): Concentration in Social Studies, Mathematics, or English/Language Arts):

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.

- **EDC 103** Human Learning, Cognition, and Development
- **EDC 104** Educational Diversity in America
- **EDC 120** Foundations of Literacy
- **EDC 217** Learning and Teaching Mathematics
- **EDC 218** Cultural Geography for Teachers
- **EDC 219** Integrated Social Studies
- **EDC 220** Teaching Literacy in the Content Areas
- **EDC 307** Differentiated Instruction, Assessment, and Technology Integration
- **EDC 308** Assessment, Accommodations, and Adaptations for Students with Disabilities
- **EDC 309** Diati Lab
- **EDC 310** AAASD Lab
- **EDC 320** Teaching Literacy in the Inclusive Classroom

- **EDC 325** Teaching English Language Learners
- **EDC 431** Middle Level Foundations
- **EDC 430** Student Teaching Seminar on Inclusion Practices
or **EDC 475** The Professional Semester: Teaching and Research Methods
- **EDC 474** Student Teaching: Inclusion Classroom
- **IMS 162** Exploring in Science and Mathematics I
- **IMS 262** Exploring in Science and Mathematics II
- Courses designated for associated concentration: Mathematics, Social Studies, or English/Language Arts (See the Department of Education Student Handbook and major advisers for specific courses.)

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.

■ Requirements for Major in Early Elementary (Pre K–4) and Special Education Pre K–4 (ESEC):

- **EDC 103** Human Learning, Cognition, and Development
- **EDC 104** Educational Diversity in America
- **EDC 120** Foundations of Literacy
- **EDC 217** Teaching Mathematics
- **EDC 219** Integrated Social Studies
- **EDC 220** Teaching Literacy in the Content Areas
- **EDC 307** Differentiated Instruction, Assessment, and Technology Integration
- **EDC 308** Assessment, Accommodations, and Adaptations for Students with Disabilities
- **EDC 309** Diati Lab
- **EDC 310** AAASD Lab
- **EDC 320** Teaching Literacy in the Inclusive Classroom
- **EDC 325** Teaching English Language Learners
- **EDC 326** Early Childhood Foundations
- **EDC 410** Physical Education and Health for the Developing Child
- **EDC 473** The Professional Semester: Student Teaching
- **EDC 475** The Professional Semester: Teaching and Research Methods
- **EDC 477** Seminar in Special Education
- **EDC 478** Special Education Practicum
- **IMS 162** Exploring in Science and Mathematics I
- **IMS 262** Exploring in Science and Mathematics II

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./Secondary Education 7-12 Certification
- M.A./Special Education Certification in EITHER PK-8 or 7-12
- M.A./Choice of Concentration Options
 - Autism Endorsement
 - Instructional Coach Endorsement

■ Requirements for Master of Arts in Education in Fifth year:

See the Director of Graduate Education (Olney Hall 112)

MINOR IN EDUCATION

■ Requirements for a Minor in Education:

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

- **EDC 103** Human Learning, Cognition, and Development
- **EDC 104** Educational Diversity in America
- **EDC 120** Foundations of Literacy
or **EDC 220** Teaching Literacy in the Content Areas
- If interested in Early Elementary Education, choose 1 course from these options:
 - **EDC 217:** Learning and Teaching Mathematics
 - **EDC 218:** Cultural Geography for Teachers
 - **EDC 219** Integrated Social Studies
- If interested in Secondary Education, choose
 - **EDC 224:** Adolescent Development
- **EDC 233** Autism: A Family Focus
- If interested in the 5th Year Program, choose 1 course from these options (instead of **EDC 233**):
 - **EDC 324** Differentiating Instruction for Adolescents Using Technology
 - **EDC 325** Teaching English Language Learners
 - **EDC 326** Early Childhood Foundations
or **EDC 336** Foundations of Secondary Education and Curriculum

NOTE: Course substitutions must be approved by the Chair of Education.

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.

SPECIALIZED SPANISH AND ELEMENTARY EDUCATION DOUBLE MAJOR FOR SPANISH IMMERSION TEACHING

Spanish immersion teachers, in addition to teaching language and culture, must also be able to instruct in content areas such as math, science, and social studies in the target language. Therefore, these teachers must have native or near native Spanish fluency, as well as have a good understanding of second language acquisition theories and pedagogy.

Candidates for this double major will take the Early Childhood (PK-4) sequence of courses offered by La Salle's Education department in order to meet certification requirements for Pennsylvania. There are reciprocal licensure agreements between Pennsylvania and several other states. This specialized double major gives students the opportunity to gain the necessary knowledge in second language acquisition theories and pedagogy as well as the skills in both Spanish and English to teach in related content areas, in order to qualify for positions as immersion teachers.

Those wishing to become Spanish immersion teachers will follow the carefully designed course sequence prepared by the Foreign Language and Education departments and will receive advisement from both. Students must take a Spanish placement test before beginning the program. Below are the program's minimum requirements. However, the Spanish curriculum may be adjusted based on a student's initial placement level.

FOUR-YEAR ROSTER
DUAL MAJOR: EDUCATION (PRE K-4) AND SPANISH
IMMERSION TEACHING

Freshman Year

Fall	Spring
ENG 110	SPN 204 or 302
SPN 203 or 301	EDC 104
EDC 103	IMS 162 (4)
EDC 120	PHL 151 or 152
REL 150 or 153	ENG 150

Sophomore Year

Fall	Spring
ENG 210	SPN 300/400 level
IMS 262 (4)	EDC 219
SPN 300/400 level	EDC 220
EDC 217	HIS 300
HIS 151	CSC 151 or 152

Junior Year

Fall	Spring
SPN 300/400	EDC 307/309 (7 credits)
SPN 300/400	SPN 300/400 level
PHL 200 or above	SPN 300/400 level
EDC 325	PHL 200 or above
ENG 200 or above	Elective

Senior Year

Fall	Spring (Student Teaching Semester)
SPN 330 Secondary Language Teaching Methods*	EDC 474 (12 credits)
SPN 331 The Foreign Language Classroom*	EDC 475 (3 credits)
REL 200 or above	
EDC 410 (2)	
EDC 326	

*Note: SPN 330 and 331 may be taken prior to the senior year depending on course cycling.

At least one 300/400 level Spanish course should be a literature or culture about Spain and at least one course should be a Latin American literature or culture, or SPN 307 (Commercial Spanish). SPN 307 is strongly recommended for students in this double major.

Students may elect to do a study abroad semester either in the fall of their junior year or in the summer. If taken in the summer, they could do two sessions for a total of six credits.

COURSE DESCRIPTIONS
EDC 101
EDUCATION IN AN URBAN CONTEXT

3 credits/Core Concentration

This three-credit course will use the rich resources of the great city of Philadelphia to provide prospective educators with a general introduction to the roles, responsibilities and skills necessary for success in the profession, whether they pursue traditional classroom teaching roles or non-traditional roles in alternative learning settings that may include non-profits, youth service organizations, and cultural/arts/science venues. During this course you will explore a number of cultural and historic venues as you travel about the city under the close guidance of education department faculty members. You will meet some interesting citizens who have lived out their lives in the city, engage in lively seminar discussions focused on your explorations, and hone your creative skills by completing assignments carefully designed to help you develop your critical thinking abilities.


EDC 103 (F, S)
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 EDC 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 EDC 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 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 233 (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 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 conjunction with this course.

PREREQUISITES: EDC 103, EDC 104, EDC 224, AND EDC324.

EDC 306

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 nonmajors.

**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 PreK-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, EDC 104, 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 326 (S)**FOUNDATIONS OF AMERICAN EDUCATION: DEVELOPING A CRITICAL UNDERSTANDING OF EDUCATIONAL THOUGHT AND PRACTICE**

3 credits/Concentration Option

This course provides an introduction and overview of the field of early childhood education from both a historical and contemporary context. Course content engages teacher candidates in the exploration of their role as professionals in the field of early childhood education. Issues impacting the field of early childhood education in America will be investigated. Major philosophies and theories related to the development of young children and their implications for teaching and learning in an inclusive early childhood setting will be explored. Course content delves further into early childhood curriculum models in the US and understanding learning in early childhood education integrates all domains of development including social, emotional, language, cognitive, physical, and the arts. Understanding how to develop an inclusive classroom environment that embraces diversity and builds family and community relations is emphasized.

EDC 336 (S)**FOUNDATIONS OF SECONDARY EDUCATION AND CURRICULUM**

3 credits/Concentration Option

This course examines schooling and its problems in historic, social, economic, legal, organizational, philosophical and global contexts. The intents and effects of middle level and high school educational institutions past and present are evaluated. Schooling-related controversies are dissected and the organizational complexities of secondary school structures are analyzed. Numerous levels of assessment and accountability are researched. Theories and practices of curriculum development and standards are studied and applied to the construction of a values based curriculum. The course provides

resources for the development of educational policy-making perspective skills. It stresses the knowledge, skills and dispositions that make teachers effective curriculum and school leaders.

EDC 369 (F)**TEACHING SCIENCE AS INTEGRATED INQUIRY**

3 credits/Concentration Option

This course will focus on how to develop student understanding of science and nature of scientific inquiry through inquiry-centered approaches that are in harmony with the contemporary research on cognitive science, motivation, and learning and instruction. It will also address science education standards, curriculum, research, and classroom application. The course is taught using active learning strategies / tools such as scientific inquiries / investigations, demonstrations, field trips, teaching trials, discussion, and instructional technologies. Throughout the semester, students will be provided with many opportunities to engage in personal and collaborative inquiry about teaching and learning science.

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 336.

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**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**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 460 (S)**EDUCATION INTERNSHIP SEMINAR**

3 credits

This three-credit course is a research seminar that accompanies the education internship experience. The focus of this seminar is on applying knowledge and skills that students have gained in their previous coursework to the work expected of them in a multitude of learning organizations. Students will contact an action-research study and design an implementation plan based on action research

for internship experience. This seminar does NOT meet certification requirements.

EDC 461 (S)**EDUCATION INTERNSHIP**

6 credits

This six-credit internship course is an experiential program element within the Education Studies program that completes student preparation for professional life in the non-traditional educational setting. The experience operationalizes the research-based plan in EDC 460. The internship experience addresses identified, site-specific needs under the tutelage of a site expert and the coaching of the seminar instructor. This authentic application of knowledge and skills gained in previous coursework is realized in the context of job performance expected of them in the assigned learning organization(s). Students will be challenged to analyze, reflect upon and adjust educational plans and activities assigned by the internship host for purposes of achieving set goals. This internship does NOT meet certification requirements.

EDC 470 (S)**SPECIAL METHODS OF TEACHING (THE PROFESSIONAL SEMESTER)**

12 credits/Capstone

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. To be eligible for student teaching, the student is required to make formal application for Stage II candidacy in the Secondary Education (EDC) program.

PREREQUISITES: SENIOR STANDING, ACCEPTANCE INTO STAGE II CANDIDACY, AND ALL OTHER COURSEWORK FOR BOTH MAJORS (EDUCATION AND CONTENT AREA).

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. Pre-requisites: 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 OR EDC 474

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 (S)**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 (F)**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.

ENGLISH

FACULTY

Kevin J. Harty, Ph.D., Chair
 Elizabeth Langemak, Ph.D., Graduate Director
 Bryan Narendorf, Ph.D., Assistant Chair
 James Jesson, Ph.D., Acting Coordinator of First-Year Writing

INTERNSHIP COORDINATOR: Harty

PROFESSORS: Harty, Musser, Soven

ASSOCIATE PROFESSORS: Allen, Beatty, Betz, Busse, Franson,
 Grauke, Jesson, Narendorf

ASSISTANT PROFESSORS: Langemak

INSTRUCTORS: Hibsichman

PROFESSORS EMERITI: Burke, Butler, Fallon

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.

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

REQUIREMENTS

- **Required for Major in English: 13 courses**
- **Required for Double 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 prejudice). 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.

■ Required for 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

■ Required for 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

■ Required for 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. Syl-

labi 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

**PREREQUISITE:** ENG 305.**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 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 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 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 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 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 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 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 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 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.

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.

COURSE DESCRIPTIONS

ENT 201 (formerly BUS 170)

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

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 (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.

ENVIRONMENTAL SCIENCE

FACULTY

Alice Hoersch, Ph.D., Director

AFFILIATED FACULTY

ASSISTANT PROFESSORS: Church

MISSION STATEMENT

The mission of Environmental Science is to provide students the experiences necessary for them to understand their role as scientists and intelligent caretakers of our planet and its resources. 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. Conservation and sustainability are constant themes in our courses. We are dedicated to the LaSallian tradition of excellence in teaching, and service to society and are committed to developing the full intellectual, personal, and social potential of our students in an environment of mutual respect and cooperation.

Environmental Science is designed to prepare our graduates for environmental or energy related positions in private industry or government, as well as acceptance into graduate programs (science or policy/management), or service institutions and agencies (Peace Corps, AmeriCorps, etc). Students 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 Environmental Science program can also serve as a pre-teaching program, preparing students for certification in education programs.

PROGRAM GOALS

1. Students will think like a scientist; that is, they will be able to distinguish between observation and interpretation. They will be able to read scientific articles and understand the value of data collection and observation, and draw conclusions based on these data.
2. Students will have the skills that allow them to observe our planet and generate ideas to help solve problems.
3. Students will use 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.
2. Have experiences with environmental/geological illustrations and maps and know how to perform environmental field investigations.
3. Have skills enabling them to interpret scientific data in our sciences.
4. Have the option to enter graduate or professional school in environmental sciences, policy, law or other related fields.
5. 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. 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:

The requirements for the Environmental Science major are being revised. Students admitted for the 2017-18 academic year will follow the requirements in the 2018-19 Undergraduate Catalog. These requirements will include the following courses or their equivalents:

- MTH 120
- CHM 111 and 112
- BIO 210
- BIO 230
- GEO/ENV 153

Environmental Science majors are encouraged to take the following courses to satisfy university requirements:

- ECN 351
- POL 316
- PHL 306
- ENG 409
- PSY 225

The Director of the Environmental Science Program should be contacted for further information.

ENVIRONMENTAL SCIENCE MINOR

1. The major goal of this minor is to provide experiences in environmental issues for students majoring in programs other than environmental science. Students in this minor will be literate in environmental and global issues, including such diverse areas as policy, economic, philosophic, as well as scientific perspectives.
2. The minor prepares 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. The minor provides 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:

- **GEO/ENV 150** or **GEO/ENV 153** (REQUIRED)
- **BIO 157** (REQUIRED)

Students choose four courses from the following:

- **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.

GLOBAL LANGUAGES, LITERATURES, AND PERSPECTIVES

FACULTY

Victoria L. Ketz, Ph.D., Chair

PROFESSORS: Ketz, Kling

ASSOCIATE PROFESSORS: Biehl, Cerocchi, Ossa

LECTURERS: Ager, Buckley, Chubok, Colavita-Jacyszyn, Dolan, Fischetti, McCann, Neisser, Obst, Regan, Woods

PROFESSOR EMERITUS: Gómez, Rudnytzky

MISSION STATEMENT

The Department of Global Languages, Literatures, and Perspectives 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 Global Languages, Literatures, and Perspectives 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 Global Languages, Literatures, and Perspectives 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. To attain at least Intermediate High (according to standards set out by the American Council for the Teaching of Foreign Languages, ACTFL) level in A. reading, B. writing, C. aural comprehension, and D. speaking.
2. To use critical skills to analyze literary and cultural texts logically, fairly, and insightfully.
3. To use research skills to support literary and cultural analyses.
4. To understand the perspectives of at least two cultures (including American culture).
5. To challenge the student both cognitive and culturally through language.

PATTERNS COURSES

■ **Foreign Language:**

- **FRN, GER, ITL, RUS, SPN 101-102**
or **FRN, GER, ITL, RUS, SPN 201-202**
or **SPN 301-302, 311-312, 321-322.**

SPANISH

REQUIREMENTS

- **Required for Major in Spanish: 14 courses**
 - Ten courses in Spanish (Based on departmental placement)
 - Four courses in a second language (waived if double majoring)
 - 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.

COMMUNICATION SCIENCES AND DISORDERS (CSD) AND SPANISH DOUBLE MAJOR

The Communication Sciences and Disorders/Spanish double major aims to provide its students with the pre-clinical, linguistic and cultural foundations, which in addition to a master's degree in speech-language pathology, are necessary to treat and work with patients that are bilingual English/Spanish, as well as those that are Spanish speakers with limited English proficiency. Those wishing to become CSD/Spanish double majors must have their Spanish assessed by a Language faculty member in order to begin their studies at the appropriate level. After placement, students will follow the carefully designed course sequence prepared by the CSD and Languages departments.

REQUIREMENTS

Fulfill the requirements of the CSD major, as outlined by the Department of Communication Sciences and Disorders, and 10 Spanish courses starting at the intermediate level or higher.

- **Minimum Requirements for Spanish:**
 - **SPN 205** Intermediate SPN for Nursing and Health Sciences I
 - **SPN 206** Intermediate SPN for Nursing and Health Sciences II
 - **SPN 301** Adv. Conversation and Composition I
 - **SPN 302** Adv. Conversation and Composition II
 - **SPN 420** Spanish for Speech Pathologists
 - **SPN 421** Bilingualism in Spanish/English Speakers
 - **SPN 422** Introduction to Spanish Phonetics and Phonology
 - **SPN 423** Introduction to Spanish Dialectology
 - One 300/400 level Literature or Culture Course on Spain

- One 300/400 level Literature or Culture Course on Latin America or **SPN 307** Commercial Spanish.

*Students placing above the intermediate level will not take SPN 205 or 206. In lieu of these intermediate courses, students will take additional 300/400 level Spanish courses to fulfill their requirements. Heritage speakers of Spanish will take SPN 203 and SPN 204, Spanish for Heritage Speakers I and II, instead of SPN 301 and SPN302.

SPECIALIZED SPANISH AND ELEMENTARY EDUCATION DOUBLE MAJOR FOR SPANISH IMMERSION TEACHING

Spanish immersion teachers, in addition to teaching language and culture, must also be able to instruct in content areas such as math, science, and social studies in the target language. Therefore, these teachers must have native or near native Spanish fluency, as well as have a good understanding of second language acquisition theories and pedagogy.

Candidates for this double major will take the Early Childhood (PK-4) sequence of courses offered by La Salle's Education department in order to meet certification requirements for Pennsylvania. There are reciprocal licensure agreements between Pennsylvania and several other states. This specialized double major gives students the opportunity to gain the necessary knowledge in second language acquisition theories and pedagogy as well as the skills in both Spanish and English to teach in related content areas, in order to qualify for positions as immersion teachers.

Those wishing to become Spanish immersion teachers will follow the carefully designed course sequence prepared by the Foreign Language and Education departments and will receive advisement from both. Students must take a Spanish placement test before beginning the program. Below are the program's minimum requirements. However, the Spanish curriculum may be adjusted based on a student's initial placement level.

FOUR-YEAR ROSTER**DUAL MAJOR: EDUCATION (PRE K-4) AND SPANISH IMMERSION TEACHING****Freshman Year**

Fall	Spring
ENG 110	SPN 204 or 302
SPN 203 or 301	EDC 104
EDC 103	IMS 162 (4)
EDC 120	PHL 151 or 152
REL 150 or 153	ENG 150

Sophomore Year

Fall	Spring
ENG 210	SPN 300/400 level
IMS 262 (4)	EDC 219
SPN 300/400 level	EDC 220
EDC 217	HIS 300
HIS 151	CSC 151 or 152

Junior Year

Fall	Spring
SPN 300/400	EDC 307/309 (7 credits)
SPN 300/400	SPN 300/400 level
PHL 200 or above	SPN 300/400 level
EDC 325	PHL 200 or above
ENG 200 or above	Elective

Senior Year

Fall	Spring (Student Teaching Semester)
SPN 330 Secondary Language Teaching Methods*	EDC 474 (12 credits)
SPN 331 The Foreign Language Classroom*	EDC 475 (3 credits)
REL 200 or above	
EDC 410 (2)	
EDC 326	

*Note: SPN 330 and 331 may be taken prior to the senior year depending on course cycling.

At least one 300/400 level Spanish course should be a literature or culture about Spain and at least one course should be a Latin American literature or culture, or SPN 307 (Commercial Spanish). SPN 307 is strongly recommended for students in this double major.

Students may elect to do a study abroad semester either in the fall of their junior year or in the summer. If taken in the summer, they could do two sessions for a total of six credits.

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.

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. 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 205**INTERMEDIATE SPANISH FOR NURSING AND HEALTH SCIENCES I**

3 credits

This is an intermediate level I Spanish course designed for nursing and health sciences students. This course is a continuation of Elementary Spanish for Nursing and Health Sciences II and will reinforce and build upon the grammar and vocabulary acquired in that course. Special emphasis will be placed on communicating in Spanish in health related contexts. The course will focus on developing the four language skills: reading, writing, listening comprehension, and speaking. Not intended for native or heritage speakers.

PREREQUISITES: SPN 104, DEPARTMENTAL PLACEMENT OR DEPARTMENTAL PERMISSION

SPN 206**INTERMEDIATE SPANISH FOR NURSING AND HEALTH SCIENCES II**

3 credits

This is an intermediate level II Spanish course designed for nursing and health sciences students. This course is a continuation of Intermediate Spanish for Nursing and Health Sciences I and will reinforce

and build upon the grammar and vocabulary acquired in that course. Special emphasis will be placed on communicating in Spanish in health related contexts. The course will focus on developing the four language skills: reading, writing, listening comprehension, and speaking. Not intended for native or heritage speakers.

PREREQUISITES: SPN 205, DEPARTMENTAL PLACEMENT OR DEPARTMENTAL PERMISSION

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 330

SECOND LANGUAGE TEACHING METHODS

3 credits

Second Language Teaching Methods is a general course in second language acquisition theories and teaching methodologies for students interested in a career in second language teaching – both ESL and foreign language. Students will review and familiarize themselves with the dominant theories of the field by linguists such as Stephen Krashen, Michael Long, Susan Gass, Bill VanPatten, Jim Lantolf, and others. This course provides students the opportunity to weigh the merits of the two competing camps within second language acquisition and apply these theories to their own teaching by creating appropriate lesson plans and testing materials to maximize student learning and outcomes in all of the four language skills—reading, writing, speaking, and listening.

SPN 331

THE FOREIGN LANGUAGE CLASSROOM

3 credits

The Foreign Language Classroom is a course designed for students interested in a career as an immersion teacher of Spanish. The course will prepare students for teaching Pre-K to 4th grade children in the areas of Math, Science, and Social Studies. Through the review of various second language acquisition theories and teaching methods, students will design and present lessons and activities in Spanish targeting specific content areas.

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 com-

munities, 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 420

SPANISH FOR SPEECH-LANGUAGE PATHOLOGISTS

3 credits

This course introduces the double majors in speech-language and hearing science/Spanish to the Spanish vocabulary used during evaluations and treatments of communication and swallowing disorders. It also includes issues related to cross-linguistic and cross-cultural differences which affect clinical practice. Students will learn about language differences vs language disorders as they critic translated tests and compare them with those normed on Spanish speaking individuals. While using primarily Spanish in this course students will be exposed to a variety of clinical situations. Students will have a better understanding of the difference between interpreter and translators via practical projects.

PREREQUISITES: SPN 204 OR SPN 302. MUST BE A CSD/SPANISH DUAL MAJOR OR CSD MAJOR AND SPANISH MINOR AND PERMISSION FROM THE INSTRUCTOR.

SPN 421

BILINGUALISM IN SPANISH-ENGLISH SPEAKERS: DEVELOPMENT AND DISORDER

3 credits

This course is designed for double majors/minors in Communication Sciences and Disorders and Spanish. The course reviews bilingual language acquisition and development, and how the process may vary depending on whether the user is learning the second language simultaneously or sequentially. The topic of bilingualism is discussed from the phonological, lexical, semantic, and syntactical developmental process. The course also includes issues related to cross-linguistic and cross-cultural differences which affect evaluation and treatment of bilingual individuals. Additional topics include the consequences of bilingualism for language, cognition, and the brain.

PREREQUISITES: SPN 204 OR SPN 302. MUST BE A CSD/SPANISH DUAL MAJOR OR A CSD MAJOR AND SPANISH MINOR.

SPN 422

INTRODUCTION TO SPANISH PHONETICS AND PHONOLOGY

3 credits/ Concentration Option

Introduction to Spanish Phonetics and Phonology is a basic course about the production, articulation, and perception of the different sounds of the Spanish language as well as the rules that govern the pronunciation of such sounds. Basic readings and activities will focus on identifying, explaining and transcribing the vowels and consonants of the Spanish language. Students will also review the rules of accentuation in Spanish and how to divide words into syllables.

PREREQUISITES: SPN 204 OR SPN 302

SPN 423

INTRODUCTION TO SPANISH DIALECTOLOGY

3 credits

Introduction to Spanish Dialectology is a basic course in dialectology. The course reviews the processes of linguistic variations that differentiate geographic dialects of the Spanish language. Some topics include: language variations in Peninsular Spanish, Caribbean

Spanish, and Latin American Spanish. The course will also discuss the varieties of Spanish in the United States as well as the influences from other languages on Spanish.

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, Zorilla, 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, Dario, 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

OTHER LANGUAGES

COURSE DESCRIPTIONS

FRENCH

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.

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.

GERMAN

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: 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.

ITALIAN**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).

RUSSIAN**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.

LITERATURE COURSES**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.

HISTORY

FACULTY

Stuart Leibiger, Ph.D., Chair

PROFESSORS: Desnoyers, Leibiger, Ryan, Stow

ASSOCIATE PROFESSORS: Allen, Jarvinen, Sheehy, Stebbins

ASSISTANT PROFESSORS: Jallow

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 develop “the full intellectual, personal, and social potential of our students in an environment of mutual respect and cooperation,” 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 HIS 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.

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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 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 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 402

AMERICAN 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 333

THE AMERICAN IMMIGRANT

3 credits

This course focuses on the history of immigration to America and the ethnic impact upon American institutions.



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.

HIS 337

AFRICAN-AMERICAN HISTORY

3 credits

This course covers African-American history from colonization to the modern Civil Rights Movement.



HIS 415

FIERY 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 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 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 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 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 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 311**EUROPE 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 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.

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 336**THE 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 338**THE 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 339**THE 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 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 (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 surveys Latin American history from the pre-contact era (with an emphasis on Aztec, Mayan, and Inca cultures) through the Spanish and Portuguese empires. It employs social, cultural, and political history perspectives.

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 353**

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 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 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 350**

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 356**

TOPICS 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 351

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 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 AREA I, II, OR III.

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 430 (F, S)**

INTRODUCTION TO PUBLIC HISTORY

3 credits/Elective

Public History is the field within historical studies that communicates historical information to the general public within a variety of media. This semester, we will look at some of the ways which professional public historians participate in and lead those activities. Public historians follow a variety of career tracks: curators and collections care specialists; archivists; historic site managers and interpreters; historic preservationists and historic district advocates; historic archeologists and architects, and a variety of other fields are all part of the world of public history. This upper-level elective class is intended to be an overview, a glimpse at a variety of issues that face public historians in these various areas. We will examine how Americans have used the past, issues that face us as we interpret history and heritage, and the numerous career potentials available to professionals who wish to devote their careers to public history.

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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 482-485

SEMINARS

3-6 credits

INFORMATION TECHNOLOGY

(See Mathematics and Computer Science)

INTEGRATED SCIENCE, BUSINESS, AND TECHNOLOGY (ISBT)

FACULTY

Nancy L. Jones, Chair

PROFESSORS: Jones, Borkowski

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 education 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 103 (F)**

SCIENTIFIC DISCOVERY: PHAGE HUNTING I
4 credits

This course is designed to teach students how to do scientific research. It is the first semester of a year-long research-based project lab course in which students will participate in a nation-wide program in collaboration with undergraduates at other colleges. Students will isolate and characterize novel bacteriophages (viruses that infect bacteria) from the environment using modern molecular biology techniques.

ISBT 104 (S)

SCIENTIFIC DISCOVERY: PHAGE HUNTING II
4 credits

This is the second semester ("Phage 2") of a year-long research-based project lab course in which students will participate in a nationwide program in collaboration with undergraduates at other colleges. Students will describe the basic genome structure. This will involve mastering the strategies and computer programs required to predict where genes are located in the genome and annotating the function of those genes. These results will be presented for peer-review and will likely result in a scientific publication for the student.

ISBT 111 (S)

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 (F)

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 103.

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 BUS 100.

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 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

- 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 111

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.

INTERNATIONAL RELATIONS

(See Political Science)

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.

FACULTY

Lisa Jarvinen, Ph.D., Director

MISSION

The mission of the Latin American Studies Minor is to offer students a rigorous collection of interdisciplinary courses and co-curricular experiences that will lead them to a deeper understanding of Latin America, its people, and its relationship with the United States. In doing so, the program supports the University's larger mission of preparing students to practice civic engagement, provide leadership with a global perspective, and contribute to the common good.

PROGRAM GOALS

The program seeks to:

- Bring together and amplify expertise and interest in Latin America in areas throughout the University
- Offer an academic credential that will allow students from any major to demonstrate their mastery of the minor's learning outcomes
- Insure that students have available and are aware of opportunities for travel study or study abroad in the region
- Cooperate in the planning of co-curricular activities related to Latin America
- Create more connections between the program and learning or research opportunities outside of the University

STUDENT LEARNING OUTCOMES

On completing the program Latin American Studies Minors should:

- Have at least a basic ability to read, speak and write the Spanish language or, for students with greater initial knowledge, a more sophisticated grasp of Spanish grammar and usage

- Be able to explain major characteristics of Latin American history, politics, and culture
- Be able to make comparisons and distinctions between the United States and Latin America and evaluate the impact that each has had on the other
- Gain a deeper knowledge of at least one specific country in the region through a class project (such as a research paper) or, where possible, a travel experience

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 (ARTH 224, special topics)

- **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)

LEADERSHIP AND GLOBAL UNDERSTANDING MINOR (LGU)

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.

FACULTY

T.B.D.

MISSION STATEMENT

The Leadership and Global Understanding Minor is a program in civic engagement. Its mission is to teach students to be productive citizens and leaders in all of the communities in which they live: local, regional, national and global. Students are immersed in these communities through service learning, travel study and community partnerships. LGU begins with a commitment to the common good, showing students how to use curricular knowledge to improve the world from a social justice perspective. They are taught to connect inequities they see locally to those around the world and encouraged to work for both immediate and systemic change.

PROGRAM GOALS

- Connect Catholic Social Teaching and the Lasallian values of human dignity and educational/economic opportunity with the present day challenges of technology and globalization
- Enhance students' abilities to see the world from multiple perspectives by developing a set of cultural lenses and a world view beyond their own borders
- Help students develop a philosophy of service along with the skills needed to plan for a life committed to social justice in their careers and in their personal lives
- Ensure students have multiple international experiences, both through travel study and study abroad

- Employ student-centered and constructivist pedagogy so that students can foster leadership skills and initiative

STUDENT LEARNING OUTCOMES

On completing the Leadership and Global Understanding Program, LGU minors should:

- Understand and be able to explain the complex and large scale changes (environmental, economic, political and technological) reshaping our local and global communities
- Identify those forces which threaten the common good locally and globally, stressing the effect, in particular, of poverty on those most marginalized
- Gain a deeper knowledge of and experience with leaders in our local community who successfully tackle social inequities in order to develop their own leadership skills and style
- Be able to compare and contrast the way different nations and cultures address these problems and the ways that the international community works together to do so
- Design and participate in real world engagement by conducting a "public action" designed with community partners

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.

LIFE SCIENCE MINOR

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.)

MATHEMATICS AND COMPUTER SCIENCE

FACULTY

Jonathan C. Knappenberger, Chair

PROFESSORS: Keagy, Longo, McCarty

ASSOCIATE PROFESSORS: Andrilli, Blum, DiDio, Fierson,
Highley, Kirsch, Knappenberger, Michalek, Redmond

ASSISTANT PROFESSORS: McCoe, 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.

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.

The department is proud to announce that it has received a grant from the National Science Foundation to help support student scholarships in Mathematics. This grant, totaling over \$583,000, provides renewable scholarships for qualified students in amounts of up to \$10,000 per year to study mathematics at La Salle. This grant is available to students entering the program in Fall 2017 who choose to major in mathematics. For more information, please con-

tact the department chair, Dr. Knappenberger, at knappenb@lasalle.edu.

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 demonstrate 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

1. demonstrate the usefulness, pervasiveness, and inherent beauty of mathematics
2. embrace current and emerging technologies in mathematics
3. introduce the logical foundations of mathematics and develop students' proof-writing skills
4. expose students to the fundamentals of probability theory
5. provide students with a wide array of elective offerings in pure and applied mathematics
6. provide students with examples of applications of mathematics and develop students' abilities to create mathematical models
7. prepare students for careers as educators, actuaries, analysts, statisticians, or other careers that will utilize their mathematical skills and
8. prepare students for further study in mathematics
9. utilize our vast alumni network to enhance curricular and co-curricular opportunities for our students
10. provide Math-B.S. students with the firm foundation in theoretical mathematics necessary for graduate study in mathematics
11. 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

1. demonstrate competency in the areas that comprise the core of the mathematics major
2. demonstrate the ability to understand and write mathematical proofs
3. be able to use appropriate technologies to solve mathematical problems
4. be able to construct appropriate mathematical models to solve a variety of practical problems
5. 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, S)
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 sufficient score on mathematics placement exam.

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 convergence 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 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 (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 (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 (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 (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 (Seven 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
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 partic-

ipants 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

1. The program will prepare students to design and create software in multiple contexts, including a variety of languages, platforms, data sources, and project sizes.
2. The program will prepare students to demonstrate knowledge of underlying principles of computing in the areas of computing theory, operating systems, networking, and computer architecture.
3. The program will prepare students for both full-time employment and graduate study.
4. Faculty will maintain currency and breadth in computer science theory and applications.
5. Faculty will utilize the alumni network to enhance curricular and co-curricular opportunities for computer science students.

STUDENT LEARNING OUTCOMES

Students will be able to:

1. demonstrate the use of computer science in solving problems
2. critically evaluate problems to determine project requirements
3. plan, develop and create solutions to problems incorporating current and emerging computer technologies
4. critically evaluate results and impact of their problem solving
5. demonstrate the use of various programming languages and computing environments
6. incorporate oral and written, and presentation skills as well as teamwork and collaboration tools into their problem solving methodology
7. explain relevant computer science theory
8. explain the computer science theory underlying the solutions to practical problems

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, S)

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 (F, Odd Years)

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 (F, Even Years)

.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 (S, Even Years)

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 (S, Odd Years)

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 (F, Odd Years)

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, 460
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 366
LANGUAGE 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, 377
SELECTED 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 381
SOFTWARE 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 446
DATA 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 prepara-

tion and evaluation of results, including human role in data mining; and ethical issues.

PREREQUISITE: CSC 280.

CSC 456
ARTIFICIAL 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 457
OPERATING 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 464
THEORY 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 470-479
SELECTED 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 481

PROJECT 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

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

The program will

1. prepare students to participate ethically and professionally in IT departments
2. prepare students to evaluate technology problems and solutions to support organizational needs
3. 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 (S)

COMPUTER ARCHITECTURE

3 credits

This course is an introduction to computer architecture and hardware; underlying structures needed to accomplish tasks electroni-

cally; and hardware and software architecture components relative to memory management, I/O control, and processing capabilities.

PREREQUISITE: CSIT 220.

CSIT 320 (F, Odd Years)

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 (S, Odd Years)

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 (S, Even Years)

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, 460

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.

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.

PHILOSOPHY

FACULTY

Robert J. Dobie, Ph.D., Chair

PROFESSORS: Tsakiridou, Van Fleteren

ASSOCIATE PROFESSORS: Dobie, Hymers

ASSISTANT PROFESSORS: Garver, Howell, Moreau, Volpe

INSTRUCTOR: Sullivan

MISSION STATEMENT

The mission of the Philosophy Department follows from the mission of La Salle University as a Lasallian institution of higher learning, that is, one within the Catholic tradition of humanistic education, one concerned with the practical application of this tradition in the personal and social orders, and one committed to excellence in teaching and learning.

PROGRAM GOALS

1. To serve the community as a place of integration where the members of the community can work together to bring the parts of the Lasallian enterprise into explicit relationship to the whole university.
2. To help faculty and students to grow in learning (knowledge, understanding, wisdom) in matters both speculative and practical.
3. To promote the search for coherence and integration in intellectual, curricular, moral and political debate.
4. To introduce the students to the philosophical tradition that has shaped Western culture and to bring the tradition into relationship with the global resources of the past and the present.
5. To provide a locus through courses, texts and programs for the special consideration of those questions, solutions, authors and texts that have formed the Catholic philosophical tradition.
6. To bring critical judgment to bear on all the traditions and movements that make up philosophy.
7. To help the faculty and the students to develop in the skills of thinking, reading, writing, and conversing.

STUDENT LEARNING OUTCOMES

1. Demonstrate knowledge of the views of some historically important philosophers (e.g., Plato, Aristotle, Kant, Nietzsche, Dewey)

2. Present clearly and rigorously in writing an extended argument on a topic of philosophic importance.
3. Reflect on one's intellectual and intuitive responses to issues concerning ethical values.
4. Comprehend and interpret philosophically significant texts.

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 is 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

These courses are offered through the Mathematics and Computer Science department. For more information, contact the chair of that department.

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 106
GENERAL 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 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; and 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 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 270-271
SPECIAL TOPICS
3-6 credits

POLITICAL SCIENCE

FACULTY

Michael Boyle, Ph.D., Chair

ASSOCIATE PROFESSORS: Glatzer

ASSISTANT PROFESSORS: Boyle, Leonard

POLITICAL SCIENCE PROGRAM

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
- POL 171

Comparative Government:

- POL 120
- POL 221

International Politics:

- POL 240
- POL 341

Political Theory:

- **POL 260**
- **POL 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.

INTERNATIONAL RELATIONS

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, Italian, 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** or **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 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.

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 VIL-LAGE.") 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

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)

- 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

Kelly McClure, Ph.D., Acting Chair

David Falcone, Ph.D., Acting Assistant Chair

ASSOCIATE PROFESSORS: Armstrong, Cardaciotto, Collins, Falcone, Fingerhut, Goldbacher, McClure, Montague, Moon, Spokas, Sude, Wilson, Zelikovsky

ASSISTANT PROFESSORS: Jacob, McMonigle, Phipps, Roth

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 attain a knowledge base in Psychology. Students will demonstrate and apply their knowledge of Psychology, including its concepts, vocabulary, principles, methodologies, theories, and subspecialties.
2. Students will demonstrate ability to apply academic skills to field of psychology. In addition to demonstrating literacy in psychology as described above, students will achieve proficiency in communicating in writing and orally about psychological issues in an effective and organized manner.
3. Students will develop skills in scientific inquiry and critical thinking. Students will use scientific reasoning to interpret psychological phenomena. They will demonstrate proficiency in problems solving and creative, integrative, and critical thinking. Students will be able to apply ethical principles and incorporate sociocultural factors in their interpretation of psychological research.
4. Students will show enhanced personal development. Students will behave in an ethical and socially responsible manner across settings, and be knowledgeable and sensitive to issues related to diversity. Students will achieve greater self-awareness, self-efficacy, self-regulation, and associated coping skills. They will apply psychological knowledge to enhance their relationships. Students will develop enthusiasm and curiosity about the human condition and their place in it.
5. Students will advance their professional development. Students will apply acquired skills and psychological knowledge to settings outside of academe. They will participate in a psychology-related organization, and engage in at least one career-related experience to hone workplace skills. Students will draft a career plan based on knowledge of educational and career options for psychology majors.

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. Pre-requisite: 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.

RELIGION AND THEOLOGY

FACULTY

Anthony Smith, Ph.D., Acting Chair

Rev. Francis Berna OFM, Director of Graduate Religion

PROFESSORS: McGinniss FSC, McGuinness

ASSOCIATE PROFESSORS: Angeles, Copeland, Crawford FSC,
O'Connell

ASSISTANT PROFESSORS: Dougherty, Downey, Regan, Smith

LECTURERS: Cleveland, Conway, Dolan, Giandomenico, Hallahan,
Johnson, Lee, Kinzler, Klose, McGowan, McMullan, Monaco

PROFESSOR EMERITUS: Kelly

MISSION STATEMENT

The Department of Religion and Theology promotes the Catholic Lasallian mission of the University by examining critically the central questions and frameworks of the world's religious traditions manifested in sacred texts, doctrines and practices; and by exploring how religious ways of knowing and being affect social, cultural, and ethical life. We prepare students for life in the multicultural and religiously plural 21st century by equipping them with a religious literacy that understands the historical developments, contemporary significance, and distinctiveness of at least one of the world's religions while also cultivating students' capability to engage religious difference in a self-reflective and socially conscious way.

PROGRAM GOALS

The Religion and Theology Department seeks to:

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 and Theology 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 inquires, 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

Student Learning Outcomes for REL 150 and REL 153:

- Identify the questions that religious traditions try to answer and recognize frameworks or approaches or methods of religious/theological inquiry to answer these questions
- Identify central symbol systems and liturgical/spiritual practices, and articulate their initial and ongoing meanings
- Recall and relate the historical contributions of significant figures and communities, and relate historical developments to contemporary manifestations/articulations of that religious tradition

Student Learning Outcomes for 200 and 300-level REL courses:

- Explain the cultural and or ethical contributions of religion to our contemporary realities
- Describe the central themes of sacred texts, primary religious sources, and practices
- Distinguish among different modes of interpretation of sacred texts, primary religious sources, and practices, and explain their contemporary significance
- Identify the historical and developmental ages/stages/ moments of a particular religion in light of the questions or problems a religious tradition seeks to answer or resolve

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 Exploring Christianity or REL 153 Exploring Religion
 - 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 the United States
- **REL 245** Catholicism in the United States
- **REL 246** Encountering Evil
- **REL 247** Theologies of Suffering
- **REL 324** La Salle and His Legacy
- **REL 345** Religion in 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** Religion and Ethics in Contemporary Culture
- **REL 251** Peace and Justice in 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

■ REQUIRED FOR DUAL MAJOR IN RELIGION-EDUCATION:

- **REL 150/153**;
- Two courses in religions other than Christianity
- 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 message. 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 IN RELIGION
3 credits/Concentration Option, Patterns 2

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 fol-



lowing 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, socioeconomic 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.

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

Janine Mariscotti, MSW, LCSW, Program Director and Chair

Adrienne Pollichemi, MSW, LSW, Director of Field Education

ASSOCIATE PROFESSOR: Barbera

LECTURERS: Brady, Burroughs, Cummings, Curley, Harmon, Hartman, Hipple, Hudson-Small, Martin, Myrick, Wysor Nguema, Villegas, Young

MISSION STATEMENT

The Social Work Department of La Salle University has its roots in the tradition and mission of the Christian Brothers. The Social Work Department 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 Department 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 Department prepares students for generalist social work practice in the urban community.

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 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Engage Diversity and Difference in Practice
- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 4: Engage in Practice-informed Research and Research-informed Practice
- Competency 5: Engage in Policy Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

COURSE REQUIREMENTS

The following courses are required for the social work major:

- **SWK 160** Introduction to Social Work
- **SWK 280** Human Behavior in the Social Environment I
- **SWK 281** Human Behavior in the Social Environment II
- **SWK 291** Social Welfare Policy
- **SWK 340** Preparation for Professional Practice
- **SWK 341** Assessment and Intervention with Individuals
- **SWK 365** Social Work Research
- **SWK 381** Professional Practicum I
- **SWK 440** Assessment and Intervention with Families & Groups
- **SWK 441** Assessment and Intervention with Organizations & Communities
- **SWK 480** Professional Practicum II
- **SWK 481** Professional Practicum III
- **SWK 495** Professional Considerations in Social Work
- SWK elective
- SWK elective
- **BIO 158** or other Human Biology
- **POL 151** American Government
- **PSY 155, 210** or **220**
- **SOC 150**
- **SOC 301** *or other Statistics course

*Statistics 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. [2010]. Collaborative social work: Strengths-based generalist practice. 3rd edition. Belmont, Wadsworth, Cengage Learning).

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 (2015) 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 designed to develop the student’s knowledge, skills and values in social work and mastery of nine (9) social work competencies.

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.

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 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.** NASW Code of Ethics: <https://www.socialworkers.org/pubs/code/code.asp>
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:
 - 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 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 291
- SWK 340
- SWK 281, 341, 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 course is designed to give the student an overall orientation to the field of social work. It is a basic survey course that examines the social work profession from its beginnings to the present day. The course addresses problems and injustices experienced by individuals, families, groups, organizations, communities, and societies and the social work profession's response to these challenges. The student will be introduced to the generalist model of social work practice and the theoretical perspectives that inform social work practice, particularly the systems perspective and the empowerment approach. Social work fields of practice and levels of social work involvement will also be examined. Throughout the course, social work values and ethics will be explored. 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 an appreciation for issues of diversity in 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, immigration, global social work, 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

Human Behavior in the Social Environment I is the first of a two-part course that examines the foundational aspects of social work theory and practice, that is, the development of the “person in environment.” The course focuses on individuals as members of families, groups, organizations and communities, and addresses bio-psycho-social theories of individual and family development. The role of biological, social, psychological, spiritual, and cultural contexts in the lives of individuals and families will be reviewed. The unique impact of these contexts on diverse population groups including racial and ethnic minority groups, women, gay, lesbian, bisexual and transgender persons, children, older adults, and people with disabilities will be evaluated. In addition, the course will examine issues of diversity in individual development and family lifestyle and life cycle development. Emphasis will be placed on the social work profession’s ethical responsibility for enhancing personal and social functioning and advancing social justice for individuals and families.

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

Human Behavior in the Social Environment is a two-part course which examines the foundational aspect of social work practice, that is, the development of the “person in environment.” The course focuses on individuals as members of families, groups, organizations and communities. The role of biological, social, psychological, spiritual, and cultural contexts in the lives of individuals and families, groups and communities will be reviewed. 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 will be evaluated. In addition, the course will examine diversity in family lifestyles, in groups, organizations and in various communities. The social work profession’s ethical responsibility for enhancing individual and social functioning and advancing social justice will be emphasized.

The second part of this course will focus on the development of groups, organizations and communities and the individual’s relationships to these systems.

PREREQUISITE: SWK 280 OR WRITTEN PERMISSION OF THE SOCIAL WORK ADVISOR OR DEPARTMENT CHAIR.

SWK 291 (F: Accelerated; S: Day; Summer: Evening)**SOCIAL WELFARE POLICY**

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. 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. Cause advocacy approaches for advancing social and economic justice and human rights will be employed. Ethical issues associated with the allocation of resources will be highlighted.

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 professional 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 profession practice. 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, and comfort and experience interacting with various social groups. The course will also introduce interviewing and empathic listening skills and provide opportunities for students 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, advo-

cating for individuals, developing intervention plans, evaluating outcomes, and appropriately ending the professional relationship.

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

Research Methods for Generalist Social Work Practice is a one-semester course. The purpose of this course is to prepare the BSW practitioner to understand the research process, take part in a research project through the steps of design, develop a survey instrument, and seek approval for the project from the La Salle University Institutional Review Board. The student will also be required to read and critique current research articles. The student will be exposed to a variety of social research processes and methods, including qualitative and quantitative methodologies; program evaluation; 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.

The student will be introduced to SPSS, statistical analysis software broadly used in social work research. Efforts will also be made to incorporate into the class research analysis of current ethical, advocacy, or practice issues, as identified by the instructor and/or students.

The underlying values for this course are taken from the NASW Code of Ethics, which will permeate course content and process. Special emphasis will be placed on how research interfaces with successful social work practice.

SWK 381 (S)

PROFESSIONAL PRACTICUM I

3 credits

This is the first of three field practicum courses, to be followed by SWK 480 and 481 Professional Practice II and III respectively. The purpose of this course is four-fold: 1) to provide students with an opportunity to integrate bio-psycho-socio-spiritual perspective and social work theory and practice; 2) to provide students with an educationally directed experience in order to enhance the development of engagement, assessment, intervention, and evaluation skills; 3) to empower students to begin to identify with the social work pro-

fession and its values, and 4) to provide opportunities for students to demonstrate competency in generalist social work.

In this 200-hour field practicum experience, students begin to develop competency in generalist social work in an approved setting under the supervision of a professional social worker.

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 with families and groups. It provides an investigation of and skill development in generalist social work practice, focusing on systems theory and empowerment perspective. Students gain knowledge and skills 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. As with 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 provide a foundation for this and all social work courses.

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

This course provides students with an educationally directed field experience designed to enhance the development of engagement, assessment, intervention, and evaluation skills in generalist social work. Students complete 200 hours of fieldwork in an approved setting under the supervision of a professional social worker.

PREREQUISITES: SWK 341, SWK 381. THIS COURSE IS TAKEN CONCURRENTLY WITH SWK 440. 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 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 throughout the social work curriculum, with an emphasis on social work values and ethics. As the capstone course, students have a final opportunity to demonstrate mastery of the nine (9) competencies identified by the Educational Policy & Accreditation Standards (EPAS) of the Council on Social Work Education.

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: Bogle, Nguyen, Taylor, 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 of 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
- **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 312**SOCIAL 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

This elective course requires 15 hours per week (for three credits) of a supervised internship. Students may take an internship in place of a sociology elective, once the sophomore year is completed. To receive 3 credits, the internship must be approved in advance by the internship director for the department. The department recommends that you take 4 regular classes and the internship will count as your 5th class that semester. Your grade is determined from a midterm question and answer, a final paper and your on-site supervisor's evaluation of your internship performance.

PREREQUISITES: RISING JUNIOR OR SENIOR STATUS, AND MINIMUM OVERALL GPA OF 2.7

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 PROGRAM

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. 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.

COURSE DESCRIPTIONS

CRJ 161 (F, S)

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 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 261 (S)

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 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 gen-

eral 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)
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)
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)
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 dif-

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ferences 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 ONE OF THE FOLLOWING: CRJ 324, 325, AND 326; AND SENIOR STATUS AND CRIMINAL JUSTICE MAJOR.

**SCHOOL OF
BUSINESS**



SCHOOL OF ARTS AND SCIENCES



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 fourteen of the last fifteen years, the La Salle chapter of BGS has been chosen as one of the top five from more than 540 chapters world-wide. In the last five years, we were

named as the Silver Chapter (in 2012, 2013, 2015 and 2016), and the Gold Chapter (in 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 Aramark, Baker Tilly, Johnson & Johnson, PwC, KPMG, EY, Deloitte, Disney, Burlington Stores, CIGNA, IBX, SAP, Sunoco.

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 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," 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.

"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 Art History or Foreign Languages
- 1 more Literature, History, Art History 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** Business Strategy
- International Business Course/Experience

MAJOR COURSES (4, 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 four courses for the international business and management and leadership majors, five courses for the business systems and analytics, finance and marketing majors, 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 must have a second major or minor. International business majors must have a second major, or a minor in risk management and insurance. 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)
- Management and Leadership*
- Marketing*
- 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 PLUS 1 CREDIT)

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.

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
 1. **ENG 150** Introduction to Literature or **LIT 150** Modern European and Latin American Writers
- D. History
 1. **HIS 151** Global History to 1500 or **HIS 155** Themes in American History
- E. Art History or Language (one of the following two)
 - **ARTH 150** Introduction to Art
 - 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: Art History (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 (4 credits)

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** Business Strategy
13. International Business Course/Experience^{1,2}

V. Major Courses (4, 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, AND MARKETING MAJORS; 6 plus 1 credit for FINANCE--Managerial Finance track, INTERNATIONAL BUSINESS and MANAGEMENT AND LEADERSHIP MAJORS^{4,5})

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Additional Liberal Arts Core Requirements are: Understanding at Home Course (met by BUS 303); 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. Business Administration (BUS) majors may be able to use an International Business course as part of their Individualized Plan of Study; see assigned advisor for more information.

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) requires four and completion of another major or minor as well; International Business (INT) requires either 4 and completion of another major or 5 and completion of the Risk Management and Insurance (RMI) minor.

4 MGTL and INT majors use electives for major or minor courses since they must complete requirements of a second major or minor.

5 Students in the ADP and Summit Programs will likely not need the "1 credit" since they will have a 1-credit FYO.

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	BUSINESS ADMINISTRATION, BUSINESS SYSTEMS AND ANALYTICS, FINANCE, INTERNATIONAL BUSINESS, MANAGEMENT AND LEADERSHIP, OR MARKETING 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 ³	Spring ³
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

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 ³	Spring ³
Major Course	Major Course
Business 400 or Elective ²	Business 400 or Elective ²
Frameworks or Patterns	Major Course
Frameworks or Patterns	Elective ²
Elective ²	Elective ²

¹Alternatively, one of six courses may be taken in summer.

²Management and Leadership and International Business majors use electives for major and minor courses since these majors require a second major or minor.

³A 1-credit course may also need to be taken to get to the required number of credits to graduate.

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.

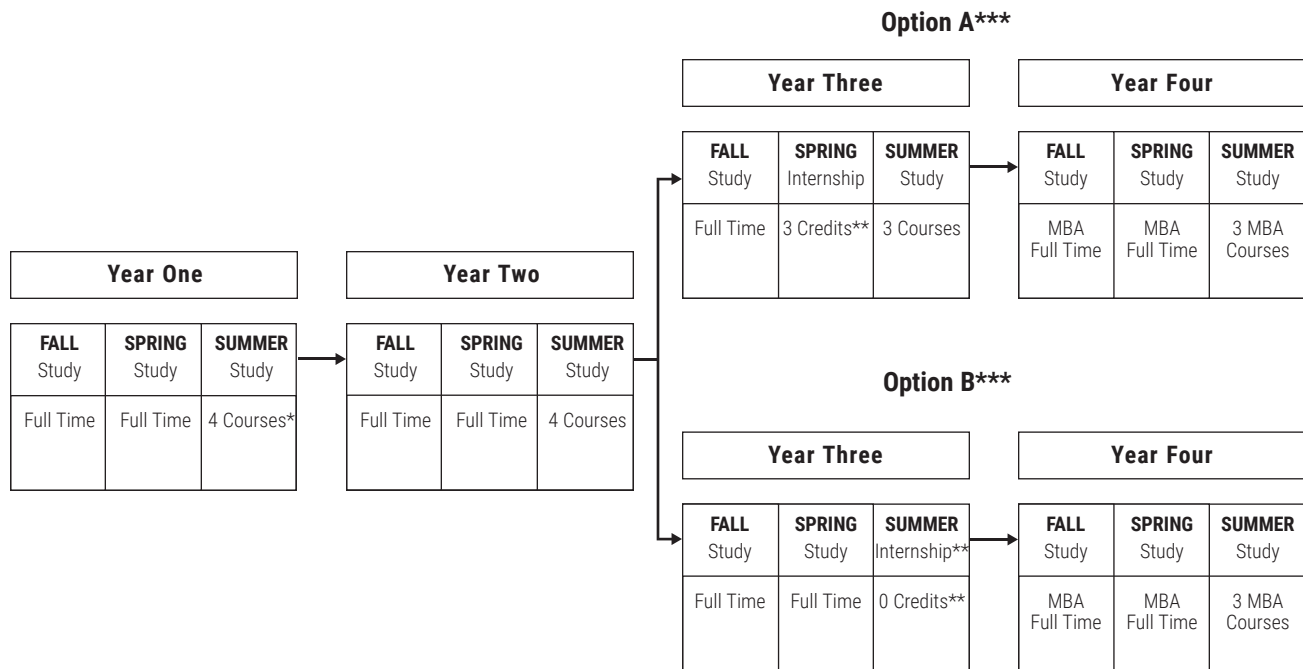
Students electing to pursue the dual degree are required to have only 120 credits for the B.S. degree, rather than the 128 credits required for the four-year B.S. in accounting. The remaining 30 credits are graduate MBA credits and include graduate accounting courses. With careful planning, a student 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 taking summer courses and/or night course(s) in the semester of the co-op/internship. 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 La Salle University Career Center 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.

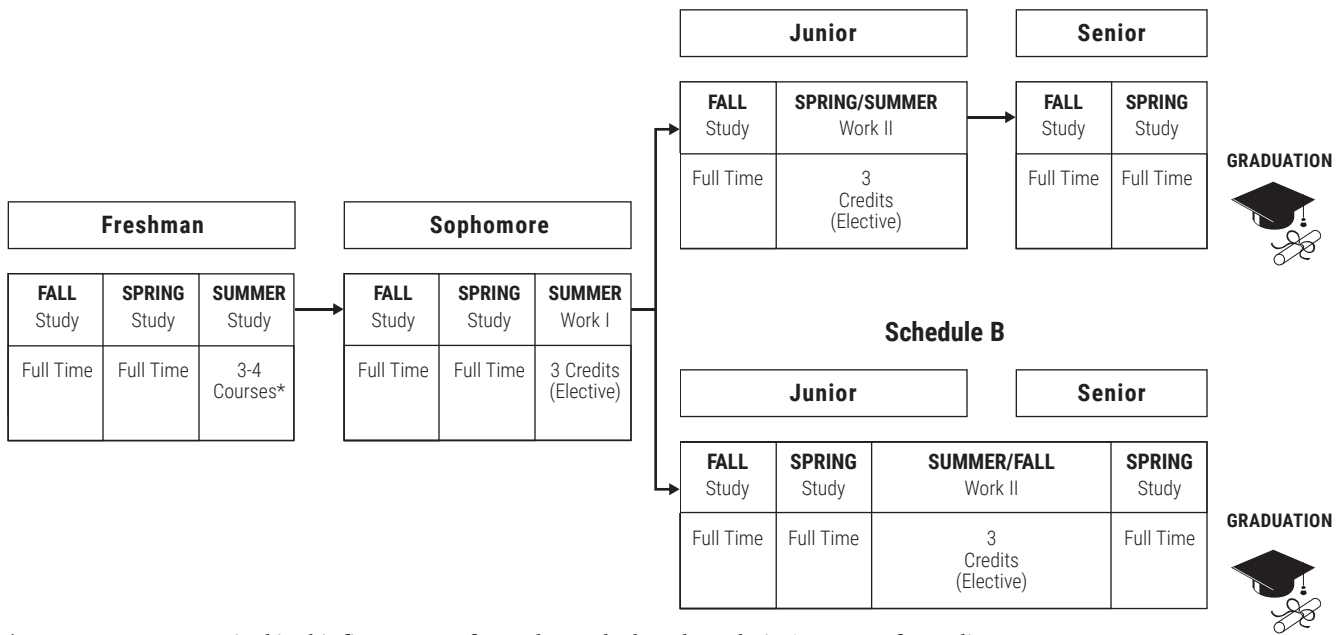
La Salle University School of Business
1900 W. Olney Ave.
Philadelphia, PA 19141
Phone: 215.951.5113
E-mail: grob@lasalle.edu

UNDERGRADUATE STUDENTS TAKING GRADUATE CREDITS

Undergraduate business majors with senior standing and a cumulative GPA of 3.5 or better may take up to 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 under-

graduate 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 9 credits of foundation level course work and 3 credits of core level course work for the La Salle MBA degree. 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 or any other AACSB-accredited institution 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 or any other institution 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).

LA SALLE UNDERGRADUATE COURSES	MBA COURSE
ECN 150 Introductory Macroeconomics	MBA 610
ECN 201 Introductory Microeconomics	
BUS 101 Introduction to Financial Accounting	MBA 615
BUS 206 Financial Markets and Institutions	MBA 630
BUS 208 Fundamentals of Financial Management	
Marketing Major Courses	MBA 690*
Accounting Major Courses	MBA 691*
Finance Major Courses	MBA 692*
Business Systems and Analytics Major Courses	MBA 693*

*If two of the following are waived, an elective will be added to the program: MBA 690, 691, 692 and 693 may be waived

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, Ugras, Wentzel

ASSISTANT PROFESSORS: Brazina, Fitzgerald, Hua, Lafond, Massimini

DESCRIPTION OF PROGRAM

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.

MISSION STATEMENT

The mission of the Accounting Department--consistent with the missions of La Salle University and the School of Business--is to prepare students to become effective and socially responsible business and community leaders. Dedicated to the Christian Brothers' traditions of excellence in teaching and concern for individual values of its students, the accounting faculty's charge is to instill within our students an understanding of accounting as a profession with high ethical responsibilities.

PROGRAM STUDENT LEARNING OUTCOMES AND GOALS FOR THE ACCOUNTING DEPARTMENT

1. Our graduates will understand the ethical and regulatory environment for accountants and the role accountants play in society to provide and ensure the integrity of financial, managerial and other information.
2. Our graduates will be able to apply the critical thinking and analytical skills that support professional skepticism, assessment, and assurance of accounting information.
3. Our graduates will develop communication skills that will allow them to effectively communicate financial and non-financial results.
4. Our graduates will be able to record, analyze, and interpret historical and prospective financial and non-financial information.
5. Our graduates will be able to use technology as appropriate to analyze financial and non-financial information.
6. Our graduates will demonstrate an understanding of tax policy, strategy and compliance.
7. Our graduates will understand international accounting issues and practices, including roles and responsibilities played by accountants within a global context.

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.

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 the La Salle University Career Center 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 WITH A GRADE OF C OR BETTER 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 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 the La Salle University Career Center. 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 WITH A GRADE OF C OR BETTER 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 the La Salle University Career Center 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 WITH A GRADE OF C OR BETTER 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 412 (S)
APPLIED ACCOUNTING RESEARCH SKILLS
3 credits

The course focuses on development of skills necessary to address and communicate accounting research issues from identification of the accounting problem to location and application of guidance within key research tools in a variety of accounting environments including financial reporting, governmental, audit and tax.

PREREQUISITES: ACC 201 AND ACC 202, 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 the La Salle University Career Center. 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 WITH A GRADE OF C OR BETTER, 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.

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

FACULTY

Lynn Miller, Ph.D., Chair, Department of Management and Leadership

DESCRIPTION OF PROGRAM

The business administration major is a flexible course of study allowing the student to work with a Faculty Advisor to design a sequence of upper-level courses that prepares the student for a targeted career path. In particular, the business administration major is a good fit for students interested in entrepreneurship, small business management, and other careers that do not require a specialized educational background.

Students develop an approved Individualized Plan of Study, typically by the end of the 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 multidisciplinary and generalizable skill set in areas such as project management, teamwork, financial planning, and marketing.

Business administration students are strongly encouraged to supplement their portfolios through relevant extracurricular activities and internships/co-ops.

MISSION STATEMENT

The mission of the Business Administration major is to enable students to develop generalizable skills in multiple business disciplines.

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) selected from the following discipline areas: ACC, BSA, **BUS 300**, ENT, FIN, LAW, MGT, MKT, and RMI. Students select no more than two courses from any one discipline.
- Individualized plan of study approved by the student's Faculty Advisor

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.

PROGRAM STUDENT LEARNING OUTCOMES AND GOALS FOR THE BUSINESS ADMINISTRATION MAJOR

Although the Business Administration major is tailored to the interests of the student, all Business Administration majors are expected to demonstrate skill development in the following areas:

1. Self-knowledge and awareness
2. Problem solving and decision making skills
3. Oral communication skills
4. Written communication skills Interpersonal communication skills
5. Technical skills to solve business problems and make decisions
6. Knowledge of and ability to examine ethical considerations in 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.

Sophomore standing is a prerequisite for 200-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 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 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: SOPHOMORE 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 SOPHOMORE STANDING, THERE ARE NO PREREQUISITES; THE COURSE MAY BE TAKEN BY NON-BUSINESS MAJORS AS WELL AS BUSINESS MAJORS.

BUS 400 (F, S)

BUSINESS STRATEGY

3 credits

This is the capstone course for Business majors. It takes the perspective of company's senior management, who are tasked with building and sustaining a competitive advantage for the firm. It explores how the functions of the business are continuously shaped in response to the company's internal and external environments. The course includes industry analysis, company and competitor assessment, approaches to strategy formulation and implementation, and business ethics.

PREREQUISITE: SENIOR STANDING.

BUSINESS SYSTEMS AND ANALYTICS

FACULTY

Madjid Tavana, Ph.D., Chair

PROFESSORS: Tavana

ASSOCIATE PROFESSORS: Kennedy, Szabat

ASSISTANT PROFESSORS: Gonzalez, Puranam

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.

MISSION STATEMENT

The mission of the Business Systems and Analytics (BSA) Department is to advance the knowledge and promote the use of information systems and business analytics for informed and effective problem-solving and decision-making. Through its faculty, curriculum, students, department sponsored activities, and partnerships with the alumni and business community, the BSA major seeks to provide a value-added experience for students by communicating and demonstrating the importance of and the need for information systems and business analytics knowledge and skills in the workplace.

PROGRAM STUDENT LEARNING OUTCOMES AND GOALS FOR THE BUSINESS SYSTEMS AND ANALYTICS DEPARTMENT

USING DATA AND TECHNOLOGY

BSA Learning Goal 1: To use analytic methods and techniques to drive effective, data-driven solutions to business problems and decisions

BSA Learning Objective: Students will demonstrate the ability to perform analysis of data using various analytic techniques and interpret results to solve business problems and make informed business decisions.

- Courses in the Core Curriculum that serve as foundation: BUS 202, BUS 304
- Courses in the Major that serve to build competency: BSA 302, BSA 420, BSA 480

BSA Learning Goal 2: To use information systems and technologies to drive effective, data-driven solutions to business problems and decisions.

BSA Learning Objective: Students will demonstrate the ability to use data management tools and technologies to improve organizational support of data-driven solutions to business problems and decisions.

- Courses in the Core Curriculum that serve as foundation: BUS 205
- Courses in the Major that serve to build competency: BSA 410, BSA 420, BSA 480

CRITICAL THINKING AND PROBLEM SOLVING

BSA Learning Goal 3: To solve business problems and make business decisions with information systems and analytics tools and technologies.

BSA Learning Objective: Students will demonstrate the ability to formulate problems and develop and apply data-driven solutions to business problems and decisions using information systems and analytics tools and technologies.

- Courses in the Core Curriculum that serve as foundation: BUS 202, BUS 205, BUS 304
- Courses in the Major that serve to build competency: BSA 302, BSA 410, BSA 420, BSA 480

COMMUNICATION SKILLS

BSA Learning Goal 4: To effectively communicate the results of analytic solutions to business problems and decisions.

BSA Learning Objective: Students will demonstrate the ability to effectively convey, through oral and written communication, the results of analytic solutions to business problems and decisions.

- Courses in the Core Curriculum that serve as foundation: BUS 202, BUS 205, BUS 304
- Courses in the Major that serve to build competency: BSA 302, BSA 410, BSA 420, BSA 480

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**

■ 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**

■ Required for Minor in Business Systems and Analytics (for non-business majors): 6 courses

- **BUS 100**
or **BUS 101**
- **BUS 202** (or equivalent)
- **BUS 205**
- **BSA 302**
- **BSA 410**
- **BSA 420**

COURSE DESCRIPTIONS

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 the La Salle University Career Center 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 the La Salle University Career Center. 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 the La Salle University Career Center 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 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, Inferencing, 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 TRENDS IN BUSINESS SYSTEMS AND ANALYTICS

3 credits

This course is designed to introduce students to one of several areas of multidisciplinary 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. This course is offered under different titles and can be repeated for additional credit when taken as a different topic.

PREREQUISITE: VARIES BY TOPIC.

BSA 410 (S)

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 (F)

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.

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 supervi-

sion. 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 the La Salle University Career Center. 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.

COURSE DESCRIPTIONS

ENT 201 (formerly BUS 170)

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

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 (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

PROFESSORS EMERITUS: Kane, McNichol

PROFESSORS: Barenbaum, Buch, Schubert

ASSOCIATE PROFESSORS: Ambrose, Cooper

ASSISTANT PROFESSORS: Radetskiy

DESCRIPTION OF PROGRAM

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.

MISSION STATEMENT

The mission of the Finance Department--in concert with the missions of the University and the School of Business--is to prepare students for a purposeful life by integrating Lasallian values with current financial management theory and practice. Through its curriculum and interactions with faculty and the external business

community, the Finance major will provide students with an educational experience that emphasizes the sound fundamental financial concepts necessary for success in business and for preparing them to begin a meaningful career upon graduation.

PROGRAM STUDENT LEARNING OUTCOMES AND GOALS FOR THE FINANCE DEPARTMENT

1. To understand the nature of firm value and maximization of shareholder wealth.

Outcome: demonstrate the ability to calculate and interpret MVA and EVA.

2. To understand basic financial securities, valuation models, and the trade-off between risk and return.

Outcome: demonstrate the ability to apply appropriate valuation models in the calculation of stock and bond values and/or expected yields and to interpret the results.

3. To understand capital budgeting techniques and discounted cash flow analysis.

Outcome: demonstrate the ability to estimate cash flows, apply the appropriate capital budgeting method(s) and interpret the results.

4. To understand capital structure concepts and their effect on firm value.

Outcome: demonstrate the ability to calculate and interpret the weighted average cost of capital and various measures of leverage.

5. To understand how uncertainty and risk can be managed with forecasting and sensitivity analysis to improve decision making.

Outcome: demonstrate the ability to forecast and interpret financial projections under varying assumptions.

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**

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.

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 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 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.

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.

158 • Finance

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

- **Required 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. Management and leadership majors need eight courses altogether (four in management and leadership and four in international business). Business systems and analytics, finance, 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.

LAW

The Pre-Law Program is centralized for the University under the direction of the 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.

Sophomore standing is a prerequisite for all 300- and 400-level courses.

COURSE DESCRIPTIONS

LAW 300 (F)

APPROACHES TO THE LAW OF CONTRACTS

3 credits

In one's personal and professional life, important opportunities, risks and relationships will be memorialized or managed using contracts. This course explores contracts including e-contracts and those governed by the Uniform Commercial Code. Topics include contract formation, defenses to formation, breach of contract, defenses, remedies, and issues applicable to internet agreements. The course also incorporates practical experience on reading, interpreting, drafting, and negotiating contracts. This course is open to all majors on campus.

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: Fornaciari, Meisel, Miller, Seltzer (*Emeritus*),
Smither, Van Buskirk

ASSOCIATE PROFESSORS: Walsh (*Emeritus*)

ASSISTANT PROFESSORS: Bruce (Dean *Emeritus*), Gauss
(*Emeritus*), Plump, Reardon

DESCRIPTION OF PROGRAM

The Management and Leadership program focuses on developing work-related interpersonal competencies that have been found to be highly predictive of employability and career success across industries. Students in this major learn professional skills such as how to facilitate discussions and lead team projects, correct problem behaviors, keep employees motivated, conduct employment interviews and performance appraisals, address conflict, handle negotiations, and argue persuasively. Unique to this major are two assessment workshops in which students are observed as they confront common management challenges; afterwards, students review video recordings of themselves and receive personalized feedback to create plans for self-development.

While the Management and Leadership major focuses on developing broad competencies that have been found to be essential for career success, developing distinctive capabilities through the in-depth study of a second discipline can also enhance the likelihood of a successful career and fulfilling personal life. The Management and Leadership major therefore requires students to complete either a second major or a minor (either within or outside of the School of Business). Students who major in non-business fields have the option of completing a minor in Management and Leadership.

MISSION STATEMENT

The mission of the Management and Leadership Department is to enable graduates to distinguish themselves by demonstrating extraordinary team, management, and ethically-grounded leadership skills throughout their professional careers.

PROGRAM STUDENT LEARNING OUTCOMES AND GOALS FOR THE MANAGEMENT AND LEADERSHIP DEPARTMENT

Upon completion of the Management and Leadership program, students will be able to demonstrate:

1. effective influence skills (e.g., upward influence, persuasive presentation, coaching, and negotiation)
2. effective supervisory skills (e.g., design and conduct employment interviews, assess performance, and conduct performance feedback sessions)
3. effective skills in team settings (e.g., facilitate discussion, tactfully challenge others)

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
- Completion of either a minor (other than MKT or BUS) or a second major. (The Chair of the Management and Leadership department will serve as the faculty advisor to students who choose to complement the MGT major with a minor outside of the School of Business. This is to ensure that requirements for the minor are met prior to graduation.)

■ 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)

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 the La Salle University Career Center 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

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 309 (S)

MANAGEMENT PERSPECTIVES ON GLOBALIZATION

3 credits

This course prepares students to appreciate business issues from a multicultural perspective. It will provide a broad overview of the basic issues for-profit businesses and non-profit organizations face. Topics covered will include: the impact of different political, economic, and legal systems; the importance of understanding cultural trends as they relate to managing the workforce and marketing one's product; global issues regarding social justice and corporate social responsibility; environmental sustainability; technological advances; and opportunities and threats in the global business world. Offered as a travel study course, this course requires permission of the instructor.

MGT 311 (F)

INFLUENCE IN ORGANIZATIONS: A SKILLS-BASED APPROACH

3 credits

This course helps students develop practical influence skills that are important to success in all organizations and professional work. The skills that are emphasized include: effective feedback, persuasion, upward influence, and negotiation to facilitate action to a desired goal. The course provides both concepts and hands-on experience with opportunities for students to observe, analyze, and practice influence. A key part of the course is participation in a skills development assessment 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 the La Salle University Career Center. 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

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.

PREREQUISITE: BUS 203.**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.**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.**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 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 the La Salle University Career Center 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 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 the La Salle University Career Center. 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.

MARKETING

FACULTY

Swee-Lim Chia, Ph.D. and Pingjun Jiang, Ph.D., Co-Chairs

PROFESSOR: Jiang, Talaga (*Emeritus*)

ASSOCIATE PROFESSORS: Chia

ASSISTANT PROFESSOR: Blohm, DiPietro, Dynan, Pierce

DESCRIPTION OF PROGRAM

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.

MISSION STATEMENT

The mission of the Marketing Department—consistent with the missions of the University and the Business School—is to prepare our students for a life of purpose upon graduation. Through the active mentoring of our faculty and alumni, students will develop the nec-

essary critical and analytical marketing skills to enter the marketing profession with the highest ethical sensibilities.

PROGRAM STUDENT LEARNING OUTCOMES AND GOALS FOR THE MARKETING DEPARTMENT

1. Our graduates will be able to understand the central role and contribution of marketing in creating value in both for-profit and non-profit enterprises.
2. Our graduates will be able to understand the key elements of buyer behavior and the selling process in formulating a professional sales presentation.
3. Our graduates will be able to design and implement marketing research studies utilizing both qualitative approaches, including the use of statistical packages such as SPSS for data analysis and interpretation.
4. Our graduates will be able to develop and implement marketing strategies using key concepts, such as segmentation, targeting, positioning, branding and buyer behavior.

REQUIREMENTS

■ Required for Major in Marketing: 5 courses

- **MKT 301**
- **MKT 401**
- **MKT 402**
- Choose two of the following: **MKT 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 370, or 371.**

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, 303, 304, 305, 306, 307, 308, 309, 310, 311, 370, and 371**

* Business majors cannot have a minor in marketing. Business majors who wish to have more than one business concentration should become dual business majors.

** Successful completion of BUS 204 is required for all 300- or 400-level marketing courses.

COURSE DESCRIPTIONS
MKT 260, 360, 460 (F, S, Summer)**PART-TIME INTERNSHIP IN MARKETING**

3 credits

Part-time, paid or non-paid employment in a marketing setting to provide on-the-job training. Involves appropriate job-related learning assignments and reports under faculty supervision. Positions must be approved by the Marketing Department for academic credit. Consult the Associate Director for Experiential Education in the La Salle University Career Center before registering or for further information. An internship counts as a free elective, not as a required course in the major. A student may elect to take a second marketing internship for three additional credits in subsequent semesters. Grading for internships is on a letter grade, i.e., not pass/fail, basis. The number 360 is used if taken in the junior year and 460 if taken in the 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 (F, 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.

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 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 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 311 (F)
APPLIED DIGITAL MARKETING ANALYTICS
3 Credits/Concentration Option/Elective

The continuous and rapid introduction of new platforms, tools, data sources, and media consumption devices makes today's digital media landscape more complex than ever before. In this course you will learn the approach and develop skills to make sense to consumer data that exists across the entire digital landscape. This course focuses on web analytics including basic terminology, how to identify and monitor key website metrics, and how to pull reports and glean insights for web tracking tools including Google Analytics. Emphasis will be on how to analyze and interpret the data and make corresponding changes to digital marketing strategies to ensure better user experience and maximum conversion rate of visitors to customers in the digital world.

PREREQUISITE: BUS 204.

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 the La Salle University Career Center. 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 the La Salle University Career Center 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 the La Salle University Career Center. 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: Jan Ambrose

ASSOCIATE PROFESSOR: Ambrose

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.

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 environ-

ment. 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. 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.

**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.

STUDENT LEARNING OUTCOMES: 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 OF THE FIVE-YEAR PROGRAM

La Salle University's Master of Science in Speech-Language Pathology Graduate Program provides a research-oriented, clinically-based curriculum grounded in theoretical, ethical, and clinical knowledge in communication 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 life-long learning.

GOALS OF THE FIVE-YEAR PROGRAM

The Five-Year 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 both a Bachelor of Science and a Master of Science degree.

STUDENT LEARNING OUTCOMES 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)
10. 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)
11. Evaluate individuals with communication and swallowing disorders utilizing appropriate diagnostic tools. (IV-C, IV-D, V-B, V-C, V-D, V-F)
12. 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)
13. 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/>

Students in La Salle University's Communication Sciences and Disorders five-year program can also pursue Teacher Certification for Speech and Language impaired / Educational Specialist for Speech & Language Pathology in the Commonwealth of Pennsylvania. La Salle University's Department of Communication Sciences and Disorders is approved for teacher certification for Speech and Language Impaired and for Educational Specialist for Speech & Language Pathology from the Pennsylvania Department of Education (PDE) of the Commonwealth of Pennsylvania. Either certificate is needed to work in the various school systems in Pennsylvania. Candidates applying for either certificate are required by Pennsylvania State Board regulations to pass the appropriate Praxis Test: administered by the Educational Testing Service. Information about the Praxis Series Tests is available <http://www.ets.org/praxis/pa>. Other states may also require prospective teachers to take this or other examinations. In addition to all of the requirements for completion of the Master's degree, candidates for these 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 an approved full time school-based clinical practicum (COSD 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 Communication 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 both a Bachelor of Science and a Master of Science degree must apply to the Office of Admission.

PROGRESSION IN THE PROGRAM

A student's academic progress is reviewed by their advisors each semester and by other CSD faculty if necessary. All CSD Four-year majors and Pre-CSD students must maintain a minimum overall cumulative GPA of 3.0, a 3.0 GPA in the major, and a 3.0 GPA in the sciences. A student who is a CSD major can earn no more than 2 courses below a B in the sciences and the major to progress as a CSD major. Any CSD student who does not meet this requirement will receive written notification from the chair of the Department and will be required to declare a different major at any time during the course of study.

Students who are admitted into the Five-year program must maintain a minimum overall cumulative GPA of 3.5, as well as a 3.5 GPA

in their CSD courses and required science courses, by January of the sophomore year. The overall 3.5 GPA in the major and in the required sciences must be maintained through the second semester of the junior year. Students who do not meet this requirement may continue in the Four-year Program, but only if they have met the four-year requirements to remain in the program as noted above. These students are no longer eligible for re-application to the Five-year Program. Finally, a student who is in the Five-year Program cannot re-take any CSD courses and remain in the Five-year Program.

ELIGIBILITY TO APPLY TO THE 5-YEAR PROGRAM

In the second semester of their sophomore year, Four-year CSD majors who meet the criteria for the Five-year program will be invited to apply for admission to the Five-year program. Their application for admission will be reviewed by the CSD Faculty/Staff and they will be notified by letter before the end of the spring semester of the sophomore year.

Students who are concerned that they may not meet these requirements may contact Academic Support Services at http://www.lasalle.edu/provost/academiclearningsupport/index.php?section=sheekey_center&page=make_appt

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).

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- 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.

Note: Students who are not accepted into the Five-year program and do not complete the Four-year undergraduate major in CSD may still complete a CSD minor by taking additional CSD courses during their junior/senior years, as specified in the requirements of the CSD minor.

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
or **SPN 103** Spanish for Nursing and Health Sciences I
 2. **SPN 102** Elementary Spanish
or **SPN 104** Spanish for Nursing and Health Sciences II

*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.

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:
 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 (9 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

V. Electives (10 courses)

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

See Graduate Bulletin for more information about the Master's Degree.

FACULTY

- Barbara J. Amster, Ph.D., CCC-SLP, Chair, Graduate Director, Professor
- Brian Goldstein, Ph.D., CCC-SLP, Provost, Professor
- Evelyn R. Klein, Ph.D., CCC-SLP, Professor
- Jennifer Kleinow, Ph.D., CCC-SLP, Professor
- Cesar Ruiz, SLP.D., CCC-SLP, Professor
- Mitchell Trichon, Ph.D., CCC-SLP, Assistant Professor
- James M. Mancinelli, M.S., CCC-SLP, Director of Clinical Education
- Maureen Costello-Yacono, M.S., CCC-SLP, Director of the La Salle University Speech-Language-Hearing Community Clinics

COMMUNICATION SCIENCES AND DISORDERS (CSD) AND SPANISH DOUBLE MAJOR

The Communication Sciences and Disorders/Spanish double major aims to provide its students with the pre-clinical, linguistic and cultural foundations, which in addition to a master’s degree in speech-language pathology, are necessary to treat and work with patients that are bilingual English/Spanish, as well as those that are Spanish speakers with limited English proficiency. Those wishing to become CSD/Spanish double majors must have their Spanish assessed by a Language faculty member in order to begin their studies at the appropriate level. After placement, students will follow the carefully designed course sequence prepared by the CSD and Languages departments.

REQUIREMENTS

Fulfill the requirements of the CSD major, as outlined by the Department of Communication Sciences and Disorders, and 10 Spanish courses starting at the intermediate level or higher.

■ **Minimum Requirements for Spanish:**

- **SPN 205** Intermediate SPN for Nursing and Health Sciences I
- **SPN 206** Intermediate SPN for Nursing and Health Sciences II
- **SPN 301** Adv. Conversation and Composition I
- **SPN 302** Adv. Conversation and Composition II
- **SPN 420** Spanish for Speech Pathologists
- **SPN 421** Bilingualism in Spanish/English Speakers
- **SPN 422** Introduction to Spanish Phonetics and Phonology
- **SPN 423** Introduction to Spanish Dialectology
- One **300/400** level Literature or Culture Course on Spain
- One **300/400** level Literature or Culture Course on Latin America or **SPN 307** Commercial Spanish.

*Students placing above the intermediate level will not take SPN 205 or 206. In lieu of these intermediate courses, students will take additional 300/400 level Spanish courses to fulfill their require-

ments. Heritage speakers of Spanish will take SPN 203 and SPN 204, Spanish for Heritage Speakers I and II, instead of SPN 301 and SPN302.

COMMUNICATION SCIENCES AND DISORDERS MINOR

PURPOSE

The CSD minor is designed to allow students interested in the discipline of communication sciences and disorders to pursue academic coursework without entry into the professional field of speech-language pathology.

- **Required for Minor in Communication Sciences and Disorders: 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**

3 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**

3 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**

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 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/reha-

bilitation 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

ADVANCED SCHOOL PRACTICUM IN SPEECH AND LANGUAGE PATHOLOGY

6 credits

Candidates for the Educational Specialist I School Speech & Language Pathologist PK-12 or the Teacher Instructional Certificate I for Speech and Language Impaired PK-12 engage in an advance school practicum experience in public or private schools in the greater Philadelphia area under the supervision of a school-based ASHA certified speech-language pathologist 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 THE GRADUATE 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 PROGRAM 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 healthcare 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 is approved by 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 proficient category on the Test of Essential Academic Skills (TEAS) pre-entrance exam (Undeclared Health Science majors only – this will be taken in the spring of the 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 senior centers, adult day care centers, 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. Effective for students entering

nursing major courses in the fall of 2016, they must also earn a minimum of a grade of C in NUTR 165 and HSC 217.

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, face-to-face NCLEX-RN® review course at the completion of the program; and
- satisfactorily complete all core and major courses, including NUR 417 or NUR 428.

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 which consists of 132 credits (61 in nursing and 71 in liberal arts/sciences). 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 162: Anatomy and Physiology II
BIO 161: Anatomy and Physiology I	BIO 163: Clinical Microbiology
PSY 155: Intro to Psychology	PSY 210: Developmental Psychology

Sophomore Year

Fall	Spring
NUTR 165 (Principles of Nutrition)	HSC 217 (Stats for Health Science)
ENG 210 or ENG 150 or LIT 150	ENG 210 or ENG 150 or LIT 150
NUR 201 – Pathophysiology	CSC 154
NUR 202 – Health Assessment	NUR 204 – Pharmacology
NUR 203– Introduction to Professional Nursing Practice	NUR 205 – Foundation of Professional Nursing Practice

Junior Year

Fall	Spring
Fine Art/Language or Fine Art (Pattern F) or HIS 151/155	Fine Art/Language or Fine Art (Pattern F) or HIS 151/155
REL 100 level or PHL 100 level	REL 100 level or PHL 100 level
NUR 331 – Adult Health Nursing I: Care of the Client with Chronic Illness	NUR 333 – Family Nursing: Childbearing Families
NUR 332 – Introduction to Nursing Research and Evidence Based Practice	NUR 334 – Genetics and Genomics
	NUR 335 – Family Nursing: Childrearing Families

Senior Year

Fall	Spring
Fine Art/Language or Fine Art (Pattern F) or HIS 151/155	REL 200 level or PHL 200 level
REL 200 level or PHL 200 level	NUR 425 – Adult Health Nursing II: Care of the Client with Acute and Complex Conditions
NUR 421 – Psych/Mental Health Nursing	NUR 427 – Nursing Leadership and Management: Concepts and Practice
NUR 423 – Public Health/Vulnerable Populations	NUR 428 – Senior Seminar II- Synthesis of Clinical Concepts
NUR 424 – Senior Seminar I- Synthesis of Clinical Concepts	

BACHELOR OF SCIENCE IN NURSING 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 154** Healthcare Informatics
- E. Mathematics
 • **MTH 150** Mathematics: Myths and Realities
- F. Speech
 • **COM 150** Presentation Skills

II. Frameworks of Scientific Understanding (8 courses)

- A. 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
- B. 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)

- 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 200** PHL 200-Level 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: 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. Nursing Major Requirements (14 courses)*

*The last courses for this curriculum will be run for students beginning the nursing major in the Fall of 2016.

- 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

Nursing courses for sophomores entering the major in the Fall of 2016:

- NUR 201** Pathophysiology
- NUR 202** Health Assessment
- NUR 203** Introduction to Professional Nursing Practice
- NUR 204** Pharmacology
- NUR 205** Foundations of Professional Nursing Practice
- NUR 331** Adult Health I - Care of the Client with Chronic Illness
- NUR 332** Introduction to Nursing Research and Evidence Based Practice
- NUR 333** Family Nursing: Childbearing Families
- NUR 334** Genetics and Genomics
- NUR 335** Family Nursing: Childrearing Families
- NUR 421** Psychiatric/Mental Health Nursing
- NUR 423** Public Health/Vulnerable Populations
- NUR 424** Senior Seminar I- Synthesis of Clinical Concepts
- NUR 425** Adult Health II- Care of the Client with Acute and Complex Conditions
- NUR 427** Nursing Leadership and Management: Concepts and Practice
- NUR 428** Senior Seminar II- Synthesis of Clinical Concepts

FACULTY

Kathleen Czekanski, PhD, RN, CNE
Dean, School of Nursing and Health Sciences

Jane M. Kurz, PhD, R.N.
Chair, Undergraduate Nursing Program

PROFESSORS: Kurz, J., Wolf, Zane Robinson, (Dean Emerita,
School of Nursing and Health Sciences)

ASSOCIATE PROFESSORS: Bailey, Czekanski, Dillon, Donohue-
Smith, Frizzell, Wieland

ASSISTANT PROFESSORS: Brown, Harkins, Herrin, Hoerst,
Kinder, Matecki, Sipe, Stubin, Szulewski, Taylor, Townsend,
Uribe, Wilby

INSTRUCTORS: Blumenfeld, Grosshauser, Kenney, McGovern,
Neumeister, O'Leary, Smith, Terrell

PROFESSIONAL STAFF:

Mary Dorr, MSN, R.N.
Assistant Dean, School of Nursing and Health Sciences

Sheila McLaughlin, MSN, RN
Assistant Director, Evening/Weekend Nursing (ACHIEVE)
Program and R.N.-BSN Program

Karen Rossi, MSN, R.N.
Coordinator, RN to MSN Bridge Programs

Beth Wagner MSN, R.N. Coordinator, Nursing Learning Resource
Center

Rosemary Zuk, MSN, RN, Director of Clinical Education

COURSE DESCRIPTIONS

NUR 201
PATHOPHYSIOLOGY
3 credits

This course applies knowledge from basic science courses to explore conditions of disrupted homeostasis and related disease processes within the major body systems. Students develop an understanding of the signs and symptoms associated with selected pathophysiological disruptions and adaptive human responses to health threats across the lifespan as a basis for determining nursing care needs.

PREREQUISITES: BIO 161, 162, 163, AND CHEM 161

NUR 202
HEALTH ASSESSMENT
3 credits (2 hours didactic /1 hour lab)

This course focuses on the development of the theoretical and practical base necessary to assess the health status of clients across the life span and health care continuum. Students learn assessment of the healthy client. This course takes a holistic approach to the

assessment of the physical, psychosocial, and spiritual needs of clients.

PREREQUISITES: BIO 161, 162, 163, AND CHEMISTRY 161

NUR 203
INTRODUCTION TO PROFESSIONAL NURSING PRACTICE
4 credits. (3 credits didactic/1 credit clinical)

In this course students examine professional values, standards, and guidelines as a basis for evidence-based nursing practice. Students apply the nursing process at a beginning level to clients in selected settings focusing on health promotion, risk reduction, and disease prevention education.

PREREQUISITES: BIO 161, 162, 163, AND CHEMISTRY 161

NUR 205
FOUNDATIONS OF PROFESSIONAL NURSING PRACTICE
6 credits (3 didactic/3 clinical)

This course builds on the knowledge, skills, and values of professional nursing practice introduced in earlier courses. Students apply the nursing process in holistic plans of care for adult clients with the emphasis on health promotion and disease prevention strategies and QSEN competencies.

PREREQUISITES: NUR 201, 202, 203

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 331 (F)

ADULT HEALTH I: CARE OF THE CLIENT WITH CHRONIC ILLNESS

7 credits

This course focuses on the application of the nursing process to promote and restore health of chronically ill clients. Principles of rehabilitation and chronicity care are integrated into nursing care. Students increase their independence as a member of the nursing profession collaborating with the interprofessional team in a variety of settings.

PREREQUISITES: NUR 203, NUR 204, NUR 205

NUR 332 (F)

INTRODUCTION TO NURSING RESEARCH AND EVIDENCE-BASED PRACTICE

3 credits

This course promotes an understanding of the essential elements of the research process as applied in the development, appraisal, and dissemination of evidence to support clinical nursing practice. Students identify a problem in the nursing or client system and conduct a scholarly inquiry of published empirical literature. Emphasis

is placed on the critique of nursing research and the use of evidence as a basis for practice.

PREREQUISITES: NUR 203, NUR 205

NUR 333 (S)

FAMILY NURSING: CHILDBEARING FAMILIES

4 credits

This course focuses on the culturally competent, holistic, family-centered nursing care of the developing family unit. Students apply family and developmental theories to the care of childbearing families. Health promotion and health education are emphasized for diverse clients in a variety of settings.

PREREQUISITE: NUR 331

CO-REQUISITES: NUR 334, NUR 332

NUR 334 (F, S)

GENETICS AND GENOMICS

1 credit

This course examines the influence of genetics and genomics on the continuum of health and illness for individuals and families across the life span. Through critical examination of exemplar cases, students explore the professional role and clinical competencies of the nurse in caring for clients facing the complex physiological, psychological, social, cultural, and ethical issues related to actual or potential genetic conditions.

PREREQUISITES: NUR 331, NUR 332

NUR 335 (F, S)

FAMILY NURSING: CHILDBEARING FAMILIES

4 credits

This course focuses on culturally competent, holistic, family centered nursing care and application of the nursing process to promote and restore the health of children. Physiological and psychosocial alterations are explored from a systems perspective with special emphasis on the developmental and diverse needs of the infant, children and adolescents. The maintenance of health through the illness experience is emphasized with children and their families in secondary and tertiary settings.

PREREQUISITES: NUR 331, NUR 332

CO-REQUISITE: NUR 334

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 chil-

dren 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.

NUR 421 (F, S)

PSYCHIATRIC-MENTAL HEALTH NURSING

4 credits

This course examines theoretical principles and evidence-based practice standards employed in the holistic nursing care of diverse clients with psychiatric disorders. Students implement the nursing process in the context of client-centered, collaborative therapeutic interventions. The promotion of mental health and the restoration and maintenance of optimal health outcomes in clients with various psychiatric disorders are emphasized.

PREREQUISITES: NUR 333, NUR 334, NUR 335

NUR 423 (F, S)

PUBLIC HEALTH NURSING

5 credits

This course examines the various roles and essential competencies of the professional nurse in addressing population-focused and global public health issues. Students apply public health science, epidemiology, systems-level assessment, health policy development, and program planning in population based-nursing care. Strategies to promote health and prevent disease in diverse clients through collaborative efforts with multiple stakeholders are emphasized.

PREREQUISITES: NUR 332, NUR 333, NUR 334, NUR 335

CO-REQUISITES: NUR 421, NUR 424

NUR 424 (F, S)

SENIOR SEMINAR I: SYNTHESIS OF CLINICAL CONCEPTS

1 credit

This course provides students an opportunity to review, examine, and synthesize concepts integral to providing safe quality nursing care to clients with prevalent chronic diseases and health conditions. Students develop critical thinking skills and demonstrate clinical competency as they synthesize information from the basic sciences and prior nursing courses into comprehensive client-centered plans of care.

PREREQUISITES: NUR 332, NUR 333, NUR 334, NUR 335

CO-REQUISITES: NUR 421, NUR 423

NUR 425 (F, S)

ADULT HEALTH II: CARE OF THE CLIENT WITH ACUTE AND COMPLEX

7 credits

This course focuses on the application of the nursing process in the management of acute and complex health care needs of diverse adult clients. Students employ critical thinking and leadership skills to manage groups of acutely ill adult clients. Students gain confidence in role development as providers, designers, coordinators, and managers of client-centered care.

PREREQUISITES: NUR 421, NUR 423, NUR 424

CO-REQUISITES: NUR 427, NUR 428

NUR 427 (F, S)**NURSING LEADERSHIP AND MANAGEMENT: CONCEPTS AND PRACTICE**

4 credits

This course analyzes leadership roles and management functions of the professional nurse as provider and manager/coordinator of care for diverse clients within dynamic and complex healthcare delivery systems. Students practice decision-making skills and acquire leadership and management competencies to address nursing practice issues at an individual and organizational level.

PREREQUISITES: NUR 421, NUR 423, NUR 424**NUR 428 (F, S)****SENIOR SEMINAR II: SYNTHESIS OF NURSING CLINICAL CONCEPTS**

1 credit

This course provides students with focused learning opportunities to review, examine, and synthesize theoretical and clinical knowledge from previous courses across the nursing curriculum. Through use of evidence-based assessments, students demonstrate mastery in the integration of clinical reasoning with professional role and clinical care concepts essential for the entry-level nurse to provide safe quality nursing care to diverse clients.

PREREQUISITES: NUR 421, NUR 423, NUR 424

CO-REQUISITES: NUR 425, NUR 427

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.

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

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 preventing 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 exem-

plars. 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, bioethical 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.**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.

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 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 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 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 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.

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.



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:

1. Excellence in teaching that fosters idealism, creativity, and innovation.
2. Service to vulnerable and underserved populations that helps promote health and prevent disease.
3. 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.
4. Ethical decision-making that considers social justice and health equity.
5. Respect for cultural and religious values at the individual, family, community, and societal levels.
6. Equality for individuals and communities regardless of race, ethnicity, religion, age, gender, sexual preference, or ability.
7. Commitment to life-long professional and personal development.

STUDENT LEARNING OUTCOMES

Upon completion of the B.S. in Public Health program, graduates will be able to do the following:

1. Explain the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society.
2. 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.

3. Identify the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations.
4. Relate the underlying science of human health and disease to opportunities for promoting and protecting health across the life course.
5. Identify the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.
6. Apply the principles of project implementation, including planning, assessment, and evaluation in organizational and community initiatives.
7. Explain the fundamental characteristics and organizational structures of the U. S. health system as well as to the differences in systems in other countries.
8. 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.
9. 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:

1. Assess needs, assets and capacity for health education
2. Plan health education.
3. Implement health education.
4. Conduct evaluation and research related to health education.
5. Administer and manage health education.
6. Serve as a health education resource person.
7. 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.nchec.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.

BSPH PROGRAM GOALS

INSTRUCTIONAL GOALS

1. Graduates are competent in the 5 core public health knowledge areas and are able to address issues associated with health disparities in urban communities.
2. Faculty will have expertise in public health, especially public health in urban communities, and will convey this expertise via effective teaching and student advising.

RESEARCH GOALS

3. Students and faculty will engage in public health research and scholarly activities.

SERVICE GOALS

4. Students and faculty will engage in service activities within the University and for the larger community. Particular emphasis is placed on service opportunities addressing the needs of urban communities.

WORKFORCE DEVELOPMENT GOAL

5. The Program will provide training and workforce development opportunities that meet the needs of the public health workforce working in urban communities.

DIVERSITY GOAL

6. Within the available applicant pool, the Program will strive to increase or maintain the proportion of underrepresented racial/ethnic groups in program faculty and students.

PROGRESSION IN THE PUBLIC HEALTH PROGRAM

All students in the Bachelor of Science in Public Health (BSPH) Program must meet specific academic standards for continued progression in the major. Students must maintain a Public Health major GPA of 2.5 at the end of each semester in order to progress. Students not meeting the required GPA will be given one (1) additional semester to achieve the Public Health major GPA of 2.5. If they are not able to meet the required Public Health major GPA of 2.5 after this additional semester, the student will no longer be permitted to progress in the Undergraduate Public Health Program and will be advised to choose another major.

Continuation in the Public Health Program requires that a student majoring in Public Health receive a final grade of C or better in all Public Health courses (effective Fall 2016). A student is permitted to take a course a maximum of two times to achieve a grade of C or better.

A student must have an overall GPA of 2.0 and a GPA of 2.5 in the Public Health major to graduate with the BSPH degree.

ACCREDITATION

La Salle University is an applicant for accreditation by the Council on Education for Public Health. <http://ceph.org/accredited/applicants/>

PUBLIC HEALTH STUDENT ORGANIZATION

The Public Health Student Organization at La Salle University was formed in 2013 for BSPH and MPH students. Through the PHSO, students are provided opportunities to participate in public health initiatives on campus and in the community; and develop leadership skills and professional qualities of public health practitioners. The PHSO also serves as a voice for student feedback to BSPH program faculty and administrators as appropriate. All public health students are encouraged to become actively involved in PHSO.

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

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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

MODEL ROSTER – PUBLIC HEALTH

Freshman Year

Fall	Spring
ENG 110- Writing I	ENG 150 or LIT 150
HIS 151 or HIS 155	REL 150 or 153
CHM 161- Chemistry or BIO 163- Clinical Microbiology	CHM 161- Chemistry or BIO 163- Clinical Microbiology
PHL 151 or PHL 152	PHLT 101- Essentials of Public Health
POL 151 or ECN 150	COM 150- Presentation Skills

Sophomore Year

Fall	Spring
NUTR 165- Nutrition	PHL 200 or 300 level
Fine Arts or Foreign Language	HIS 251 or LIT 250 or ENG 250 or Fine Arts (200 or 300 level) or Second Foreign Language
ENG 210- Writing II	BIO 162- Anatomy and Physiology II
CSC 154- Healthcare Informatics	HSC 217- Statistics for Health Science Professionals
	SOC 150- Principles of Sociology

Junior Year

Fall	Spring
PHLT 270- Special Topics in Nutrition*	PHLT 301- Social and Behavior Theory
PHLT 319 – Epidemiology	REL 200 level or 300 level
PSY 210 or PSY 220 or PSY 225 or PSY 250	PHLT 314- Environmental Health
PHLT 350- Health Education	PHLT 356- Reproductive Health
PHLT 355- Needs Assessment	PHLT 420- Public Health Leadership

Senior Year

Fall	Spring
PHLT 410- Health Education Capstone I	PHLT 315- Violence Prevention and Control
PHLT 451- Health Policy	PHLT 408- Research Methods
PHLT 489- Race, Ethnicity, and Public Health	PHLT 411- Health Education Capstone I
Elective	Elective
Elective	Elective

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)
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** Nutrition
- B. Social Science (3 courses)
1. **SOC 150** Introduction to Sociology
 2. **PSY 210** Developmental Psychology
or **PSY 220** Psychotherapy
or **PSY 225** Social Psychology
or **PSY 250** Human Sexuality
 3. **POL 150** Principles of American Government
or **ECN 150** Introductory Macroeconomics

III. Patterns of Meaning (8 courses)

- A. Religion
1. **REL 150** Exploring Christianity
or **REL 153** Exploring 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** 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)

1. **PHLT 101** Essentials of Public Health
2. **PHLT 270*** Special Topics in Public Health
3. **PHLT 301** Theories of Social Behavioral Change in Community Health Education
4. **PHLT 314** Unhealthy Urban Environments: Healthy Solutions
5. **PHLT 315** Violence Prevention and Control
6. **PHLT 319** Epidemiology for Educators
7. **PHLT 350** Health Education: Principles and Practice
8. **PHLT 355** Needs Assessment and Program Planning
9. **PHLT 356** Reproductive Health for the Public Health Practitioner
10. **PHLT 408** Research Methods for Public Health
11. **PHLT 410** Public Health Education Capstone I
12. **PHLT 411** Public Health Education Capstone II
13. **PHLT 420** Public Health Leadership and Health Education
14. **PHLT 451** Introduction to Public Health Policy
15. **PHLT 489** Race, Ethnicity, and Public Health

*or NUTR 200 if prior to Fall 2017

V. Elective (4 courses)**

1. _____
2. _____
3. _____
4. _____

**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.

COURSE DESCRIPTIONS
PHLT 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, 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 is 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 (Summer)**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 (S)**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 programs 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 (S)**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 other environmental 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 (S, Summer)**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 (F, Summer)**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.

PREREQUISITES: PHLT 101, HSC 217.
PHLT 350 (F)**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 (F)**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 (S)

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 (S)

RESEARCH METHODS FOR PUBLIC HEALTH
3 credits

This course investigates research methods and multidisciplinary research applied to health care systems. An overview of research designs and reporting is presented. Quantitative data analysis is explored using data analysis software. Qualitative methods, includ-

ing the use of focus groups, are also explored. Evidence-based public health practice is emphasized. The importance of ethics in public health research is woven throughout the course.

PREREQUISITES: HSC 217, PHLT 101, 301, 319, 350, 355, 410 AND 451.

COREQUISITES: PHLT 411.

PHLT 410 (F)

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.

PREREQUISITES: PHLT 101, 301, 319, 350 AND 355.

PHLT 411 (S)

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.

PREREQUISITES: PHLT 101, 301, 319, 350, 355, 410 AND 451.

COREQUISITES: PHLT 408.

PHLT 420 (S)

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.

PREREQUISITES: PHLT 101, 301, 319, 350.

PHLT 451 (F)

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.

PREREQUISITE: PHLT 101.

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 (S)

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 (F, Summer)

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.

PREREQUISITES: PHLT 101 AND 301.

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 final year in the Bachelor of Science in Nutrition Program. The dietetic internship experience entails 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. After becoming a Registered Dietitian, students are eligible to apply for licensure in the State of Pennsylvania and other states where the practice of dietetics is regulated through licensure. Registered Dietitians are employed in health-care settings as medical team members and as managers of nutrition programs for hospitals, long term care facilities, school foodservice programs, and community health organizations. They are also employed by food companies, service management companies, the pharmaceutical industry, other businesses, or in private practice.

BACHELOR OF SCIENCE IN NUTRITION: DIDACTIC PROGRAM IN NUTRITION

MISSION

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.

DIDACTIC PROGRAM IN DIETETICS PROGRAM GOALS

1. The Didactic Program will educate graduates to prepare them for careers as Nutrition and Dietetic Technicians, Registered (NDTR), and entry-level positions in the field of nutrition.
2. The Didactic Program will prepare graduates to obtain and successfully complete supervised practice programs.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the program the student will be able to:

1. Evaluate nutrition information based on scientific reasoning.
2. Provide nutrition education to individuals, groups, and communities throughout the lifespan using a variety of communication strategies.
3. Utilize technical skills and knowledge of health behavior when providing nutrition recommendations to individuals across the lifespan.
4. Utilize professional skills and standards to provide nutrition services in multidisciplinary settings.
5. Identify strategies for food access, procurement, preparation, and safety for individuals, families, and communities.
6. Assist food management functions in business, healthcare, community and institutional arenas.
7. Utilize knowledge from the physical and biological sciences as a basis for understanding the role of food and nutrients in health and disease processes.
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, www.eatright-acend.org/ACEND/.

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.

Students wishing to transfer credits into the program must have attained a "C" or better in those courses. Transfer courses must

meet the criteria of the Academy of Nutrition and Dietetics to be applied towards Dietetics academic requirements. Nutrition courses will only be accepted for transfer from a program accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

Application for admission for post-baccalaureate non-degree students is made through the Office of Adult Enrollment of La Salle University (215-951-1100). 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.

MODEL ROSTER – DIDACTIC PROGRAM IN NUTRITION
Freshman Year

Fall	Spring
College Writing I (ENG 110)	CHM 161 Chemistry of the Life Sciences
Religion 150 or 153	BIO 162 Anatomy and Physiology II
BIO 161: Anatomy and Physiology I	COM 150 Public Speaking
CSC 151 Introduction to Computers Using Packages or CSC 154 Healthcare Informatics	Philosophy 151 or 152
NUTR 165 Principles of Nutrition	PSY 155 Introduction to Psychology

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

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

Senior Year

Fall	Spring
Nutrition Education/Counsel (NUTR 420)	Special Topics in Nutrition (NUTR 470)
Food and Culture (NUTR 441)	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
 - 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. _____



BACHELOR OF SCIENCE IN NUTRITION: COORDINATED PROGRAM IN DIETETICS

MISSION

The Mission of the La Salle University Coordinated Program in Dietetics/Bachelor of Science in Nutrition Program is to educate baccalaureate and post-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.*

*Graduates are qualified to sit for the Registration Examination for Dietitians after successful completion of academic course work requirements and the Coordinated Program in Dietetics. 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

COORDINATED PROGRAM IN DIETETICS PROGRAM GOALS

1. Prepare students to become competent entry-level dietetic practitioners through successful completion of the Coordinated Program.
2. Prepare graduates who respond to changing food, nutrition, and health care needs of individuals, groups, and urban communities.

PROGRAM STUDENT LEARNING OUTCOMES

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 interdisciplinary 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 in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312.899.0040, x5400, www.eatrightacend.org/ACEND/.

ADMISSION TO THE COORDINATED PROGRAM IN DIETETICS

1. Application for the Coordinated Program occurs during spring semester, junior year, or the equivalent course progression for all degree and non-degree students who have completed prerequisites as stated below.
2. Admission to the Coordinated Program is not guaranteed even if admission criteria are met, if the number of qualified students applying exceeds the number of ACEND-approved available slots with the capacity to train students in the Program.

Minimum Requirements for Admission to the Coordinated Program:

- a. All students must have
 - completed College Writing (English composition) I and II, statistics, computer science or healthcare informatics, public speaking, introductory psychology, macroeconomics and all science and nutrition prerequisites.
 - a cumulative GPA of $\geq 3.2^*$, **
 - a B or better in Medical Nutrition Therapy I and II, Management in Nutrition and Dietetics, and Quantity Food Production and Management Systems (NUTR 341, 342, 310, & 320), and in any 400 level course taken prior to the practicum.*
 - a C or better in all science and nutrition courses
 - successfully completed the application process
- b. Degree students can have no more than 3 credits outstanding in La Salle core liberal arts courses to enter the CP. These credits or any other courses cannot be taken

during the same semester as Coordinated Program courses without prior approval from the Director.

- c. Non-degree students who apply to the Coordinated Program in Dietetics must complete a minimum of eighteen credits in the Didactic Program in Nutrition at La Salle University, including Medical nutrition Therapy I and II, Management in Nutrition and Dietetics, Quantity Food Preparation and Management, Nutrition Education and Counseling, and Capstone in Nutrition (NUTR 341, 342, 310, 320, 420 and 440) unless they hold a verification statement issued within the past 3 years indicating completion of an ACEND-accredited Didactic Program.
- d. International students for whom English is a second language, and who have not completed a high school diploma or higher education degree in the United States, 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). The TOEFL web site is <http://www.toefl.org>.

*All students may take Medical Nutrition Therapy II (NUTR 342) and Quantity Food Preparation and Management Systems (NUTR 320) while applying to the CP. However, these courses must be completed with a grade of B or better, and a minimum GPA of 3.2 must be maintained, to be permitted to continue into the practicum courses.

**For graduates of La Salle's DPD program who apply to the CP after completing a health-related graduate degree, the graduate GPA may be considered in the admission decision.

MODEL ROSTER – COORDINATED PROGRAM IN NUTRITION
Freshman Year

Fall	Spring
College Writing I (ENG 110)	CHM 161 Chemistry of the Life Sciences
BIO 161: Anatomy and Physiology I	BIO 162 Anatomy and Physiology II
Religion 150 or 153	COM 150 Public Speaking
CSC 151 Introduction to Computers Using Packages or CSC 154 Healthcare Informatics	History 151 or 152
NUTR 165 Principles of Nutrition	Philosophy 151 or 152

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)
PSY 155 Introduction to Psychology	Literature (ENG 150 or LIT 150)

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)
Fine Arts (ARTH 150 or MUS 150) or Foreign Language	Intro. Macroeconomics (ECN 150)
Medical Nutrition Therapy I (NUTR 341)	Literature (ENG 250 or LIT 250), History (HIS 251), Fine Arts (ARTH or MUS; any 200 or 300-level) <or Foreign Language
Religion (any 200-level)	Philosophy (any 200-level)

Senior Year

Fall	Spring
Nutrition Education/Counsel (NUTR 420)	Capstone in Nutrition (NUTR 440)
Food and Culture (NUTR 401)	Practicum - Med Nutr Ther II (NUTR 402)
Practicum - Community Nutr I (NUTR 410)	Practicum - Community Nutr II (NUTR 411)
	Summer
	Practicum - Food Service (NUTR 430)

BACHELOR OF SCIENCE — COORDINATED 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
 - 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 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

MINOR IN NUTRITION

A minor in nutrition is available to any undergraduate day student in the University.

■ Required for a minor in Nutrition:

- Completion of College Chemistry, preferably **CHEM 161**, with a grade of "C" or better is a prerequisite for the nutrition minor
- **BIO 162** or **BIO 210** with a grade of "C" or better
- **NUTR 165** with a grade of "C" or better
- **NUTR 200** with a grade of "C" or better
- Three additional courses from the **300/400** level, selected from the following courses: **NUTR 300; NUTR 310; NUTR 420; NUTR 441; NUTR 470-475**. Other courses may be considered at the discretion of the Program Director

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.

FACULTY

Laura B. Frank, M.P.H., M.Ed., Ph.D., R.D., L.D.N., Associate Professor and Director, Nutrition Programs and Didactic Program in Nutrition

Elizabeth A. Emery, M.S., R.D., C.N.S.D., L.D.N., Assistant Professor and Director, Coordinated Program in Dietetics

Susan E. Adams, M.S., R.D., L.D.N., F.A.N.D., Assistant Professor

Lisa M. Laura, J.D., R.D., L.D.N., 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 WITH GRADES OF "C" OR BETTER; BIO 162 IS ALSO REQUIRED, BUT MAY BE TAKEN CONCURRENTLY

NUTR 230 (F)
FOOD SCIENCE
 4 credits

This course examines chemical and physical proprieties of food, principles of food selection, consumer trends, use of established food guides in meal planning, methods and techniques of food preparation, sensory evaluation of food, food safety, and government regulation of food. The course consists of three hours of lecture, and two hours of lab

PREREQUISITES: NUTR 165 AND CHM 161 WITH GRADES OF "C" OR BETTER. NON-NUTRITION MAJORS MUST OBTAIN PERMISSION OF THE DIRECTOR TO REGISTER FOR THIS COURSE.

NUTR 300 (S)
COMMUNITY NUTRITION
 3 credits



This course illustrates 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 WITH A GRADE OF "C" OR BETTER.

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 WITH A GRADE OF "C" OR BETTER.

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 emphasizes historical, legal, and ethical considerations for professional practice. The course consists of three hours of lecture.

PREREQUISITES: NUTR 165, NUTR 200 WITH GRADES OF "C" OR BETTER. NUTRITION MAJORS ONLY

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 WITH GRADES OF "C" OR BETTER.

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, BIO 162, BIO162, CHM 161, CHM 262, AND CHM 263 WITH GRADES OF "C" OR BETTER, AND NUTR 341 WITH A GRADE OF "B" OR BETTER.

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; COMPLETION OF 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 skill; 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 WITH A GRADE OF "C" OR ABOVE.

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 consists 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: FORMAL 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 utilize peer reviewed professional sources to develop and conduct an assessment of an educational intervention, write a scientific research paper based on

that assessment, and complete and present a professional poster. Three hours of lecture.

PREREQUISITES: NUTR 165, NUTR 200, NUTR 300, AND HSC 217 WITH A GRADE OF "C" OR ABOVE, AND NUTR 3410, 341, AND 420 WITH A GRADE OF "B" OR ABOVE. NUTRITION MAJORS ONLY.

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 WITH A GRADE OF "C" OR ABOVE; RECOMMENDED PREREQUISITE: NUTR 230

NUTR 460 (S)**NUTRITION EXTERNSHIP**

3 credits/Elective only

Students experience 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 minimum field work per week required.

PREREQUISITES: NUTR 165, NUTR 200, NUTR 300, AND NUTR 420 OR THE EQUIVALENT WITH A GRADE OF "C" OR ABOVE. NUTRITION MAJORS ONLY UNLESS APPROVED BY THE DIRECTOR.

NUTR 470 (S)**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 WITH A GRADE OF "C" OR ABOVE.

NUTR 474 (S)**SPECIAL TOPICS: NUTRITION AND DIETETICS TECHNICIAN, REGISTERED: CAREERS AND CREDENTIALS**

1 credit

This course will help prepare the student to take the credentialing examination to become a Nutrition and Dietetics Technician, Registered (NDTR). Roles and responsibilities of the NDTR are explored.

PREREQUISITE: STUDENT MUST BE A SENIOR IN THE DIDACTIC PROGRAM IN NUTRITION TO REGISTER FOR THIS COURSE.

NUTR 480-481 (F, S)
NUTRITION RESEARCH
3 credits/Elective

The student conducts individual 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 WITH A GRADE OF "C" OR ABOVE.



EVENING AND WEEKEND PROGRAMS

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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, an accelerated BSW program, 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 for evening, undergraduate students are available in each of the three

Schools, Arts & Sciences, Business, and Nursing and Health Sciences, and 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. Also, Online courses 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.

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 Lawrence Administration Center.

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 215.951.1079.

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 an undergraduate - evening 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.

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

VICTOR D. BROOKS AWARD

This award honors the undergraduate, evening student 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 undergraduate evening 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 or on their website.

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

Today's Alumni Association board structure—featuring 21 elected Board members, four officers, an immediate past President, and a representative to the Board of Trustees—has been in place for 15 years. The Board strives to ensure that its membership is fully repre-

sentative of the varied interests, disciplines, cultures and geographical locations of La Salle alumni.

Looking forward, the Alumni Association is seeking to enhance connections with alumni and other University stakeholders through volunteerism, effective communications, innovative affinity programming, and alumni career programming.

The Alumni Board has adopted a revised strategic plan in May 2015 with four primary initiatives:

1. Increase the number of alumni who “give back” and get connected to La Salle University through volunteer opportunities.
2. Foster more alumni engagement by providing more relevant content promoting multiple aspects of La Salle University in all communication vehicles.
3. Develop innovative affinity programming to enhance connections and engage more alumni to come back to La Salle.
4. Engage alumni in the career/recruiting process identifying priorities and implementing initiatives that will be most beneficial to furthering student and alumni careers.

This strategic plan is a guide that will evolve as the Board and University adapt to the many changes that lie ahead. But one thing will always be certain: we will continue to work together and by association as alumni.

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 \$570 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

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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 \$135 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 \$75 is charged per semester for part-time students. A technology fee of \$150 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 Nel-net 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

REFUND OF TUITION

When registration has been finalized, a student shall be considered to be in continuous attendance until proper notice of withdrawal is received by the University. Students must file a withdrawal with the Dean of their school of study. Ceasing to attend and/or giving notice to your instructor(s) does not constitute the proper notice of withdrawal. The allowed percentage of a tuition refund will be based upon the date the notice of withdrawal is received.

*For the purpose of refund computation, a week shall be defined as the period of seven consecutive days; beginning with the official start date of the semester, not the first day of a class or first day of attendance.

** The first day of the semester is defined as the official start date of the semester, not the first day of a class or first day of attendance.

FULL FIFTEEN WEEK TERM

Up to and including the first week* of the semester	100% refund
Second week	60% refund
Third week	40% refund
Fourth week	20% refund
After fourth week	no refund

TEN THROUGH TWELVE WEEK TERMS

Up to and including the first week* of the semester	100% refund
Second week	60% refund
Third week	20% refund
After the third week of the semester	no refund

FIVE THROUGH NINE WEEK TERMS

Up to and including the second day of the semester	100% refund
First week of the semester	60% refund
After the first week of the semester	no refund

ONE THROUGH FOUR WEEK TERMS (INCLUDES INTER-SESSION)

Up to and including the first day** of the semester	100% refund
After the first day of the semester	no refund

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 Financial Aid.

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. The deci-

sion 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 they 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

For undergraduate, evening students in the School of Business and School of Arts and Sciences, 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. Evening Undergraduate students in the School of Nursing and Health Sciences are advised 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 should contact their Academic Adviser 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.

- Students enrolled in Ten through Full Fifteen Week Terms may register through the first full week of classes. A week shall be defined as the period of seven consecutive days; beginning with the official start date of the semester, not the first meeting day of a class or first day of attendance.

- Students enrolled in Five through Nine Week Terms may register up to and including the second day of the semester, not the second meeting day of a class or second day of attendance.
- Students enrolled in One through Four Week Terms (includes Intersession) may register up to and including the first day of the semester. The first day of the semester is defined as the official start date of the semester, not the first meeting day of a class or first day of attendance.

A course that is dropped during the registration period will no longer appear on the student's academic record. After the registration period is over, students may withdraw from a course on or before the withdrawal deadline. Refer to the section titled "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 usually meet for a total of seven weeks. 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

Undergraduate Evening 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, students should notify their evening advisor within their School: School of Business at -215-991-3682, School of Arts & Science at 215-951-1940 or School of Nursing and Health Sciences at 215.951.1430. 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 or their advisor within the Dean's Office of their respective School.

CHANGE IN MAJOR

Undergraduate, evening students who wish to change their major curriculum must file a written request for a Change of Major with the evening advisor within the School they wish to enter.

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 undergraduate, evening 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, 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

After the completion of registration, a student shall be considered to be in attendance unless an official statement of withdrawal is submitted. A withdrawal form is available in the Deans' Offices, or the student may send a letter to their undergraduate evening advisor indicating the course or courses from which one is withdrawing, the reason for withdrawal, and the student's signature. The date of filing the official statement of withdrawal will be considered the actual date of withdrawal. If that date is on or before the final date for withdrawal as published in the academic calendar, the student's record for the course will be marked W (withdrawn). If the date of withdrawal is after the final date for withdrawal, the student's record will be marked F (failure) unless the withdrawal has been caused by unusual circumstances and has the written approval of the Dean. Note: Neither ceasing to attend class nor notifying the instructor constitutes an official withdrawal. For refund policy, please see Refund of Tuition.

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.

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. Renewal of D's will result in loss of credits and loss of respective requirements. Grades of renewed courses will remain and be noted on the transcript, and cumulative grade point average will be adjusted. 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 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 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.

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 at lasalle.edu/eveningweekend, 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

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- Communication 150 or Business 150
- Computer Science 151)

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.

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

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

***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.

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

V. Electives

1. _____
2. _____
3. _____
4. _____

1 May be in English Literature or in Foreign Literature in English Translation.

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

- 9. _____
- 10. _____
- 11. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____

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

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.

IV. Major Requirements

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

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 aca-

demically 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 a minimum 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.

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 proscribed 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 **PSY 220** Psychopathology
or **PSY 225** Social Psychology

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



EVENING AND WEEKEND PROGRAMS



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.

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. As a vital part of the community of learning at La Salle University, 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. In experience in the BUSCA Program, the stu-

dents 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
- A passing score on the Language Placement Test.
- An Interview with the Administrative Assistant and the Director

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 250
CAPSTONE 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 subsequent English class
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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.

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.
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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.

ilación 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.

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 asim-

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.

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

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

See the Fine Arts entry in the School of Arts and Sciences day section of the catalog for course descriptions and major requirements.

BIOLOGY

James Pierce, Ph.D., Chair

FRAMEWORKS COURSES

- **Natural Science**
 - **BIO 157**
 - **BIO 158**

COURSE DESCRIPTIONS

See the Biology entry in the School of Arts and Sciences day section of the catalog for course descriptions and major requirements.

CHEMISTRY

William Price, Ph.D., Chair

FRAMEWORKS COURSES

- **Natural Science**
 - **CHM 150**
 - **CHM 152**

COURSE DESCRIPTIONS

See the Chemistry entry in the School of Arts and Sciences day section of the catalog for course descriptions and major requirements.

COMMUNICATION

Michael Smith, Ph.D., Chair

POWERS COURSE

- **Speech**
 - **COM 150**

COURSE DESCRIPTIONS

See the Communication entry in the School of Arts and Sciences day section of the catalog for course descriptions and major requirements.

COMPUTER SCIENCE

Course listings under Mathematics & Computer Science

CRIMINAL JUSTICE

Course listings under Sociology and Criminal Justice

ECONOMICS

H. David Robison, Ph.D., Chair

FRAMEWORKS COURSE

- **Social Science**
 - **ECN 150**

COURSE DESCRIPTIONS

See the Economics entry in the School of Arts and Sciences day section of the catalog for course descriptions and major requirements.

FOREIGN LANGUAGES AND LITERATURES

Victoria L. Ketz, Ph.D., Chair

LITERATURE IN TRANSLATION

PATTERNS COURSES

■ **Literature:**

- LIT 150
- LIT 250

The English Department also offers courses that fulfill the core requirement in Literature.

FOREIGN LANGUAGE — CONVERSATION AND CULTURE

PATTERNS COURSES

- Irish 150
- Irish 250
- Irish 260

COURSE DESCRIPTIONS

Irish 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.

Irish 250

CONVERSATION AND CULTURE II

3 credits/Patterns

This course is a continuation of introductory studies in conversation and culture in IrishGaelic. 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 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.

FOREIGN LANGUAGES

PATTERNS COURSES

- FRN
- GER
- SPN 101-102

COURSE DESCRIPTIONS

See the Foreign Languages entry in the School of Arts and Sciences day section of the catalog for course descriptions and major requirements.

GEOLOGY, ENVIRONMENTAL SCIENCE, AND PHYSICS

Henry A. Bart, Ph.D., Chair

GEOLOGY

FRAMEWORKS COURSES

- **Natural Science**
 - GEO 150, 151, 152, 153, 154

PHYSICS

FRAMEWORKS COURSE

- PHY 150

COURSE DESCRIPTIONS

See the Geology, Environmental Science, and Physics entry in the School of Arts and Sciences day section of the catalog for course descriptions and major requirements.

HISTORY

Stuart Leibiger, Ph.D., Chair

PATTERNS COURSES

- **History**
 - HIS 151
 - HIS 155
 - HIS 251

COURSE DESCRIPTIONS

See the History entry in the School of Arts and Sciences day section of the catalog for course descriptions and major requirements.

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, Ph.D., Chair

POWERS COURSES

- **Information Technology**
 - **CSC 151**

- **Numbers**
 - **MTH 114**
 - **MTH 150**

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.

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

See the Mathematics, Computer Science, and Information Technology entry in the School of Arts and Sciences day section of the catalog for course descriptions and major requirements.

MUSIC

Susan Dixon, Chair

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

See the Music entry in the School of Arts and Sciences day section of the catalog for course descriptions and major requirements.

PHILOSOPHY

Robert Dobie, Ph.D., Chair

PATTERNS COURSES

- **PHL 151**
- **PHL 152**

COURSE DESCRIPTIONS

See the Philosophy entry in the School of Arts and Sciences day section of the catalog for course descriptions and major requirements.

POLITICAL SCIENCE

Michael Dillon, Ph.D., Chair

POWERS COURSE

- **Numbers**
- **ECN 213**

FRAMEWORKS COURSE

- **Social Science**
- **POL 151**

COURSE DESCRIPTIONS

See the Political Science entry in the School of Arts and Sciences day section of the catalog for course descriptions and major requirements.

PSYCHOLOGY

Joseph F. Burke, F.S.C., Ph.D., Chair

FRAMEWORKS COURSE

- **PSY 155**

REQUIREMENTS

- **Required for Major in Psychology: 12 Courses**
- **PSY 155**
- **PSY 310**
- **PSY 311**
- **PSY 330**
- even 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.

RELIGION

Maureen O'Connell, Ph.D., Chair

REQUIREMENTS

- **Required for Major in Religion: 13 courses**
- One from **REL 150** Exploring Christianity or **153** Exploring Religion
- **REL 400** Capstone Colloquium

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

■ **Required for Dual Majors in Religion-Education**

- **REL 150** or **153**
- Two courses in religions other than Christianity
- Two courses in Bible (one at the 200 level; one at the 300 level)
- **REL 220**
- **REL 225**

250 • School of Arts and Sciences

- **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

See the Religion entry in the School of Arts and Sciences day section of the catalog for course descriptions.

SOCIAL WORK

Janine Mariscotti, Ph.D., LCSW, Chair

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.

MINOR IN HUMAN SERVICES

- **Required Courses for the Minor in Human Services:**
 - **SWK 160**
 - **SWK 280**
 - **SWK 340**
 - **SWK 341**
 - **SWK 381**
 - **SWK 270/370/470**

COURSE DESCRIPTIONS

See the Social Work entry in the School of Arts and Sciences day section of the catalog for course descriptions.

SOCIOLOGY, AND CRIMINAL JUSTICE

SOCIOLOGY

Charles Gallagher, Ph.D., Director

FRAMEWORKS COURSE

- **Social Science**
 - **SOC 150**

COURSE DESCRIPTIONS

See the Sociology entry in the School of Arts and Sciences day section of the catalog for course descriptions and major requirements.

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

See the Criminal Justice entry in the School of Arts and Sciences day section of the catalog for course descriptions and major requirements.

**SCHOOL OF
BUSINESS**

EVENING AND WEEKEND PROGRAMS



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 fourteen of the last fifteen years, the La Salle chapter of BGS has been chosen as one of the top five from

more than 540 chapters world-wide. In the last five years, we were named as the Silver Chapter (in 2012, 2013, 2015 and 2016), and the Gold Chapter (in 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 Aramark, Baker Tilly, Johnson & Johnson, PwC, KPMG, EY, Deloitte, Disney, Burlington Stores, CIGNA, IBX, SAP, and Sunoco. 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 Art History or Foreign Languages
- 1 more Literature, History, Art History 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** Business Strategy
- 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 9 credits of foundation level course work and 3 credits of core level course work for the La Salle MBA degree. 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 or any other AACSB-accredited institution 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 or any other institution 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).

LA SALLE UNDERGRADUATE COURSES		MBA COURSE
ECN 150	Introductory Macroeconomics	MBA 610
ECN 201	Introductory Microeconomics	
BUS 101	Introduction to Financial Accounting	MBA 615
BUS 206	Financial Markets and Institutions	MBA 630
BUS 208	Fundamentals of Financial Management	
Marketing Major Courses		MBA 690*
Accounting Major Courses		MBA 691*
Finance Major Courses		MBA 692*
Business Systems and Analytics Major Courses		MBA 693*
*If two of the following are waived, an elective will be added to the program: MBA 690, 691, 692 and 693 may be waived		

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.

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. Numbers
 - _____
- D. Speech
 - **BUS 150** Presentation Skills for Business (2 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. Social Science
 1. Economic or Political Science
 - **ECN 150** Introductory Macroeconomics
 2. Any Psychology or Sociology
 - _____

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. Art History or Language
 - **ARTH 150** Introduction to Art
or Foreign Language
- F. Second Course (Literature, History, Art History, 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** Business Strategy
12. International Business Course/Experience

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 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: ACC 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.

MISSION STATEMENT

The mission of the Accounting Department--consistent with the missions of La Salle University and the School of Business--is to prepare students to become effective and socially responsible business and community leaders. Dedicated to the Christian Brothers' traditions of excellence in teaching and concern for individual values of its students, the accounting faculty's charge is to instill within our students an understanding of accounting as a profession with high ethical responsibilities.

PROGRAM STUDENT LEARNING OUTCOMES AND GOALS FOR THE ACCOUNTING DEPARTMENT

1. Our graduates will understand the ethical and regulatory environment for accountants and the role accountants play in society to provide and ensure the integrity of financial, managerial and other information.
2. Our graduates will be able to apply the critical thinking and analytical skills that support professional skepticism, assessment, and assurance of accounting information.
3. Our graduates will develop communication skills that will allow them to effectively communicate financial and non-financial results.
4. Our graduates will be able to record, analyze, and interpret historical and prospective financial and non-financial information.
5. Our graduates will be able to use technology as appropriate to analyze financial and non-financial information.
6. Our graduates will demonstrate an understanding of tax policy, strategy and compliance.
7. Our graduates will understand international accounting issues and practices, including roles and responsibilities played by accountants within a global context.

Junior standing is a prerequisite for 300- and 400-level courses.

COURSE DESCRIPTIONS

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 exam-

ine 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 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.

ACC 478 (F)

ACCOUNTING INFORMATION AND ENTERPRISE 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.

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.

Sophomore standing is a prerequisite to 200-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.

COURSE DESCRIPTIONS

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 infer-

ence. 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 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.

PREREQUISITE: SOPHOMORE STANDING.

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 sophomore standing, there are no prerequisites; the course may be taken by non-business majors as well as business majors. The course may be taken by non-business majors as well as business majors.

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)

BUSINESS STRATEGY

3 credits

This is the capstone course for Business majors. It takes the perspective of company's senior management, who are tasked with building and sustaining a competitive advantage for the firm. It explores how the functions of the business are continuously shaped in response to the company's internal and external environments. The course includes industry analysis, company and competitor assessment, approaches to strategy formulation and implementation, and business ethics.

PREREQUISITE: SENIOR STANDING.

FINANCE

Jan Ambrose, Ph.D., Chair

The Finance major is not available in the evening.

Sophomore standing is a prerequisite to 300- and 400- level courses.

COURSE DESCRIPTIONS**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.

PREREQUISITES: BUS 204, 206, 208.**FIN 375****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.

PREREQUISITE: BUS 208.**FIN 401****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****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 470****SELECTED 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.

Sophomore standing is a prerequisite for 300- and 400-level courses.

COURSE DESCRIPTIONS

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. 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.

Sophomore standing is a prerequisite for 300 and 400 level courses

COURSE DESCRIPTIONS

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.

BACHELOR OF ARTS IN ORGANIZATIONAL LEADERSHIP

Organizational Leadership is an online program offering learners an experiential learning environment that fosters critical-thinking, through the application of technical and professional expertise needed to make strategic real world business decisions.

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.

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 communication (written, oral, and technological.)
- Set priorities for outcomes and results that impact the organization, e.g., critical thinking, decision making and problem solving.
- Facilitate meetings and presentations using technologies and communication strategies for different audiences within an organization.
- Evaluate employee performances, re-training strategies, and assessing 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).

THE ONLINE ORGANIZATIONAL LEADERSHIP PROGRAM CURRICULUM:

FALL SEMESTER

- **ORL 201** Intro to Organizational Leadership (1st 7 weeks – Term I)
- **ORL 301** Human Resources Leadership (2nd 7 weeks – Term II)
- **ORL 304** Leadership Skills (2nd 7 weeks – Term II)
- **ORL 314** Team Analysis and Leadership (1st 7 weeks – Term I)

SPRING SEMESTER

- **ORL 330** Social Media Marketing and Leadership (2nd 7 weeks – Term II)
- **ORL 340** Analytics, Metrics and Operational Leadership (1st 7 weeks- Term I)
- **ORL 350** Corporate Conversation and Leadership (2nd st 7 weeks –Term II)
- **ORL 401** Senior Capstone (Only Offered Once a Year, students must be at Senior Status to enroll -1st 7 weeks –Term I)

SUMMER SEMESTER

- **ORL 303** Writing at Work (1st 7 weeks –Term I)
- **ORL 310** Organizational Leadership and Change (2nd 7 weeks – Term II)
- **ORL 320** Organizational Assessment and Evaluation (1st 7 weeks – Term I)

*This schedule is subject to change and is based upon sufficient enrollment.

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.

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 and face-to-face format. Course instructors are experience industry

professionals with 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 an 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

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

CORPORATE CONVERSATIONS AND LEADERSHIP

3 credits

This course is designed to introduce students to leadership perspectives and the role that communication plays in developing effective leadership and management skills. The course explores communication variables involved when leaders attempt to influence members to attain goals. Course topics include: high-potential leadership challenges, conversations that build relationships, conversations to develop others, conversations for decision making and taking 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.

**SCHOOL OF NURSING
AND HEALTH SCIENCES**

EVENING AND WEEKEND PROGRAMS



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

1. Prepare students to provide professional nursing services in healthcare agencies and communities with an emphasis on vulnerable populations.
2. Facilitate students professional development in the knowledge, skills, and values to advocate for a healthy society.
3. Foster faculty and student engagement in interprofessional and collaborative health care, service, programs and research.
4. Educate students to strengthen the nursing profession and to contribute to the health of society through service and practice.
5. Develop a community of lifelong 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

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. The current program for students admitted prior to fall 2016, consisting of 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. Effective fall 2017 the revised program leading to the BSN consists of 132 credits. The 16 nursing courses are taught over nine continuous semesters once prerequisites are met. 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 healthcare 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.

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 is approved by 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.

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 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 Test of Essential Academic Skills (TEAS) pre-entrance R.N. examination. Students must have a composite score at the proficient level 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); math (3 credits) and presentation skills (3 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

es 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 nursing didactic course and each clinical course each semester 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, face-to-face NCLEX-RN® review course at the completion of the program; and
- satisfactorily complete all core and major courses, including NUR 417.

FACULTY

Kathleen Czekanski, PhD, RN, CNE
Dean, 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, Czekanski, Dillon, Donohue-Smith, Frizzell

ASSISTANT PROFESSORS: Brown, Harkins, Herrin, Hoerst, Kinder, Matecki, Sipe, Stubin, Szulewski, Taylor, Townsend, Wilby

INSTRUCTORS: Blumenfeld, Grosshauser, Kenney, McGovern, Neumeister, O'Leary, Terrell

PROFESSIONAL STAFF:

Mary Dorr, MSN, R.N.
Assistant Dean, School of Nursing and Health Sciences

Sheila McLaughlin, MSN, RN
Assistant Director, Evening/Weekend Nursing (ACHIEVE)
Program & RN-BSN Program

Beth Wagner, MSN, RN, Coordinator, Nursing Learning Resource Center

Rosemary Zuk, MSN, RN, Director of Clinical Education

COURSE DESCRIPTIONS

NUR 201 PATHOPHYSIOLOGY 3 credits

This course applies knowledge from basic science courses to explore conditions of disrupted homeostasis and related disease processes within the major body systems. Students develop an understanding of the signs and symptoms associated with selected pathophysiological disruptions and adaptive human responses to health threats across the lifespan as a basis for determining nursing care needs.

PRE/CO-REQUISITES: BIO 161, 162, 163, AND CHM 161.

NUR 202 HEALTH ASSESSMENT 3 credits (2 hours class and 1 hour lab)

This course focuses on the development of the theoretical and practical base necessary to assess the health status of clients across the life span and health care continuum. Students learn assessment of the healthy client. This course takes a holistic approach to the assessment of the physical, psychosocial, and spiritual needs of clients.

PREREQUISITES: BIO 161, 162, 163, AND CHM 161

NUR 203 INTRODUCTION TO PROFESSIONAL NURSING PRACTICE 4 credits. (3 credits didactic/1 credit clinical)

In this course students examine professional values, standards, and guidelines as a basis for evidence-based nursing practice. Students apply the nursing process at a beginning level to clients in selected settings focusing on health promotion, risk reduction, and disease prevention education.

PRE/CO-REQUISITES: BIO 161, 162, 163, AND CHM 161

NUR 204 PHARMACOLOGY 3 credits

This course examines pharmacotherapeutic agents used in the treatment of illness and in the promotion, maintenance and restoration of health. Pharmacotherapeutic aspects of client care are introduced and supported by evidenced based findings to improve client care. Emphasis is on principles of safe administration of medications and patient education for major drug classifications.

PRE/CO-REQUISITES: BIO 161, 162, 163, CHM 161, NUR 201, NUR 202

NUR 205 INTRODUCTION TO PROFESSIONAL NURSING PRACTICE 6 credits (3 didactic/3 clinical)

This course builds on the knowledge, skills, and values of professional nursing practice introduced in earlier courses. Students apply the nursing process in holistic plans of care for adult clients with the emphasis on health promotion and disease prevention strategies and QSEN competencies.

PREREQUISITES: NUR 201, 202, 203

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 331 (F)
ADULT HEALTH I: CARE OF THE CLIENT WITH CHRONIC ILLNESS
7 credits

This course focuses on the application of the nursing process to promote and restore health of chronically ill clients. Principles of rehabilitation and chronicity care are integrated into nursing care. Students increase their independence as a member of the nursing profession collaborating with the interprofessional team in a variety of settings.

PREREQUISITES: NUR 203, NUR 204, NUR 205.

NUR 332 (F)
INTRODUCTION TO NURSING RESEARCH AND EVIDENCE-BASED PRACTICE
3 credits

This course promotes an understanding of the essential elements of the research process as applied in the development, appraisal, and dissemination of evidence to support clinical nursing practice. Students identify a problem in the nursing or client system and conduct a scholarly inquiry of published empirical literature. Emphasis is placed on the critique of nursing research and the use of evidence as a basis for practice.

PREREQUISITES: NUR 203, NUR 205.

NUR 333 (F)
INTRODUCTION TO NURSING RESEARCH AND EVIDENCE-BASED PRACTICE
4 credits

This course focuses on the culturally competent, holistic, family-centered nursing care of the developing family unit. Students apply family and developmental theories to the care of childbearing families. Health promotion and health education are emphasized for diverse clients in a variety of settings.

PREREQUISITE: NUR 331

CO-REQUISITES: NUR 334, NUR 332

NUR 334 (F, S)**GENETICS AND GENOMICS**

1 credit

This course examines the influence of genetics and genomics on the continuum of health and illness for individuals and families across the life span. Through critical examination of exemplar cases, students explore the professional role and clinical competencies of the nurse in caring for clients facing the complex physiological, psychological, social, cultural, and ethical issues related to actual or potential genetic conditions.

PREREQUISITES: NUR 331, NUR 332.

NUR 335 (F, S)**FAMILY NURSING: CHILDREARING**

4 credits

This course focuses on culturally competent, holistic, family centered nursing care and application of the nursing process to promote and restore the health of children. Physiological and psychosocial alterations are explored from a systems perspective with special emphasis on the developmental and diverse needs of the infant, children and adolescents. The maintenance of health through the illness experience is emphasized with children and their families in secondary and tertiary settings.

PREREQUISITES: NUR 331, NUR 332

CO-REQUISITE: NUR 334

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.

NUR 423 (F, S)

PUBLIC HEALTH NURSING

5 credits

This course examines the various roles and essential competencies of the professional nurse in addressing population-focused and global public health issues. Students apply public health science, epidemiology, systems-level assessment, health policy development, and program planning in population based-nursing care. Strategies to promote health and prevent disease in diverse clients through collaborative efforts with multiple stakeholders are emphasized.

PREREQUISITES: NUR 332, NUR 333, NUR 334, NUR 335

CO-REQUISITES: NUR 421, NUR 424

NUR 424 (F, S)

SENIOR SEMINAR I: SYNTHESIS OF CLINICAL CONCEPTS

1 credit

This course provides students an opportunity to review, examine, and synthesize concepts integral to providing safe quality nursing care to clients with prevalent chronic diseases and health conditions. Students develop critical thinking skills and demonstrate clinical competency as they synthesize information from the basic sciences and prior nursing courses into comprehensive client-centered plans of care.

PREREQUISITES: NUR 332, NUR 333, NUR 334, NUR 335

CO-REQUISITES: NUR 421, NUR 423

NUR 425 (F, S)

ADULT HEALTH II: CARE OF THE CLIENT WITH ACUTE AND COMPLEX

7 credits

This course focuses on the application of the nursing process in the management of acute and complex health care needs of diverse adult clients. Students employ critical thinking and leadership skills to manage groups of acutely ill adult clients. Students gain confidence in role development as providers, designers, coordinators, and managers of client-centered care.

PREREQUISITES: NUR 421, NUR 423, NUR 424

CO-REQUISITES: NUR 427, NUR 428

NUR 427 (F, S)

NURSING LEADERSHIP AND MANAGEMENT: CONCEPTS AND PRACTICE

4 credits

This course analyzes leadership roles and management functions of the professional nurse as provider and manager/coordinator of care for diverse clients within dynamic and complex healthcare delivery systems. Students practice decision-making skills and acquire leadership and management competencies to address nursing practice issues at an individual and organizational level.

PREREQUISITES: NUR 421, NUR 423, NUR 424

NUR 428 (F, S)

SENIOR SEMINAR II: SYNTHESIS OF NURSING CLINICAL CONCEPTS

1 credit

This course provides students with focused learning opportunities to review, examine, and synthesize theoretical and clinical knowledge from previous courses across the nursing curriculum. Through use of evidence-based assessments, students demonstrate mastery in the integration of clinical reasoning with professional role and clinical care concepts essential for the entry-level nurse to provide safe quality nursing care to diverse clients.

PREREQUISITES: NUR 421, NUR 423, NUR 424

CO-REQUISITES: NUR 425, NUR 427

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 215.951.1471 (Main Campus).

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.

PROGRAM GOALS AND OUTCOMES

Goals

The goals of the RN-BSN degree program at La Salle University are:

1. Prepare diploma and associate degree nurses as leaders to effect change in health care and community systems.
2. Instill the value of lifelong learning as a hallmark of the professional nurse.
3. Serves as a foundation for graduate study.
4. Promote collaboration between faculty and student to advance the profession of nursing.

STUDENT LEARNING OUTCOMES

At the completion of the program the student will be able to:

1. Utilize research-based, theoretical, scientific, and clinical knowledge from nursing and other disciplines as a basis for nursing practice and policy development. (Essential 1)
2. Implement culturally appropriate strategies for health promotion, risk reduction, and disease prevention for diverse individuals, families, groups, and communities across the life span. (Essential 7)
3. Provide safe nursing care to address complex needs of patients and caregivers throughout the course of illness, healing, and rehabilitation. (Essential 8)
4. Use clinical judgment and decision-making skills when assessing the health status of individuals and families and evaluating their response to health care. (Essential 3, 7)
5. Demonstrate competency when providing, coordinating, collaborating, and managing nursing care in various environments and health care delivery systems. (Essential 2, 5, 7)
6. Engage in partnerships with individuals, families, communities, and health care professionals to promote health and prevent disease. (Essential 6)
7. Evaluate nursing and health care services based on ethical, legal, professional, and evidence-based policy and practice standards. (Essential 3, 5)
8. Value self-directed learning for continuing professional development. (Essential 8, 9)
9. Practice as a change agent in health care delivery systems particularly to advocate and promote quality assessable care for vulnerable and underserved populations. (Essential 2, 9)
10. Use information and practice technologies to support evidence-based nursing practices that reduce healthcare errors and improve access to cost-effective healthcare. (Essential 3, 4)

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.

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, socio-cultural, 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.

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.

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.

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

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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.

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

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 W indicates online and P W courses are limited to students enrolled in the PreSLP program:

PRE-SLP PROGRAM: STUDENT LEARNING OUTCOMES

1. The student will demonstrate knowledge of the principles of the biologic sciences, statistics, and social/behavioral sciences.
2. The student will demonstrate knowledge of basic communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
3. The student will apply critical thinking to synthesize, analyze, and evaluate information.
4. The student will identify professional and clinical practice issues in the field of speech pathology.

COURSE DESCRIPTIONS

COSD 100P W

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 W

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 W

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 W**ANATOMY AND PHYSIOLOGY OF THE SPEECH AND HEARING MECHANISMS**

3 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 W, OR PERMISSION OF INSTRUCTOR.

COSD 203P W**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 W**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 W**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 W**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 W**CLINICAL PROCEDURES IN SPEECH AND LANGUAGE PATHOLOGY**

3 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 W**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 scienc-

es. 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 W1

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.

APPENDIX

BOARD OF TRUSTEES

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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.

SHELDON ZINK (2016)

Assistant Professor, Sociology and Criminal Justice, B.S., West Chester University, M.A., Ph.D., Temple University.

DAVID ZUZGA (2012)

Assistant Professor, Biology, B.A., Vassar College; Ph.D., Thomas Jefferson University.

A-16 • Calendar

Event	Day Undergraduate	Evening Undergraduate	Graduate Programs
Summer 2017			
Full Summer Courses Begin	May 22 (M)	May 22 (M)	May 22 (M)
Undergraduate/Graduate Summer I Courses Begin	May 22 (M)	May 22 (M)	May 22 (M)
Undergraduate/Graduate Summer I Last Day Registration and Change of Roster	May 22 (M)	May 22 (M)	May 22 (M)
Undergraduate Summer I Online Courses Begin	May 22 (M)	May 22 (M)	
Undergraduate Summer I Online Last Day For Registration and Change of Roster	May 22 (M)	May 22 (M)	
8 Week Summer Courses Begin			May 22 (M)
8 Week Summer Last Day For Registration and Change of Roster			May 22 (M)
10 Week Summer Courses Begin	May 22 (M)	May 22 (M)	
12 Week Online Pre-SLH Summer Courses Begin	May 22 (M)	May 22 (M)	
Full Summer Last Day Registration and Change of Roster	May 28 (S)	May 28 (S)	May 28 (S)
10 Week Summer Last Day Registration and Change of Roster	May 28 (S)	May 28 (S)	
12 Week Online Pre-SLH Last Day For Registration and Change of Roster	May 28 (S)	May 28 (S)	May 28 (S)
Memorial Day Holiday	May 29 (M)	May 29 (M)	May 29 (M)
Undergraduate Summer I Last Day for Filing P/F Option	May 30 (T)	May 30 (T)	
Undergraduate Summer I Online Last Day for Filing P/F Option	June 1 (R)	June 1 (R)	
Memorial Day make-up	June 2 (F)	June 2 (F)	June 2 (F)
10 Week Summer Last Day for Filing P/F Option	June 5 (M)	June 5 (M)	
Undergraduate Evening and Graduate Registration for Fall 2017 Begins		June 5 (M)	June 5 (M)
Full Summer Last Day for Filing P/F Option	June 7 (W)	June 7 (W)	
12 Week Pre-SLH Online Last Day for Filing P/F Option	June 7 (W)	June 7 (W)	
Undergraduate/Graduate Summer I Last Day for Withdrawal	June 15 (R)	June 15 (R)	June 15 (R)
Undergraduate Summer I Online Last Day for Withdrawal	June 22 (R)	June 22 (R)	
8 Week Summer Last Day for Withdrawal			June 26 (M)
Undergraduate/Graduate Summer I Courses End	June 27 (T)	June 27 (T)	June 27 (T)
Undergraduate/Graduate Summer II Courses Begin	June 28 (W)	June 28 (W)	June 28 (W)
Undergraduate/Graduate Summer II Last Day for Registration and Change of Roster	June 28 (R)	June 28 (R)	June 28 (R)
Undergraduate/Graduate Summer I Grades Due	July 3 (M)	July 3 (M)	July 3 (M)
Independence Day Holiday	July 4 (T)	July 4 (T)	July 4 (T)
10 Week Summer Last Day for Withdrawal	July 5 (W)	July 5 (W)	
Undergraduate Summer II Last Day for Filing P/F Option	July 6 (R)	July 6 (R)	
Independence Day make-up	July 7 (F)	July 7 (F)	July 7 (F)
Undergraduate Summer I Online Courses End	July 7 (F)	July 7 (F)	
Undergraduate Summer II Online Courses Begin	July 10 (M)	July 10 (M)	
Undergraduate Summer II Online Last Day For Registration and Change of Roster	July 10 (M)	July 10 (M)	
Full Summer Last Day for Withdrawal	July 11 (T)	July 11 (T)	July 11 (T)
Undergraduate Summer I Online Grades Due	July 12 (W)	July 12 (W)	
12 Week Pre-SLH Online Last Day for Withdrawal	July 14 (F)	July 14 (F)	July 14 (F)
8 Week Summer Courses End			July 14 (F)
8 Week Summer Grades Due			July 19 (W)
Undergraduate Summer II Online Last Day for Filing P/F Option	July 19 (W)	July 19 (W)	
Undergraduate/Graduate Summer II Last Day for Withdrawal	July 21 (F)	July 21 (F)	July 21 (F)
10 Week Summer Courses End	July 27 (R)	July 27 (R)	
10 Week Summer Grades Due	August 1 (T)	August 1 (T)	
Undergraduate/Graduate Summer II Courses End	August 3 (R)	August 3 (R)	August 3 (R)

Full Summer Courses End	August 3 (R)	August 3 (R)	August 3 (R)
Undergraduate/Graduate Summer II Grades Due	August 8 (T)	August 8 (T)	August 8 (T)
Full Summer Grades Due	August 8 (T)	August 8 (T)	August 8 (T)
Undergraduate Summer II Online Last Day for Withdrawal	August 10 (R)	August 10 (R)	August 10 (R)
12 Week Pre-SLH Online Courses End	August 10 (R)	August 10 (R)	August 10 (R)
12 Week Pre-SLH Online Courses Grades Due	August 15 (T)	August 15 (T)	August 15 (T)
Undergraduate Summer II Online Courses End		August 25 (F)	
Undergraduate Summer II Online Courses Grades Due		August 30 (W)	

Summer Intersession: August 7 (M) – 17 (R)

Last Day For Registration and to Drop Class: August 7 (M) (no refund after 8/7/17)

Last Day for Undergraduate Filing P/F Option: August 8 (T)

Last Day For Withdrawal: August 12 (SA)

Fall 2017 (M-13; T-14; W-14; R-14; F-14; 34 days until Break; 33 days after / Totals: MWF: 41 meetings; TR: 28 meetings)

Orientation Week	August 21-25		
Full Semester Undergraduate and Graduate Courses Begin	August 28 (M)	August 28 (M)	August 28 (M)
7 Week Online/RN-BSN/ORL I Courses Begin		August 28 (M)	
7 Week Online/RN-BSN/ORL I Last Day For Registration and Change of Roster		August 28 (M)	
8 Week I Courses Begins			August 28 (M)
8 Week I Last Day For Registration and Change of Roster			August 28 (M)
Full Semester Undergraduate and Graduate Last Day For Registration and Change of Roster	September 3 (SU)	September 3 (SU)	September 3 (SU)
Labor Day Holiday	September 4 (M)	September 4 (M)	September 4 (M)
7 Week Online/RN-BSN/ORL I Last Day for Filing P/F Option		September 6 (W)	
Full Semester Last Day for Filing P/F Option	September 15 (F)	September 15 (F)	
7 Week Online/RN-BSN/ORL I Last Day for Withdrawal		September 27 (W)	
Honors Convocation	September 29 (F)	September 29 (F)	
8 Week I Last Day for Withdrawal			October 2 (M)
7 Week Online/RN-BSN/ORL I Courses End		October 15(SU)	
Undergraduate and Graduate Mid-Semester Holidays	October 16 & 17 (M, T)	October 16 & 17 (M, T)	October 16 & 17 (M, T)
Freshmen (Day Students) Mid-Semester Grades Due	October 18 (W)	October 18 (W)	
8 Week I Courses End			October 20 (F)
7 Week Online/RN-BSN/ORL I Grades Due		October 20 (F)	
7 Week Online/RN-BSN/ORL II Courses Begin		October 23 (M)	
7 Week Online/RN-BSN/ORL II Last Day For Registration and Change of Roster		October 23 (M)	
8 Week II Courses Begin			October 23 (M)
8 Week II Last Day For Registration and Change of Roster			October 23 (M)
8 Week I Grades Due			October 25 (W)
Senior Registration for Spring 2018 Begins	October 26 (R)		
Undergraduate Evening & Graduate Registration for Spring 2018 Begins		October 26 (R)	October 26 (R)
7 Week Online/RN-BSN/ORL II Last Day for Filing P/F Option		November 1 (W)	
Junior Registration for Spring 2018 Begins	November 2 (R)		
Full Semester Undergraduate and Graduate Last Day for Withdrawal	November 3 (F)	November 3 (F)	November 3 (F)
Sophomore Registration for Spring 2018 Begins	November 9 (R)		
Freshman Registration for Spring 2018 Begins	November 16 (R)		
7 Week Online/RN-BSN/ORL II Last Day for Withdrawal		November 21 (T)	
Thanksgiving Holidays	Nov. 22 – 26 (W-SU)	Nov. 22 – 26 (W-SU)	Nov. 22 – 26 (W-SU)
8 Week II Withdrawal Da			November 27 (M)

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Full Semester Undergraduate and Graduate Courses End	December 8 (F)	December 9 (SA)	December 9 (SA)
7 Week Online/RN-BSN/ORL II Courses End		December 10 (SU)	
Full Semester Undergraduate and Graduate Final Examinations	Dec. 11 – 15 (M-F)	Dec. 11 – 16 (M-SA)	Dec. 11 – 16 (M-SA)
7 Week Online/RN-BSN/ORL II Grades Due		December 15 (F)	
8 Week II Courses End			December 15 (F)
Supplementary Examination Date	December 16 (SA)	December 16 (SA)	December 16 (SA)
8 Week II Grades Due			December 20 (W)
Full Semester Undergraduate and Graduate Fall Grades Due	December 20(W)	December 20 (W)	December 20 (W)

Winter Intersession: December 16 (SA) – January 12 (F)

Last Day For Registration and to Drop Class: December 16 (SA) (no refund after 12/16/17)

Last Day for Undergraduate Filing P/F Option: December 21 (R)

Last Day For Withdrawal: January 4 (R)

Spring 2018 (M-13; T-15; W-14; R-15; F-14; 34 days before Break; 38 after / Totals: MWF: 42 meetings; TR: 30 meetings)

8 Week I Courses Begin			January 8 (M)
8 Week I Last Day for Registration and Change of Roster			January 8 (M)
Martin Luther King Holiday	January 15 (M)	January 15 (M)	January 15 (M)
Full Semester Undergraduate and Graduate Courses Begin	January 16 (T)	January 16 (T)	January 16 (T)
7 Week Online/RN-BSN/ORL I Courses Begin		January 16 (T)	
7 Week Online/RN-BSN/ORL I Last Day For Registration and Change of Roster		January 16 (T)	
Full Semester Undergraduate and Graduate Last Day For Registration and Change of Roster Registration	January 22 (M)	January 22 (M)	January 22 (M)
7 Week Online/RN-BSN/ORL I Last Day for Filing P/F Option		January 26 (F)	
Full Semester Undergraduate Last Day for Filing P/F Option	February 5 (M)	February 5 (M)	
8 Week I Last Day for Withdrawal			February 12 (M)
7 Week Online/RN-BSN/ORL I Last Day for Withdrawal		February 14 (F)	
Registration for Summer 2018 Courses Begin	February 15 (R)	February 15 (R)	February 15 (R)
Junior/Senior Registration for Fall 2018 Begins	February 15 (R)		
Sophomore Registration for Fall 2018 Courses Begin	February 22 (R)		
8 Week I Courses End			March 2 (F)
7 Week Online/RN-BSN/ORL I Courses End		March 4 (SU)	
Mid-Semester Holiday	Mar. 5 – 11 (M – SU)	Mar. 5 – 11 (M – SU)	Mar. 5 – 11 (M – SU)
8 Week I Grades Du			March 7 (W)
7 Week Online/RN-BSN/ORL I Grades Due		March 9 (F)	
7 Week Online/RN-BSN/ORL II Course Begin		March 12 (M)	
7 Week Online/RN-BSN/ORL II Last Day For Registration and Change of Roster		March 12 (M)	
8 Week II Courses Begin			March 12 (M)
8 Week II Courses Last Day For Registration and Change of Roster			March 12 (M)
Freshmen/First time transfer (Day Students) Mid-Semester Grades Due	March 14 (W)		
La Salle Heritage Week	MARCH 18 (SU) to 24 (SA)		
7 Week Online/RN-BSN/ORL II Last Day for Filing P/F Option		March 21 (W)	
Freshmen Registration for Fall 2018 Begins	March 22 (R)		
Easter Holidays	Mar 30 & Apr 2 (F & M)	Mar 30 & 31 (F & SA)	Mar 30 & 31 (F & SA)
Full Semester Undergraduate and Graduate Last Day for Withdrawal	April 3 (T)	April 3 (T)	April 3 (T)
Make-up Class for Day Students with Monday only classes	April 4 (W)		
7 Week Online/RN-BSN/ORL II Last Day for Withdrawal		April 11(W)	
8 Week II Last Day for Withdrawal			April 16 (M)
7 Week Online/RN-BSN/ORL II Courses End		April 29 (SU)	

7 Week Online/RN-BSN/ORL II Grades Due		May 4 (F)	
8 Week II Courses End			May 4 (F)
Full Semester Undergraduate and Graduate Courses End	May 4 (F)	May 5 (SA)	May 5 (SA)
8 Week II Grades Due			May 9 (W)
Full Semester Undergraduate and Graduate Final Examinations	May 7 – 11 (M – F)	May 7 – 12 (M–SA)	May 7 – 12 (M–SA)
Full Semester Undergraduate and Graduate Supplementary Examination Date	May 12 (SA)	May 12 (SA)	May 12 (SA)
Grades for Graduating Students Due	May 14 (M)	May 14 (M)	May 14 (M)
All other Full Semester Spring Grades Due	May 16 (W)	May 16 (W)	May 16 (W)
Commencement Week			
Graduate Commencemen			May 18 (F)
Baccalaureate Liturgy	May 19 (SA)	May 19 (SA)	May 19 (SA)
Undergraduate Commencement	May 20 (SU)	May 20 (SU)	

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2017

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
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	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
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	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
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	26	27	28	29	30		
DECEMBER	S	M	T	W	T	F	S
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	24	25	26	27	28	29	30
	31						

2018

JANUARY	S	M	T	W	T	F	S
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	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
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	25	26	27	28			
MARCH	S	M	T	W	T	F	S
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	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
APRIL	S	M	T	W	T	F	S
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	29	30					
MAY	S	M	T	W	T	F	S
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	27	28	29	30	31		
JUNE	S	M	T	W	T	F	S
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	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
JULY	S	M	T	W	T	F	S
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	22	23	24	25	26	27	28
	29	30	31				
AUGUST	S	M	T	W	T	F	S
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	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	